

# Silver Tree Primary School and Nursery



## Curriculum Policy

September 2019

**We believe that every member of our school community should feel valued, respected in order to reach their full potential.**

This Curriculum Policy supports pupils in realising the fullness of life and in the use of their unique talents and gifts.

At Silver Tree Primary School and Nursery, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception. Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, kind and caring children who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for, and understanding of, people. Good mental health and wellbeing is vital for our children to develop essential life skills.

### **Introduction**

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave as a result of our positive values and nurturing ethos. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order to reach their full potential

### **Curriculum Drivers**

At Silver Tree Primary School and Nursery, we strive to make our children passionate for learning and make their learning as much fun and as meaningful and relevant as possible. To that end, we aim to make best use of our local context and the resources our community and local and regional area offers. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual. We aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, 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 work of our school.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures, backgrounds and beliefs. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

As a school we have thought very carefully about the life skills and aspirations we want to instil in our young people. We feel that each topic and subject area taught should have a underlying driver, to which staff will allow our children to flourish.

These drivers are as follows:

*IMAGINE with all  
your mind,  
BELIEVE with all  
your heart,  
ACHIEVE with all  
your might*

*Unknown*

### **High Aspirations**

- Have a clear path that I want to tread
- Know what to do to reach my potential
- Open your heart and mind – never settle
- Recognise the opportunities that I can seize
- See the possibilities beyond my doorstep

*Be the change  
you wish to see  
in the world*

*Gandhi*

### **Pride in our Community**

- Knowing our village story
- Having a sense of pride, place and belonging
- Look after my community and the people within it
- Give back to my community and help it to shine

**I never lose.  
Either I WIN  
or I LEARN**

*Nelson Mandela*

### **Resilience and Determination**

- Success isn't always about getting it right, it's about having a go
- Never let a stumble in the road end my journey
- Don't say 'I can't do it', say 'I can't do it yet'
- Remember, feedback helps me to learn and achieve

**A person's  
a person,  
no matter  
how small.**

**Dr Seuss** 

### **Respecting our Rights**

- I know my rights and how they keep me safe and healthy
- Everyone has the right to be heard, no matter how small their voice
- I show respect, I can accept and I will listen
- Always celebrate the diversity of the people around me

### **Aims**

At Silver Tree Primary School and Nursery, we aim to offer a balanced and broad based curriculum which enables all pupils to:

- Enjoy learning
- Feel successful in their learning and to promote high self-esteem
- Become creative, independent learners
- Be given significant time to learn new skills and have time to practise those skills
- Have the flexibility to decide how best to learn in different situations
- Know what their strengths are and which areas they need to develop
- Become successful lifelong learners who are able to reach their full potential and always be prepared for the next stage in their learning.
- Be able to evaluate and assess their own learning
- Develop their critical thinking
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working co-operatively with one another
- Explore their spiritual, moral, cultural, mental and physical development
- Learn and practise the basic skills of English, Mathematics and Computing
- Makes learning more meaningful by putting it into context
- Challenge themselves and engage themselves in deeper learning

### **Organisation and Planning**

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. Learning is sequential and progressive. Teachers give careful attention to how the curriculum in each subject is planned to ensure that teaching build upon what pupils already known in order to support them to both know more and remember more. It is in this development of the long term memory that we can be sure that learning has been successful.

The following curriculum subjects are taught:

English

Maths

Science

PE

Music

History

Geography

RE

Computing

MFL (French)

Art

Design Technology

Forest Schools

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

In KS1 and KS2 our curriculum is all planned on a yearly cycle with an emphasis placed on rich and well-matched experiences, cross curricular links and learning supported by quality texts and other appropriate experiences available in the local and regional area.

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers craft medium term plans to achieve balance and coverage over a term or half term. The more detailed weekly/ half-termly short term planning will focus on the teaching process. A planning proforma is used throughout the whole school to focus learning expectations and for teachers to map the sequence of learning clearly showing differentiation, teaching assistant direction, assessment opportunities and expected outcomes and resources required. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups.

A specific lesson, based on one of the four curriculum drivers is taught half termly. These are mapped out throughout the year to ensure a good coverage of the four curriculum drivers.

## **EYFS**

During the EYFS, we aim for all of our pupils to develop positive attitudes towards learning, to be 'school ready' and so prepared for the next stage in their educational journey and to become full members of a community in which they live. A practical, playful approach to learning, based on the needs and interests of our children, is delivered through topic based planning. We teach children individually, in small groups and in whole class settings. Through a combination of teacher input and continuous provision opportunities, learning is planned to encourage children to develop their learning independently through exploration and challenge.

The "Characteristics of Effective Learning" are at the heart of the Early Years Curriculum and explore the different ways in which children learn. They highlight the importance of playing and learning, active learning and thinking critically. All the learning experiences we plan for the children allow them to utilise and develop these skills. Our learning environments, both inside and outside, are stimulating and exciting, and relevant to the needs and age/stage of our children.

## **English**

We aim for all of our pupils to be capable readers, writers, spellers and speakers, who can transfer their English skills to other subjects and who are prepared for the next steps in their learning. We nurture them as confident and articulate speakers and writers, who use a wide and purposeful vocabulary. We encourage them as readers, who select texts for purpose and pleasure. Books and reading are at the heart of everything we do. Reading materials are built upon quality picture books, stimulating novels and non-fiction texts. These support children on the journey from reading to writing. Within our timetable, we are committed to providing independent and/or supported reading time on a daily basis.

