



Curriculum Policy



Implemented: July 2019

Reviewed: September 2020

Next Review: September 2021



Overview

“The beautiful thing about learning is that no one can take it away from you”

– B. B. King

Our curriculum is planned and personalised to enable all children to broaden, strengthen and accelerate the development of their knowledge and skills. It is a knowledge rich curriculum. Each term sees an overarching whole school theme adapted differently by each class with the aim to immerse and inspire. All children at Shortlanesend School are challenged to think at depth and expand their understanding across the entire curriculum.

Our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception (Whilst we await the 2021 framework).

Our immersive curriculum, combined with high-pitched and personal teaching ensures that children are supported to be well rounded, empathetic young people who have the foundations for life in our 21st century world. We strive to provide all our children with a thirst for life-long learning. Through many varied learning experiences our children develop a strong sense of moral awareness and respect for our society and British Values.

Introduction

The curriculum is all the planned activities that we as a school organise to promote learning, personal growth and development. It includes, not only the official requirements of the National Curriculum, but encompasses a range of extra-curricular activities that the school organises in order to enrich the experiences of our children.

It includes '**50 Things to Experience at SLE**', and a consistent 'hidden curriculum' which guides the children to learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can co-operate with others, whilst developing knowledge, skills and good attitudes to learning.

Values

“Intelligence plus character-that is the goal of true education.”

-Martin Luther King Jr.

At Shortlanesend we strive to make our children passionate for learning and make their learning as inspirational, enjoyable, meaningful and as relevant to their personal lives as possible. Our children receive an excellent education in a safe, calm, creative,



Shortlanesend School

Smile – Learn - Excel

inclusive and stimulating environment. **Every child is valued as an individual.** We aim to provide strong foundations for life-long learning for all our children.

We guide our children to **Dare to Dream** as they journey through their primary school years, becoming creative, unique, open-minded and independent individuals with a full awareness of our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and learning opportunities of our school.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their academic and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community. Our outdoor areas are maximised to boost positive mindfulness activities. Children are taught the importance of caring for our environment on a local, national and international level.

At Shortlanesend School (commonly abbreviated to **SLE**) our values permeate all areas of school life and are reflected by our school's simple motto: **Smile – Learn – Excel**

Aims

"Tell me and I'll forget; show me and I may remember; involve me and I'll understand."

-Chinese Proverb

At Shortlanesend School, we aim to offer a balanced and broad curriculum which enables all pupils to:

- Be Happy (Smile)
- Enjoy the process of learning (Smile – Learn)
- Feel successful in their learning (Learn – Excel)
- Promote high self-esteem (Smile)
- Make mistakes (Learn)
- Develop the confidence to decide how best to learn in different situations (Learn – Excel)
- Understand how we learn effectively (Learn- Excel)
- Be able to set own targets for learning (Learn)
- Know what their strengths are and which areas they need to develop (Learn- Excel)
- Become successful learners for life (Learn – Excel)



Shortlanesend School

Smile – Learn - Excel

- Be able to evaluate and assess their own learning (Learn – Excel)
- Develop their critical thinking (Learn – Excel)
- Understand and value the importance of truth, equity, empathy and emotion (Smile – Learn)
- Promote working co-operatively with one another (Smile – Learn)
- Understand Britain and Cornwall's cultural heritage (Learn)
- Explore their spiritual, moral, cultural, mental and physical development (Smile – Learn)
- Become creative, independent **life-long** learners (Learn – Excel)

Immersive Curriculum

“Educating the mind without educating the heart is no education at all.” - Aristotle

Our knowledge rich curriculum is designed over a rolling two-year program to accommodate our ever-changing world. It is possible that teachers will repeat a topic with a different cohort of children, especially one which proved to be inspiring and enjoyable, however, it is more likely for teachers to explore a new theme to deeply immerse the children. Whichever way the topic is chosen the children's learning will incorporate:

- The children's own ideas and questions
- How the theme will be introduced (a 'wow' factor to get the children engaged)
- Opportunities for educational visits or visitors to enhance learning
- A focused learning outcome at the end of the theme for example – an art gallery opens for an afternoon, or a museum exhibit arrives in the school hall with our children as knowledgeable curators.
- How children's work will be presented e.g. theme book, artwork, recording through ICT

Know More - Remember More - Do More

Don't just teach your children to read. Teach them to question what they read. Teach them to question everything.” –George Carlin

The careful sequencing of lessons is coupled with constant strategies employed to enable children to commit learning to long term memory. As a school, we believe that a balance of practical and visual/audio learning is a powerful tool. Our knowledge rich curriculum allows our children to make links with their learning whilst helping with the recall of their knowledge.



