

## CURRICULUM POLICY STATEMENT

**At Outwoods Edge Primary School we are working together in pursuit of excellence. We will be a community where children enjoy school and develop the attitudes and confidence to achieve their full potential.**

(A children's version)

**We all come to Outwoods Edge to learn. We all work together to be the best people we can be.**

The curriculum is a crucial tool to enable us to meet our vision for the children at Outwoods Edge. It enables us to provide learning experiences that foster a love of learning and develop the key skills to enable children to achieve their potential.

### **1. Summary**

The Curriculum is the total of all learning experiences that Outwoods Edge provides for the children in its care. We aim to provide a broad, balanced curriculum for all pupils, at all stages of their development. Through the curriculum we aim to enable children to reach their full potential and develop their talents, interests and skills. We do this by teaching the full range of subject areas through a creative curriculum based on the statutory Programmes of Study for the Curriculum 2000 document and choosing the appropriate teaching methods to support effective learning. We seek to provide opportunities for development, not only through lessons but through all aspects of the school day, including break and lunchtimes, assemblies and extra curricula activities.

### **2. Aims of the Curriculum**

All children are entitled to a curriculum that provides opportunities for them to learn and achieve. We aim to provide a curriculum that gives opportunities for them to build upon their strengths, interests and experiences and develop confidence in their own ability to learn independently and work collaboratively. We aim to create, in children, an enjoyment of and commitment to a lifetime of learning. Education needs to be about fun as well as serious study because enjoyment leads to enhanced learning.

Our curriculum seeks to equip the children with essential skills of literacy, numeracy and information and control technology, to promote an enquiring mind and rational thought, and to be broad and balanced in order to give them the opportunity to be creative, innovative and enterprising. We aim to promote pupil's self esteem and emotional well being to help them to form worthwhile relationships and to develop the capacity for leadership and teamwork and to equip them for life as healthy, active and responsible global citizens.

### **3. How can we achieve our aims? (an overview)**

#### **Lessons**

*Delivering high quality lessons which enable the children to make good progress. We incorporate assessment for learning principles and practices so that both the teacher and the learners are aware of the 'how' as well as the 'what' of their learning. We use a variety of teaching styles and organise the class environment, in order to utilise a range of learning styles.*

#### **Location**

*By maximising opportunities, for individuals and organisations, within the local and wider community, we recognise our fortunate position of being in Loughborough, close to the University and historic sites both in the town and around Leicestershire.*

## **Environment**

*The learning environment will be safe, supportive and secure. It will be an enabling environment which celebrates and reinforces learning in a stimulating way, providing resources which are appropriate, well maintained and accessible to encourage independence.*

## **Events**

*To arrange regular class and school events to stimulate, consolidate, celebrate, and enrich the children's learning, including trips, visiting artists and theme days.*

## **Extended Out of School Learning**

*To provide opportunities for a range of activities before, during and after school hours by developing effective partnership links with parents and other agencies*

## **3. The Whole Curriculum**

The curriculum comprises all activities planned within school and extended through homework. At Outwoods Edge we follow the EYFS curriculum for the Foundation Stage and the National Curriculum programmes of study through Key Stage 1 and Key Stage 2. We also offer a wide variety of extra curricular activities to further develop children's interests, skills and experiences.

### The Foundation Stage

The curriculum for children in our reception classes is based on the following areas of learning:

Personal, social and emotional development

Communication, language and literacy

Mathematical development

Knowledge and understanding of the world

Physical development

Creative development

### Key Stage 1 and 2

Our curriculum is organised to ensure that all the National Curriculum subjects are taught following the programmes of study and the Curriculum 2000. Subjects may be taught individually or under an umbrella of a topic where subject matter is more relevant when linked together.

Most importantly we have designed a curriculum that meets the needs of the children at our school and the community that it serves. Work with a number of stakeholders (staff, children, governors and parents) has identified the key 'drivers' that inform our planning when we are designing a curriculum relevant for the children at Outwoods Edge. These drivers are;

- *Enterprise* The children will use the knowledge and skills developed over the topic to communicate key ideas to an audience. This may be in the form of a presentation, event, poster or leaflet.
- *Science and Technology* This subject has always been an area of the curriculum that the school has valued and excelled at. As a driver to our new curriculum, Science and Technology will feature in every topic covered this year.
- *Social and Emotional Well being* Children's attitudes and self confidence have a direct impact on their achievement. Therefore the development of these skills and the children's ability to tackle increasingly complex work is crucial. The development of their resilience will be part of teachers' planning. (see section 4 –Successful learners and the curriculum)
- *Communities* Within each topic there will be a strand that links the topic themes to the community, the school community, the community that the school serves, the wider community in Loughborough and the wider world.

The following subjects are taught at Outwoods Edge:

English

Mathematics

Science

Design and Technology  
History  
Geography  
Information and Control Technology  
Music  
Art and Design  
Personal, Social, Health and Citizenship Education  
Religious Education  
Physical Education  
French

Topics at school are planned according to a common format. Firstly the staff will plan an inspiration day or event. This coincides with the beginning of each topic and is aimed to inspire the children about the subjects being taught. The content of each topic is different but must contain the key 'drivers' identified by the staff and other stakeholders. The end of each topic is marked by an invitation to parents to come and see the results of the topic studied. This might sometimes be an invitation to visit the classroom and participate in a lesson or it might be invitation to see a performance or other presentation.

