



# **CHURCHDOWN PARTON MANOR SCHOOLS' FEDERATION**

## **CURRICULUM POLICY**

<b>Staff responsible</b>	<b>Head Teacher</b>
<b>Reviewed</b>	<b>Summer 2024</b>
<b>Next review</b>	<b>Summer 2026</b>

### **Equalities statement**

Churchdown Parton Manor Schools' Federation provides an education for all, acknowledges the society in which we live, and is enriched by the ethnic, cultural and religious diversity of its citizens. The school strives to ensure that the culture and ethos of the school are such that, whatever the heritage, origins, faith, age, gender, sexuality and ability of members of the school community, everyone has the right to equal chances, is equally valued and treats one another with respect so that all pupils and staff are encouraged and supported in achieving their full potential. We provide pupils with the opportunity to experience, understand and celebrate diversity, actively tackle all instances of unlawful discrimination and strive for equality of opportunity and good relationships to permeate all aspects of school life, including:

- attainment, progress and assessment
- behaviour, discipline and exclusion
- admission and attendance
- curriculum
- personal development and pastoral care
- teaching and learning
- working with parents / carers and communities
- staff recruitment and professional development

### **Safeguarding statement**

The named person with responsibility for child protection in our school is the Assistant Head Teacher, who liaises with a named Governor. We will follow the procedures for child protection drawn up by the LA and the Governing Body.

If any person suspects that a child in the school may be the victim of abuse, they should not try to investigate, but should immediately inform the Head Teacher about their concerns

When investigating incidents or suspicions, the person responsible in the school for child protection works closely with social care, and with the Gloucestershire Safeguarding Children Board. We handle all such cases with sensitivity, and we attach paramount importance to the interests of the child.

We require all adults who work in school to have their application vetted by the police, in order to check that there is no evidence of offences involving children or abuse. (DBS, Barred and Prohibition Checks).

All the adults in our school share responsibility for keeping our children safe. We may, on occasion, report concerns which, on investigation, prove unfounded. It is better to be safe than sorry and we trust that parents and carers, while they will naturally be upset, will nevertheless accept that the school acted in the child's best interests.

### **Accessibility Statement**

We will strive to ensure that the ethos of the school is such that everyone is equally valued and treated with respect. Pupils will be provided with opportunities to experience, understand and value diversity.

All pupils should have access to an appropriate education that gives them the opportunity to achieve their personal potential, whatever their abilities and needs might be.

## **Our Vision**

Our school aims to provide a varied, engaging and ambitious curriculum that is child-centred, its starting points being the needs of our most vulnerable learners. We recognise that our children's needs are not simply academically based but also involve their emotional and pastoral wellbeing. This helps to drive our approaches to our children's learning. We strive to offer opportunities to all children, regardless of ability or background with the aim of developing the whole child and we encourage every child to identify and attain the skills necessary in order to further their potential. Our children are encouraged to become courageous and independent people and to take ownership of their learning. The GEMS are at the centre of what we do.

<h2><b><u>Curriculum – Statement of Intent and Implementation</u></b></h2>
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## **Our GEM Threads**

**Values:** Our children will adopt and celebrate the school's GEM Powers

**Knowledge:** Our children will learn an enriched and ambitious curriculum

**Progression:** Our children will Do more, Know more and Remember more

**Language & Vocabulary:** Our children will use Oracy to be confident communicators

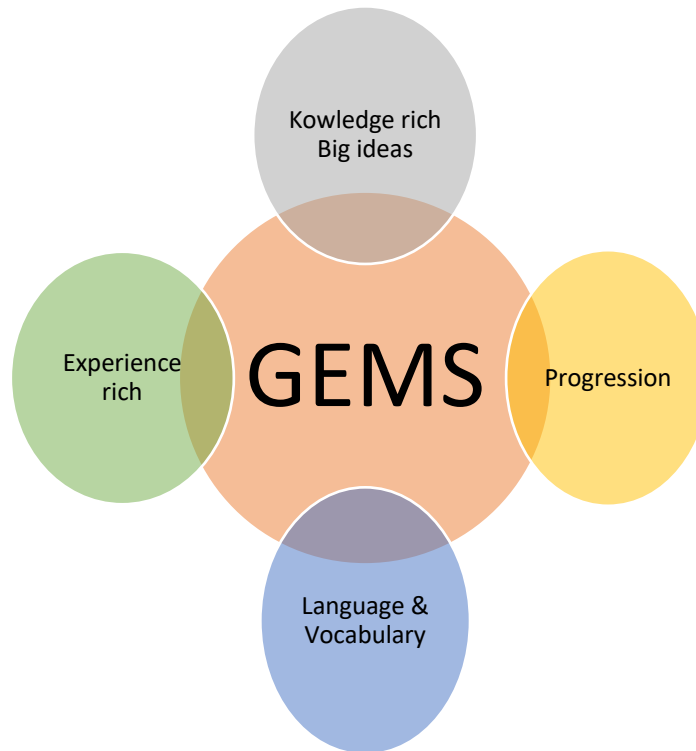
**Experience rich:** Our children will receive culturally diverse opportunities to thrive.

We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking.

We make meaningful connections across subjects. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

## Curriculum Implementation (How the curriculum will work)



The illustration above sets out our curriculum pathway and how we implement our ideas to make the children's learning journey knowledge rich, with oracy being central to developing key skills of communication. The quality of education we deliver stems from teachers' strong knowledge of the National Frameworks and how to provide effective feedback to our pupils so they can build upon secure foundations of literacy, numeracy and oracy.

