

**FEDERATION OF ST. NICHOLAS C OF E MIDDLE SCHOOL, PINVIN, AND
PINVIN C OF E FIRST SCHOOL**



POLICY ON THE NEW CURRICULUM

TL05

Date approved at FGB	7.7.15
Statutory/ school policy status	School Policy
Review period	2 years
Date of next review	Summer 2017

Chair of Governors signature.....

Headteachers signature.....

The Pinvin Federation: Curriculum policy

Introduction

The curriculum sits at the very heart of pupils' learning experiences and is underpinned by our vision statement:

'Set in the context of our Christian Foundation, the Pinvin Federation of St. Nicholas Church of England Middle School, Pinvin and Pinvin Church of England First School is committed to providing excellence in education, where everyone has the opportunity to develop a love of life-long learning. Our aim is for all to have the opportunity to excel and that through a strong sense of team and community we can achieve together'

We expect our pupils to be:

- *Confident and enthusiastic*
- *Independent*
- *Creative thinkers*
- *Hard working*
- *Caring towards each other*
- *The future*

We expect our staff to:

- *Be a role model for our pupils*
- *Be professional in approach*
- *Have high expectations*
- *Enjoy learning themselves*
- *Be supportive and encouraging*
- *Make education fun*

We expect our stakeholders to:

- *Be supportive of our Christian values*
- *Partners in improving learning*
- *Committed to making the Federation a leading establishment of education*

Our vision is underpinned through our focus on Rights, Respects and Responsibilities. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between pupils and adults, between adults themselves and between pupils. This is central to our ethos, our approach to teaching and learning, behaviour and the curriculum itself. Our curriculum philosophy is built on the UN Convention on the Rights of the Child, and in particular, Article 28 (Right to Education), Article 29 (Goals of Education) and Article 30 (Children of minorities/indigenous groups).

The Federation believes that our curriculum should be broad, balanced, engaging and relevant and meet the needs of all children.

The curriculum is comprised of The New National Curriculum and the wider curriculum, with the expectation that skills are developed and that knowledge is acquired. We see our teachers as experts in different subject fields who have the skills and commitment needed to help our children learn and develop. With their help our pupils become Scientists, Historians, Artists and Mathematicians as they develop and learn. We ensure the children have a range of learning experiences that challenge, stimulate and promote high level thinking and learning. We also are ambitious in tackling attainment gaps and recognise the

need to adjust our curriculum to meet individual need. Our curriculum also includes the 'Development of the Whole Child' which focuses on:

- Working independently
- Developing curiosity
- Creative thinking and problem solving
- Team work and collaboration
- Practical skills
- Confidence
- Investment in school and the community

This policy will act as a 'Catalyst' policy for all other school curriculum policies and guidelines, in that, along with the aims of the school, it will provide the philosophical framework for curriculum delivery.

Aims

The aims of the Federation curriculum are:

- To teach the basic skills of Literacy, Numeracy, Science and ICT and promote high standards in these areas with opportunities to apply these skills in other subjects
- To teach the children key skills within the National Curriculum and wider life skills to enable them to successfully acquire knowledge in every aspect of this curriculum so that through their Federation journey, at whatever point that begins, by the time they reach Year 8 they are on course to be GCSE ready.
- To encourage pupils as Speakers, Listeners, Readers, Writers, Debaters, Poets, Mathematicians, Scientists, Geographers, Historians, Artists, Designers, Computing experts, Sportspeople, Linguists, Musicians, RE specialists and Global Citizens
- To enable all pupils to become masters (experts) of the curriculum in specific areas and acquire expertise
- To engage the children as learners and to ensure that they assess and contribute to their own and others learning
- To promote a 'Love of Learning', a positive attitude towards learning and a basis for lifelong learning
- To enable children to be creative and develop their own thinking
- To promote physical development and the awareness of a healthy lifestyle
- To promote the involvement of parents, carers and families in their child's learning