The revised framework for teaching Literacy (English) and Numeracy (Mathematics) form the foundation for our teaching in these subjects. However we have re-evaluated the Literacy strategy in relation to the needs of our children and now follow a revised curriculum. We have identified the key skills in writing for example and ensure that they are taught throughout the year. The broad range of genres advocated by the Literary Strategy has been slimmed down to enable staff to focus on the development of these key skills. The framework for Numeracy has been embedded into teacher's practice and is used throughout the school.

#### **4. Successful Learners and the curriculum**

Staff have identified the characteristics of successful learners at Outwoods Edge. There are five characteristics and they are; a positive attitude, positive relationships, achieving expectations, parental support and mastering core academic skills. The development of children's skills in each of these areas is undertaken as part of the curriculum at Outwoods Edge. For instance the children's ability to work co-operatively is a current school priority. Lessons that promote this skill and develop the children's ability are taught discretely and as part of other lessons.

#### **5. Inclusion**

At Outwoods Edge we believe that Inclusion means that every child should be helped to feel that they belong, we know that every child matters and seek to ensure that all pupils achieve to the best of their ability. We recognise that children from hugely diverse backgrounds attend our school and we aim to give each one the opportunity to experience success. We aim to set high expectations and provide opportunities for all children to achieve. We understand that children bring to school different experiences, interests and strengths and that these influence the way that they learn. We seek to plan our lessons in such a way that enables all pupils to take part in lessons fully and effectively.

We do this by:

- Creating effective learning environments
- Securing children's motivation and concentration
- Providing equality of opportunity through a variety of teaching approaches
- Using appropriate assessment approaches
- Ensuring that children understand the objectives of lessons
- Setting targets for learning
- Differentiating work appropriately

Some children have particular learning and assessment requirements, either through having Special Educational Needs, a disability, or they may be at an early stage of speaking English. At Outwoods Edge we take account of these requirements and make provision through differentiation and other methods, as far as is possible, to support individuals or groups of pupils to participate in curriculum and assessment activities. We recognise the importance of accounting for the diverse backgrounds of our children and value the partnership we have with parents. We also seek to involve our children in the wider community.

In aiming to give every pupil the opportunity to experience success in learning, we also aim to recognise particular needs of gifted and talented children. We believe that the best provision for gifted and talented children is not 'more of the same but harder' but strategies which challenge them by extending their thinking, understanding, knowledge and skills. We also seek to provide separate challenging learning opportunities for the Gifted and Talented children in our school.

## **6. Assessment, Reporting and Recording**

At Outwoods Edge we understand that assessment is at the heart of the teaching and learning process. Assessment enables us to identify children's strengths and weaknesses in order that future learning needs can be carefully identified. We aim to make the assessment procedure a positive one for children, which celebrates their current achievements. The sharing of assessment information develops the partnership between pupils, teachers and parents, with reports and meetings providing the opportunity to review a child's progress to date, discuss strengths and weaknesses and to set targets for the future. We use Target Tracker to monitor the progress of pupils at an individual level, and update this each term to ensure that target setting is appropriate for each child, to challenge, support and extend their learning.

We understand that assessment for learning is a major factor in raising children's standards of achievement. We see it as an embedded part of the learning process, to share learning goals with children, to help children know and recognise the standards to aim for, to provide feedback to help children to improve, to involve the pupil as well in self assessment. Methods may include classroom talk and questioning, giving appropriate feedback, sharing criteria with learners, peer and self assessment, developing thoughtful and active learners, supportive and interactive displays, shared target setting etc.

We also recognise the usefulness of summative assessment and carry out end of year summative tests in all year groups. In Year 2 and Year 6 these take the form of Statutory Tests. We carry out an initial Entry Assessment of children starting in Reception – The Pupil Profile. Summative results are entered into Target Tracker which provides a year on year picture of a child's academic development in Literacy, Numeracy and Science, which will be extended to ICT during 2011. Teachers keep their own records of assessments of children and each year update children's records, including information on achievements across the curriculum. We also provide one written record to parents each year and complete a Common Transfer Form when children change schools.

## **7. Roles and responsibilities**

### **The Role of the Governing Body**

The governing body must consider and agree the policy and monitor and review its implementation. They receive an annual report from the Headteacher and need to consider the impact of the curriculum on various groups of learners within the school.

### **The Role of the Headteacher**

The Headteacher completes the Curriculum Statement each year for consideration of the School Improvement Committee. The Headteacher monitors the provision of the curriculum by lesson observation, work scrutiny, planning scrutiny and feedback from curriculum co-

ordinators. The Headteacher reports to the Governing body on standards within the school, giving consideration to:

- year groups
- comparisons with national averages and similar schools nationally and for the LA
- gender; ethnicity; special educational needs
- pupils for whom the curriculum was disapplied
- the nature of any parental complaints concerning the curriculum.

The Role of the Class teachers.

The teachers have a responsibility to deliver the agreed curriculum through careful planning, teaching and evaluation. They meet weekly as a whole staff, or in key stage groups to consider the delivery of the curriculum, continuity and issues of progression. Each teacher has the responsibility for a curriculum area and they monitor delivery for this subject. They report to the Headteacher and colleagues about this.