## **Maths**

We are committed to fostering an enthusiasm for maths. Staff have received extensive training on the White Rose method of teaching and ensure that fluency, problem solving and reasoning is taught through a consistent approach throughout school.

Children will have a secure recall of key mathematical facts and a fluent understanding of concrete calculation. Carefully planned opportunities enable connections to be developed between the maths we learn in school and its real life application of mathematical skills for life. Learning is enhanced by the exploration of mathematical concepts in a range of engaging, purposeful experiences; helping children to become fluent, determined mathematicians, who can confidently explain their understanding and solve problems.

### **Religious Education**

Through the teaching of Religious Education, our pupils are able to articulate how religious faith affects people's lives, through sensitively asking and answering questions. They use a variety of media, such as art and drama, to enable them to find answers and to support discussions. We support children to consider the key questions half termly, these help children to engage with the text and to confidently use the Religious Literacy introduced in each Key Stage. Pupils have varied opportunities to make links with the wider world and other faiths.

### **Science**

We provide a science curriculum that provides opportunities for investigative lessons. Children are exposed to a wide variety of topics that support their natural curiosity for learning. Our curriculum aims to broaden the children's scientific view of, and respect for, the world around them, whilst promoting a love for enquiry and wanting to explore new things. We want our pupils to develop a love for science that carries through into later life, instilling in them an awareness of how science is relevant in today's society. We ensure that the Working Scientifically skills are built-on and developed throughout their time here, so that they can independently plan and carry out investigations to answer questions that puzzle them; competently use scientific equipment to measure and record data accurately and have the necessary skills and vocabulary to confidently explain concepts and articulate their findings.

### **History**

Our pupils are curious about the past. They enquire about the causes of historical events and understand the impact that these have had. Through their history lessons, pupils learn the variety of ways in which the past is represented and are taught to interpret a range of sources, both primary and secondary. They develop a secure understanding of chronology. The skills acquired in history equip pupils to consider and evaluate current world events and to predict the possible effects these will have on the future. Teachers will understand that children need to draw on their previous knowledge common themes throughout school. For example: should an UKS2 class be studying the Romans, their work in other classes will be incorporated in certain areas such as comparing and contrasting settlers in two different periods of history.

### **Geography**

Our pupils are responsible global citizens, who have a solid understanding of place, and appreciate and respect the diverse cultures and traditions of our world. They understand the role they play in protecting the Earth and its resources. Pupils are taught about the physical features of the Earth and about human activity, including populations, politics and economics. They can compare and contrast world locations and competently use mapping skills. Whenever possible, pupils take part in fieldwork. Pupils use their geographical skills to become active and effective members of their local and world community.

## **Computing**

When teaching computing, our aim is to equip the children with the skills required to use computers effectively to enable them to maximise their potential. To do so, we aim to deploy teaching strategies that promote resilience, independence, critical thinking, communication skills and problem solving. We hope that our pupils become confident users of IT and responsible digital citizens, who are ready to meet the challenges of their digital future.

## **Physical Education**

We aim to promote an active attitude amongst the children, where all pupils develop a keen interest in sport and are willing to partake in sporting activities. We aim to provide a variety of engaging lessons delivered by school staff and external bodies; deploy a wide range of teaching strategies and enter a good selection of competitions for the children across both key stages. By doing this, the pupils further develop their confidence and self-esteem when they are accessing P.E. lessons and when they are representing the school in sporting competitions. The pupils also continue to develop their knowledge and understanding of a wide range of sports, equipping them with the skills they need to access sporting activities. The school has also signed up to the Active 30 pledge and children complete a 'silver mile' each day.

## **Art and Design**

It is our belief that all children should have access to an art and design curriculum which fosters a lifelong love and appreciation this subject. We strive to present children with a diverse range of experiences, so that they can experience art and design from different cultures and periods of historical significance. Our curriculum ensures that children's experiences of this subject will result in them being able to use the visual elements of art and design confidently, in their own work. We expect children to be able to look at an image or a piece of art or design and to understand it, not just react to it. We equip them with the skills required to have an understanding of the language of art and design. This enables them to describe what they see in detail and to provide evidence for their observations.

## **Design Technology**

It is our belief that by offering children an inspiring, stimulating and challenging design technology curriculum, we can equip them with the skills and knowledge they will need to thrive in a rapidly advancing technological world. Our design technology curriculum presents our children with experiences which develop their skills. We present them with challenging, relevant projects, which promote, encourage and develop their creativity. Through a diverse range of experiences, we actively encourage our children to be critical thinkers, forward planners and effective problem solvers. We also teach our children to be able to work as capable individuals and valuable, productive team members. Through our design technology curriculum, we teach our children about the impact of design and technology on the lives of people.

## **Music**

We provide a music education that empowers individuals to partake in one of the highest art forms, that promotes self-confidence, self-esteem and gives all pupils a sense of achievement. We do this through providing opportunities for appreciation, composition and singing alongside new opportunities and chances to showcase talents within and beyond our school community. Children also benefit from the highly skilled teaching provided by Durham Music Service. They work with various classes throughout the

year, ensuring that high standards have been met. We are committed to inspiring children to develop a life-long love of music, develop creativity, imagination and fostering talents.

### **PSHE and Citizenship**

We provide a curriculum in which PSHE and citizenship are embedded. Our subject provision includes opportunities to develop pupils' spiritual, moral and social cultural development, whilst strongly upholding and promoting our school vision and British Values. This in turn enables all children to develop an understanding of the ever changing world in which we live, develop the skills necessary to take an active role in their community and manage their lives safely and effectively.