



## **Adelaide Primary School** **Policy Statement for the Curriculum**

### **Introduction**

At Adelaide Primary School we offer boys and girls an excellent education in all core subjects, but with a creative flair that children and parents love. At Adelaide Primary School we are proud to be a welcoming, successful, inclusive school. We recognise everyone as a unique individual with their own ambition, skill and dreams. We aim to provide an environment that encourages life-long learning.

### **Principles and Philosophy**

We are committed to providing quality and excellence through an exciting, stimulating environment that stretches and develops the child as a whole and to provide an education which will develop social skills and encourage children to become more active citizens within the school community and beyond. The Curriculum includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. Furthermore, as a restorative community, we encourage children to treat each other with respect and promote tolerance, fairness and understanding.

### **Aims of the School Curriculum**

The broad aims for the school curriculum are:

- Provide a broad and balanced curriculum with an emphasis on basic skills.
- Provide high quality teaching experiences which excite and motivate children in the classroom and beyond.
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom and at times involve the wider community such as parents and carers.
- Build up children's confidence and motivation to learn through the use of a range of learning and teaching styles.
- Embed basic skills in order to prepare children for real-life and everyday situations.
- Provide opportunities to apply knowledge and learning in practical ways.
- Closely monitor and assess progression in attainment and application of skills.
- Help our children to transfer skills between different areas of the curriculum in order to encourage flexibility and resourcefulness and to enable them to use their strengths in one area to overcome challenges in another.
- Ensure our children know what they are learning and WHY.
- Allow time to engage, reflect and review – including peer and self-evaluation.
- Use a wealth of relevant resources – in classrooms, outdoors, in the local community and the wider area, including visits and visitors

- Encourage our pupils to develop their enterprise skills in order for them to grow into innovative, creative, strategic-thinking individuals who are equipped with skills that underpin employability.

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### **Curriculum**

Our curriculum has been organised through a ‘topic based’ approach, which incorporates the key knowledge, skills and understanding set out in the National Curriculum. The use of ICT is encouraged in all topic areas as a subject in its own right and in both the teaching of the topic and in the opportunities for children’s independent learning.

Our curriculum places a strong emphasis on applying basic literacy and maths skills across other areas of the curriculum.

The following subjects are also taught as dedicated, discrete sessions:

- Mathematics – Maths skills are key to developing everyday skills; links can be made throughout the theme, however key skills are taught in dedicated sessions. Mathematical reasoning is used to strengthen understanding through the application of arithmetic skills taught.
- Aspects of Literacy – Word / Sentence Work, such as Spelling, Grammar and Punctuation, Phonics, Guided Reading and Handwriting are taught as discrete subjects as they build up basic skills.
- RE – Is taught in accordance with the Approved Syllabus, although links with topics are made where appropriate.

### **Curriculum Planning**

Planning begins with the school’s long-term plan, which outlines the statutory requirements of the national curriculum that need to be covered within either each year or over the phase. Additional context is added to ensure coverage is broad and children experience a broad balance of knowledge, skills and understanding throughout their learning journey. From this, teachers produce medium term plans that ensure learning is cohesive and links closely with the chosen topic. Short term plans are then formulated which set out:

- How the theme will be introduced (a ‘wow’ factor, that could be a visit, visitor or a trip).
- The skills covered and progression within these skills to meet the needs of all pupils.
- What the learning outcome will be and the steps to success required to achieve the outcome.
- Relevant assessment information.

The core subjects of Literacy and Numeracy are usually taught in the morning sessions with further basic skills being incorporated in the afternoon sessions through the current theme.

### **Assessment and Target Setting**

At the beginning of the school year, targets will be set for all year groups in Literacy and Numeracy, with regards to whether each pupil is expected to be Well Below, Working Towards, reaching the Expected Standard or Securing Greater Depth against the relevant Age-Related Expectations, by the end of the year. These will be shared with parents at open evening. Teachers will assess children against statutory requirements of the National Curriculum 2014 in all subjects. Teachers will ascertain what pupils are capable of and what they need to work on to further improve in that particular subject.

Attainment in Numeracy and Literacy will be measured against age-related expectations set out in the statutory requirements of the National Curriculum.

Progress will be measured primarily through 'shifts' from one of the assessment band outlined above to another, standardised test information. A child who is reaching Age Related Expectations and attaining an 'average' standardised tests score each year may be considered to be making expected progress.

Teachers assess after every lesson. This short-term formative assessment informs future planning and ensures that assessment is being used to enhance learning. Self and peer assessment is also used and children are involved in the process of assessment.

In all other subjects, pupils will be assessed annually against key skills and milestones linked to age-related expectations set out by the new National Curriculum at the end of each phase. Children who are working towards, at and above expectations will be recorded. Subject leaders will gather the information and evaluate standards in their subject, along with looking at areas of strength and weakness. This information is then passed to the Head teacher and Deputy Head Teacher who evaluate this at a whole school level. The class teacher comments on each child's progress in the annual school report to parents. Years 2 and 6 will take part in the new Key Stage 1 and 2 tests which reflect the National Curriculum standards and the Standards and Testing Agency Framework.

### **Equal Opportunities and Entitlement**

We aim to give all children, irrespective of age, gender or ethnic origin equal opportunity to make maximum progress. It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment, which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need (SEN).

### **Modern British Values**

At Adelaide Primary School, we value and respect the diversity and backgrounds of all our pupils, families and the wider school community. The Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

Here at Adelaide Primary, we actively promote British values in just some of the following ways:

#### **Democracy**

- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

#### **Rule of Law**

- enable students to distinguish right from wrong and to respect the civil and criminal law of England

#### **Individual Liberty**

- enable students to develop their self-knowledge, self-esteem and self-confidence

- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely

#### **Mutual Respect and Tolerance of Those with Different Faiths and Beliefs**

- encourage respect for other people, and further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England

#### **Roles and Responsibilities**

The Head teacher and Governing Body have overall responsibility for the Curriculum, supported by the Curriculum Leader, who is the Deputy Head teacher.

They are responsible for overseeing the delivery of all elements of The National Curriculum through:

- Regular formal and informal discussions with staff.
- Monitoring planning to ensure curriculum coverage. Carrying out book scrutinies alongside planning to ensure cross-curricular links are optimised. Observing learning and teaching to ensure progress is being made within different areas of the curriculum.
- Regular reviews of the curriculum through annual subject scrutinies and open dialogue.
- Formulating an action plan to move the school forward.
- Speaking with the children about their learning.