

Stubbins Primary School

Policy for Delivering the Curriculum



At Stubbins School, children are at the centre of everything we do.

We aim to give our children the best possible opportunities and learning experiences, enabling them to reach their full potential. We aim to ensure that the children in our care are equipped for life-long learning as responsible citizens in an ever-changing, diverse local and world-wide community.

We believe that everyone has the capacity to become great if they have the courage to challenge themselves. By nurturing creativity, enjoyment & ambition; this policy supports our responsibility to make this happen.

Aim

We believe our curriculum should prepare our children for a lifetime of learning 60 years into the future - with careers that don't yet exist and technologies we cannot imagine. Our pupils will need to develop the skills required to learn continuously throughout their lifetime. They must develop a love of learning and a thirst for knowledge. This is the aim of our curriculum.

Inclusion

Setting suitable challenges

- We will set high expectations for every pupil. We will plan stretching work for pupils whose attainment is significantly above the expected standard.
- We have an obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- We will use appropriate assessment to set targets which are deliberately ambitious.

Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils.

- We will take account of our duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.¹
 - Lessons will be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. A minority of pupils will need access to specialist equipment and different approaches.
 - With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. We will plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.
 - We will also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.
 - The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. We will plan teaching opportunities to help pupils develop their English and will aim to provide the support pupils need to take part in all subjects.
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The Children

We want our children to be enthusiastic about school and eager to learn. We will recognise this by:

- Children being fascinated by what they have seen, heard, smelled, tasted and felt.
- Children being keen to show us what they have done and who are proud of their achievements.
- Children learning independently – not abandoned, but rather where they are so intrigued by their discoveries that they begin to ask their own questions - taking their learning down a personal pathway.
- Children talking about their learning; sharing ideas and forming their own opinions and theories.

The Teachers

The teachers and other adults who work with the children are pivotal in ensuring that the children in their care succeed. We will do this by:

- Learning alongside children, asking “Wow! Why do you think that happened? Let’s find out!”
- Instilling confidence by creating an ethos where mistakes are not just tolerated, but an important step in the learning process.
- Encouraging children to aim high and challenge themselves.
- Preparing differentiated learning experiences which meet the children where they are and lead them on to the next step in their learning journey.
- Being flexible to respond to the interests of the children, significant events or commemorations, and the curiosities and questions that the passing of the year brings.

The Classroom

The environment our children work in should support and inspire their learning. We will ensure this happens by:

- Each classroom having learning support displays e.g. number line / alphabet / word walls / wonder? walls / topic information etc. (Appropriate to the abilities of the children).
- Each classroom being ‘text-rich’, including a book / reading area, books which link to themes being covered, displays which include text etc.
- Displays which are full of the children’s own work so that they can be proud of their achievements and share their learning. Every child should be able to point proudly to a piece of work on the wall which is theirs.
- Resources which are easily accessible so as to minimise disruption.

The Outdoors

We are surrounded by an incredibly rich outdoor environment. We will ensure that we make the most of it by:

- Each class having at least one outdoor learning experience every week (over and above P.E.). We need to think of the outdoor space as a classroom and a source of inspiration.
- Each classroom having an ‘outdoors’ table / area / display – focussing on the environment / seasonal change / life. This area can be differently titled but be a link to outdoor learning.
- Links being forged with people in the local area who can help the children to appreciate where they live.

The Areas of Learning

Our curriculum is based on the National Curriculum 2013, and contains the following areas of learning:

Core subjects
<p>English:</p> <ul style="list-style-type: none"> ○ Spoken Language, ○ Reading (word reading & comprehension), ○ Writing (transcription, handwriting, composition, vocabulary, grammar & punctuation)
<p>Mathematics:</p> <ul style="list-style-type: none"> ○ Number (number & place value, addition & subtraction, multiplication & division, fractions, decimals & percentages), ○ Ratio & Proportion ○ Algebra ○ Measurement ○ Geometry (properties of shapes, position & direction) ○ Statistics
<p>Science:</p> <ul style="list-style-type: none"> ○ Working Scientifically ○ Living things & their habitats, Seasonal Changes ○ Plants & Animals (including humans) ○ Properties & changes of materials & their uses, States of matter, Rocks ○ Light, Sound ○ Forces & Magnets, Electricity ○ Earth & Space ○ Evolution & Inheritance
Foundation subjects
<p>Art and design: Master a range of materials & techniques and study artists, architects & designers.</p>
<p>Computing: Information Technology, Digital Literacy, Computer Science</p>
<p>Design and technology Design, Make, Evaluate, Technical Knowledge, Cooking & Nutrition</p>
<p>Foreign Languages: Listen & Understand, Speak, Read, Write, Grammar</p>
<p>Geography: Location Knowledge, Place Knowledge, Human & Physical Geography, Fieldwork</p>
<p>History: Changes, significant events, significant individuals, Local History, British History</p>
<p>Music: Sing, Play, Listen, Improvise & Compose, Musical Notation, History of Music</p>
<p>Physical education: Master movement, team games, dance, competition, adventurous activity.</p>
<p>Religious Education (Lancashire Syllabus 'Searching for Meaning' asking 'What is it to be Human?') Shared Human Experience, Living Religious Tradition, Beliefs & Values, Search for Personal Meaning (Parents have a legal right to withdraw their child/children from part of or the whole of the RE curriculum provided by the school.)</p>
<p>Personal, Social and Health Education (non-statutory) Economic Wellbeing and Financial Capability, Emotional Health and Wellbeing, Keeping Safe, Being a Risk Taker, Drugs Alcohol and Tobacco Education, Being Healthy, Taking Part, It's OK to tell, Being different, Sex & Relationships Education</p>

The curriculum is organised into 'age-related' year group expectations. We will ensure, however, that we **teach according to the needs & abilities of the children** – taking guidance from the expectations of year groups above or below the child's actual year group as necessary.