Organisation and Planning

“Education is not attained by chance, it must be sought for with order and attended to with diligence.” – Abigail Adams

At Shortlanesend School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception (2021 EYFS Framework pending). Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children.

The EYFS curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS Framework and is guided by the children's interests.

In KS1 and KS2 our curriculum is all planned on a two-year cycle with an emphasis placed on 'wow' experiences, cross curricular links and learning supported by quality texts and other quality experiences.

	Sept19 -July 20			Sept 20 – July 21		
	Autumn	Spring	Summer	Autumn	Spring	Summer
School Focus	Geography	English	History	Geography	English	History
Class	Planet Earth	Lost in a Book	Time Travellers	Exploring the World	Famous Authors	Journey Through the Past
1	Arctic	Traditional Tales	Dinosaurs	India	Julia Donaldson	Cornish History
2	Under The Sea	Oliver Jeffers - Space	Castles of Cornwall	Africa	Sue Hendra	Kings and Queens
3	Forests	Jonny Duddle Pirate Stories	Romans	Australia	Roald Dahl	Stone Age
4	Antarctica	Serafina and the Black Cloak	Mayans	New Zealand	Michael Morpurgo	Ancient Greece
5	Mountains	Harry Potter	Ancient Egypt	Ocean Nations	Sharon Creech	World War 1 and 2

Above is the current topic cycle for Shortlanesend School.



There is clear **sequential** learning and progression in each subject. The children's learning will interweave and develop each year. In making these links more clearly, their learning will be committed to their long-term memory through the constant practising of retrieval skills. Children are consistently focused on three questions during their learning:

- How do I know more?
- How do I remember more?
- How do I show I can do more?

Although teaching and learning is theme-led, each subject's learning journey is carefully planned from the EYFS up to Year 6

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which the long-term and medium-term plans refer to as intentions. Alongside of which teachers identify key concepts, knowledge and vocabulary to be taught in each specific subject.

The more detailed weekly/fortnightly short-term planning will focus on the teaching and learning processes and styles. A planning proforma is common practice to focus learning expectations and for teachers to map the sequence of learning clearly showing personalisation. Short term plans outline the individual lessons and adaptations made for individual classes and children along with assessment opportunities and expected outcomes.

Particular attention is given to clear and appropriate personalisation progression and attainment at this point in the planning process. Curriculum coverage is mapped annually against long term plans to ensure there are no gaps in our curriculum.

Time Allocation

"Learning never exhausts the mind." – Leonardo Da Vinci

At Shortlanesend School we take guidance from the most recent centrally published guidance on time allocation in the curriculum - The Qualifications and Curriculum Authority (QCA) published guidance on designing and timetabling the primary curriculum in 2002. This is used as a guide for our teachers to ensure fair coverage of the curriculum. At Shortlanesend, we do not always follow a rigid timetable for subjects; our immersive curriculum allows our teachers to maximise their professional judgement and be fluid with their children's learning – this often results in WOW theme days/lessons where a subject may receive coverage for a double amount of suggested time, or even a whole day. Our cross curricular curriculum and joined up approach to learning provides children with plenty of opportunity to extend their



learning and develop skills outside the strict timetabling of each subject. All years are committed to providing 2 hours of quality PE per week.

Learning Environment

“The cure for boredom is curiosity. There is no cure for curiosity” – Dorothy Parker

The features of our learning environments, not just our classrooms, but the whole building and grounds are used effectively as teaching tools. Throughout our school, we direct children to clear areas which make key knowledge and vocabulary accessible so that they can locate and use this key information easily and efficiently.

In the EYFS displays and resources are organised and labelled to enable learning and teach children organisational and ordering skills. Resources for supporting learning in Maths and English are well accessible to all children throughout the school with a drive to ensure that children become independent learners who instinctively know when to access these support materials.

Displays around school are also used to showcase, value and celebrate children's achievements and to further inspire children. Boards are further used to promote children's self-esteem, aspirations and emotional awareness.

Assessment, Recording, Monitoring and Evaluation

“Education is a continual process, it's like a bicycle... If you don't pedal you don't go forward.” – George Weah

Short and medium-term assessment is the responsibility of the class teacher and is in line with the assessment policy of the school and Aspire. However, teachers will use informal assessment and observation on a daily basis to determine what children can achieve independently. This is used to inform personalised planning for individual next steps for learning.

