



## Approach to the Curriculum

Updated March 2022

### 1. Our Curriculum Statement

#### Curriculum Intent

At Pallister Park Primary School we '**Work Hard, Play Hard**' and our curriculum is designed to show our children how to live by this ethos.

Our curriculum is designed to encourage our pupils to develop a love of learning and to become confident, independent learners, inquisitive about the world around them. Teamwork and responsibility are an essential part of our school values where we listen to the ideas and opinions of each other and feel part of an extended family. We are part of the local community, celebrating local traditions and taking an active part in events throughout the year. Ensuring that our children have a wider perspective on life in order to have the best future, be able to embrace challenge and take risks.

From this intent has grown our '**50 Things To do Before You Leave Pally**'. This is at the heart of our provision to all of our children and a commitment to make sure they have the childhood they deserve, full of exciting opportunities and embrace the support of families in order to achieve this.

Our curriculum is designed to recognise prior learning and provide our children with first hand experiences. We are determined to be outward looking and to equip our children to understand our changing world. We want our children to learn the skills to face challenges successfully enabling them to grow into resilient and resourceful learners. Our curriculum enables us to celebrate diversity, encourage respect and build a sense of community. It provides and acknowledges success for all children, in all aspects of their development and it recognises, encourages and celebrates all types of talent. We believe that a healthy, safe and caring environment is a precursor to raising achievement and attainment. We are committed to promoting good lifestyle choices such as healthy eating and physical activity. We support not only the children's academic achievement, but also their physical, emotional and social development.

We provide a highly inclusive environment where learners enjoy their education and pupils at all levels are helped to achieve their potential.

#### Curriculum Implementation

Our curriculum is organised into topic-based units with cross-curricular links made with other subjects where it enhances and deepens knowledge and understanding. Wherever possible, reading, writing and Maths activities are linked across lessons and reading is used consistently as an integral part of our teaching to discover, explore and extend learning. The same quality of work is expected across all subjects, leading to higher standards and outcomes.



We sculpt our curriculum around life experiences, enriched by trips, workshops, role-play, visitors, outdoor learning and 'hooks' to give our learning context and relevance. Pupils have the opportunity to contribute their own ideas and knowledge to topics so that we can develop purposeful links and themes between subjects so pupils can make meaningful connections.

Progression of knowledge, skills and understanding is carefully planned, reviewed and adapted annually to ensure that children's learning builds effectively over time and ensuring that children are ready to meet the expectations of secondary school. Work is planned to address misconceptions and gaps in learning identified through assessments to ensure that the curriculum effectively meets the needs of all pupils.

We collaborate with schools locally and across trusts to develop best practice and provide support and services that our children need. We seek out and access the best possible provision from other agencies so our pupils are safe and given the best opportunities in life.

In implementing our curriculum, we are committed to the following key statements:

1. Planning is sequential with lessons built through a series of steps that build upon prior knowledge and provide opportunities to embed learning and strengthen memories.
2. Progression statements for each subject ensure that pupils are able to build upon prior knowledge and skills.
3. Children develop vocabulary and knowledge in their subjects that can be applied in other contexts.
4. Lessons reflect the needs of all pupils with appropriate levels of challenge including the more-able and those with SEND.
5. Assessment is used effectively to check understanding and to help children embed and use knowledge fluently.
6. The broad curriculum offers extra activities that inspire and motivate children to enhance their future aspirations.

### Curriculum Impact

The impact of the school's curriculum can be seen through the outcomes of all groups of pupils and the work they produce evidenced in statutory assessments and teacher assessment.

We expect that:

- All children will make good progress from their individual starting points academically, emotionally, creatively, socially and physically.
- Children will take pride in all that they do, motivated to do their best and with confidence in their own abilities.
- Knowledge, understanding and skills will be secured and embedded so that children attain highly and are fully prepared for secondary school.
- Children have good communication skills, both written and verbal.
- Children listen respectfully and with tolerance to the views of others.



- Children demonstrate emotional resilience and the ability to persevere when they meet challenge.
- Children demonstrate inclusive attitudes and have a sense of their role in the wider society.

## 2. Aims

At Pallister Park Primary School, we aim to:

- provide a broad, engaging and relevant curriculum.
- provide a caring and supportive environment in which all children will flourish
- promote positivity, happiness and self-esteem amongst the children we teach through supporting pupils' spiritual, moral, social and cultural development
- meet the needs of every child by ensuring equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- support pupils' physical development and responsibility for their own health
- enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply to face challenges successfully and to become resilient and resourceful learners.

## 3. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

It complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](#).

## 4. Roles and responsibilities

### **4.1 The Trustees**

The Trustees will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Trustees will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets



- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

#### **4.2 Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

#### **4.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

### **5. Organisation**

At Pallister Park Primary School, we are committed to meeting the requirements of the primary National Curriculum. We have designed a broad and balanced curriculum with high aspirations for all learners.

Our units of work reflect the content and challenge of the curriculum. Teachers have received training in key areas of curriculum change and provide outstanding curriculum provision.

The curriculum is taught with the consideration of the needs of all learners. Our curriculum is designed to be exciting and engaging to inspire children to nurture a passion for learning.



It is important to us to provide a broad range of relevant and creative opportunities that enrich our children's learning, such as 'wow' events, trips, visitors and outdoor learning in our school grounds.

See our EYFS policy for information on how our early years curriculum is delivered.

## 6. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.

## 7. Monitoring arrangements

Trustees monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through school visits, Trustee reports, SLT attending Trustee meetings and providing feedback from school.

Senior leaders and subject leaders monitor the way their subject is taught throughout the school by learning walks, book scrutinies and lesson observations.

This policy will be reviewed every three years by the assistant head teachers. At every review, the policy will be shared with the Trustees.

## 8. Links with other policies

This policy links to the following policies and procedures:

- EYFS Policy
- Assessment policy
- SEN Policy



- Equality information and objectives
- Pupil Premium
- E Safety Policy
- Maths – Moving Towards Mastery