Curriculum Organisation

At the Pinvin Federation we adopt a thematic approach to learning which has at its core individual requirements of each subject curriculum. Our philosophy is that the skills that are taught and the knowledge that is to be acquired drive the themes and that subjects link together to enable application. Lessons are not necessarily discrete, but are clearly sequenced with a clarity of short term learning intention alongside a long term outcome. In any curriculum lesson it should be clear what is being learnt, the specific subject skills that are being developed and how the children will be successful in their learning. In this way our curriculum will provide clarity, support, models and challenge to ensure that each child is accessing it in the most appropriate way.

Curriculum process

The curriculum process is the method in which learning happens through the thematic learning sequence. It follows a four part process that is progressive and drives the skills that are taught and knowledge that is to be acquired.

Phase 1: Learning Hooks

- The pupils experience an initial stimulus with the aim of inspiring them as learners
- They then gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school
- They are clear on the role that individual subjects have in the development of the theme and the discrete elements that will be taught
- This then ensures that pupils' imagination is captured from the outset
- At this stage there is also provision of clarity in terms of short term and long term outcomes
- This is where the enquiry agenda is set

Phase 2: Deepening knowledge and acquiring skills

- Pupils improve their knowledge, skills and understanding of each subject under the broad theme that provides the overview
- They develop and practice their new skills
- They compose, make, do, build, investigate, explore, write for different purposes and read across the curriculum
- They become subject experts and their learning behaviour is that of the subject which is their focus
- They follow new pathways of enquiry and develop their thinking
- They complete homework activities that support their learning.

Phase 3: Application

- Teachers ensure that learning is embedded and that skills and knowledge from Phase 2 are secure
- The pupils apply skills, knowledge and understanding in real-life contexts
- They work through hypotheses and solve problems using everything they've learnt
- They have the opportunity to demonstrate mastery

Phase 4: Evidence and evaluation

- They share their achievements with parents, classmates and the community through their thematic books as a record of their learning
- They evaluate finished products and processes and evaluate the learning that has taken place in the thematic book
- They link what they have learnt to where they started
- They are assessed by the teacher for each subject area against skills developed and knowledge acquired.

Curriculum Planning

Units of work are planned using our skills progression documents which are based on The National Curriculum 2014. The guidance within planning is that there is a clear learning intention, alongside a clear short and long term outcome. There is not a prescribed short term planning format and teachers are able to plan in a way that will best serve the needs of their pupils. An overview however is produced by the teachers of the year groups, usually over a term's duration. The overview plans contain the details of the learning to be covered with a progression of learning intentions.

Assessment: Sheffield Tracking and Assessment Tools (STAT)

Planning for reading, writing, maths and Spelling, Punctuation and Grammar (SPaG) is based on the Sheffield Tracking and Assessment Tools materials which are taken from National Curriculum 2014. The philosophy of the Federation is one where the children are fully involved in the assessment process, acting as self and peer assessors as appropriate.

Rights, respect and responsibility (RRR), the National Curriculum and the Extended school curriculum, including Spiritual, Moral, Social and Cultural Development

The national curriculum forms only a part of the curriculum that the Federation offers to its pupils. Through the National Curriculum and our extended school curriculum, we create opportunities and provide experiences that will enable children to make informed decisions and to grow into confident, active and responsible citizens. Our curriculum also aims to support children's spiritual, moral, social and cultural development. We do this in many ways across the curriculum and through the opportunities and experiences we offer to all of the children. We reflect on these areas during assemblies and through times such as class discussion, reflection time and collective worship. By teaching about rights and responsibilities and demonstrating respect between all members of the school community we believe that our pupils will have high self-esteem and good well-being. Our pupils will demonstrate positive attitudes towards diversity in society and will grow to be confident citizens. Respectful relationships between pupils and their peers, and between pupils and their teachers, will promote a passion for and an engagement in learning.