Formative assessments can take many different forms depending on subject and age of the child. These are often kept in the children's books/work and evidenced through the detailed marking and delivery of constructive feedback (sometimes this will be verbal). Feedback follows the school's policy and identifies areas for children to improve. Shortlanesend School is committed to creating focused challenges whilst expecting children to take ownership of their learning and respond and reflect to aid development.

Summative assessments support teacher assessments in the core subjects and children are presented with these in a natural format so as to reduce the chance of anxiety. These are used to help prepare children throughout the year groups for the mandatory end of key stage testing.



Shortlanesend School

Smile – Learn - Excel

Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

For further information about assessment, recording and reporting as well as marking and feedback please see:

- Marking and Feedback Policy
- Assessment Recording and Monitoring Policy

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents at three points in the year either in writing (at the end of the academic year) or at an appointment where parents are invited to discuss their child's progress (usually at a midway point of the first and second terms).

Inclusion

***"It is personal. That's what an education does. It makes the world personal." –
Cormac McCarthy***

We aim to provide **all** pupils with relevant and appropriate work at each stage of their educational journey at Shortlanesend School by the following:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning
- Work along side families and children with differences in their learning

Our curriculum is inclusive and promotes a growth mind set in all our children linking back to our school moto – **Smile – Learn - Excel**.

Extra support and interventions are provided for children as necessary and in line with our SEND policy. We ensure that any support provided does not impact negatively on learning opportunities across the curriculum.

How we further enhance Learning

"I think you learn more if you're laughing at the same time."

– Mary Ann Shaffer & Annie Barrows

We aim to further enhance our children's lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, sporting events etc). In addition, we seek to enhance our pupils' understanding through developing positive two-way relationships within our local community.



Shortlanesend School

Smile – Learn - Excel

We seek to provide our children with enhanced responsibility through opportunities to become:

- School Councillors
- Sports Leaders
- Librarians
- House Leaders
- ICT Monitors

By filling one of these roles our children gain further experiences aimed at equipping them with life skills and ambition.

We also make a promise to all our children that we will endeavour to give them **50 fantastic things to do at Shortlanesend School** – see appendix 1. These activities encompass a range of experiences from barefoot walking to visiting an Art Gallery; from learning a musical instrument to baking a proper Cornish pasty.

Risk Assessment

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations.

Subject Leaders

“Education is the mother of leadership.” – Wendell Willkie

It is the role of each subject leader to maintain knowledge and developments in their subject, at both national and local level. With support from SLT subject leaders review the way the subject is taught in the school and plan for improvement. Their development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work/a set of children's work books, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;



Shortlanesend School

Smile – Learn - Excel

- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teacher's planning and teaching;
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update
- to liaise with appropriate bodies e.g. Aspire Networks, other schools, the LA about matters relating to their subjects
- provide efficient resource management for the subject.
- map coverage of the curriculum to long term plans
- engage with subject associations and disseminate information to staff as 'mini' CPD.

Home Learning

"I like a teacher who gives you something to take home to think about besides homework."

– Lily Tomlin

Home learning opportunities are providing termly across our knowledge rich curriculum. Home learning opportunities are linked wherever possible to the term's topic.

How we communicate the Curriculum with our parents

"Education is too important to be left solely to educators." – Francis Keppel

Education is very much a partnership between the child, the parents and the school. Effective communication is vital to ensure maximum learning opportunities. We aim to build and maintain robust relationships with our parents and guardians through:

- Termly Newsletter
- Weekly Newsletter
- Termly Class Assemblies
- Formal written reporting to parents once a year
- Parent consultation evenings
- School website and year group pages inform parents what has been happening in the wider curriculum.
- INSET for parents and guardians - regular training provided in Maths and English
- The schools Twitter feed and Facebook page informs parents of whole school or enhanced activities
- Teachers are available at the start and end of each day



Shortlanesend School

Smile – Learn - Excel

- Pop-in Fridays – A chance for parents to visit their child's classroom on a Friday to view their learning and celebrate successes

Resources

"If you think education is expensive, try ignorance." – Andy McIntyre

Each class is provided with a ring-fenced termly budget which allows teachers to plan effectively for resources to fully immerse the children in their class fully in their learning. Requests for extra funding can be made to FOSS (Friends of Shortlanesend School) or the SLT.