We aim to plan ambitious 'Big Ideas', triggering learning pathways that develop practical and academic skills. No teaching method is prescribed, but we expect teachers to provide outstanding modelling of concepts and demand high expectations from the children. The topics are inspiring and promote a desire to learn new things and for concepts to be learnt at depth, enabling learners to apply skills for greater understanding. This will allow children to link ideas to other concepts, which will create confident, skilled learners. Teachers will assess the children's understanding and evaluate progress to inform next steps.

At the heart of this, and most importantly, we will be developing emotional literacy – Our Gems – through active encouragement and awareness of the values of kindness (Ruby Gem), independence (Diamond Gem), perseverance (Emerald Gem), concentration (Sapphire Gem) and a positive mental attitude (Opal Gem) as well as developing teamwork (Topaz and Amethyst Gems) and a passion for learning (Aquamarine Gem).

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

## **Curriculum Subjects**

Our curriculum is based on the 2014 National Curriculum programmes of study. Our Subject Leaders take responsibility for ensuring children are taught the necessary skills and have the necessary experiences to prepare them for the next stage of learning (Key Stage 1 and 2 ready and secondary ready).

### Art and Design

The teaching and learning of art is an integral part of a broad and balanced curriculum at CPMSF. We believe that it is crucial for all pupils to be provided with planned and purposeful opportunities to explore and express their creativity. This is essential for the well-being of the individual pupil as well as developing transferable life skills which incorporate our gem powers, including resilience, independence and respect.

It is fundamental to us that our Art curriculum is accessible to all pupils, whatever their background, ability, or life experiences. The nature of art lends itself more readily to those with SEND and EAL who are given greater freedom to express themselves in way that is appropriate to their capabilities. All staff ensure that this is supported by resources, equipment and starting points that are appropriately adapted to the needs of individual pupils. We endeavour that all pupils will feel empowered to share and celebrate their achievements in art.

Our teaching of art aspires pupils and staff to be forward thinking; always seeking to broaden our coverage of artists, skills and media in line with our ever-changing world. We aim to equip pupils with skills they can use as a springboard for future qualifications and careers in the role of art. We also seek to develop transferable skills, such as thinking creatively and working digitally, which can enable pupils to excel in a broad range of future pathways. This is supported by ongoing staff CPD to constantly improve and enhance teaching across the Federation.

### Computing

The use of information and communication technology is an integral part of the National Curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information.

At CPMSF, we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively. Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this.

### Design Technology

Design and technology is an inspiring, rigorous and practical subject. We want all pupils at CPMSF to experience the enjoyment of Design and Technology and develop a sense of curiosity about the subject. At CPMSF, we foster positive 'can-do' attitudes; we believe that all children can achieve in Design and Technology.

We aim to provide the children with a broad and balanced curriculum which prepares them for life beyond primary education. We encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. 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 as part of a valuable, productive team. Resilience is a key theme running through our DT curriculum, and the children are encouraged to become innovators and risk takers.

### English

English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes primary literate and progresses to the best of their ability in the areas of reading, writing, speaking and listening by the time they leave our school in Year 6.

Staff feel it is essential to highlight and be aware of the differing groups of learners and vulnerable children in their class. Teachers plan and teach personalised English lessons which focuses on the needs of each child. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success.

English is the cornerstone of the entire curriculum. It is embedded within all our lessons and we will strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring new curriculum expectations skills are met, the children will be exposed to a language rich, creative and continuous English which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening.

### Geography

Geography is an important subject that helps us to understand and appreciate the world that we live in. We want all pupils at CPMSF to experience the enjoyment of Geography and develop a sense of curiosity about the subject.

At CPMSF, we foster positive 'can-do' attitudes, believe that all children can achieve in Geography and teach for secure and deep understanding of geographical knowledge and skills so that they can be applied across different contexts and situations.

## History

History is an important subject that helps us to understand and appreciate the world that we live in. We want all pupils at CPMSF to have an excellent knowledge and understanding of people, place and time; to use historical evidence from a range of sources to support, evaluate and challenge the views of others and engage in high-quality research that crosses a range of historical topics

## Modern Foreign Languages (KS2 only)

In Languages we aim for all pupils to have a passion and enjoyment of languages; have the confidence to speak creatively with good intonation and pronunciation; read fluently; develop imagination and fluency when writing; have an awareness of the culture of countries where the language is spoken.

Languages are taught in all years of Key Stage Two in line with the National Curriculum entitlement and incorporate opportunities to develop children's spiritual, moral, social and cultural understanding and Global Learning whenever possible. Pupils of all ability groups are included in these lessons and content may be adapted to make lessons accessible for all. Following consultation with our local Secondary schools, the chosen language at CPMSF is French.

## Mathematics

Mathematics is an important subject that helps us to understand and change the world we live in. We want all pupils at CPMSF to experience the enjoyment of mathematics and develop a sense of curiosity about the subject. We believe that all children can achieve in mathematics and teach for secure and deep understanding of mathematical concepts so that they can be applied across different contexts and in real life situations. We use mistakes as an essential part of learning and provide challenge through rich and sophisticated problems before acceleration through new content.

We aim for children to:

Become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

Solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.

Reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.

Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately.

## Music

At CPMSF, we endeavour to cultivate a real enjoyment of music and aim to deliver high quality music teaching, supporting and encouraging all children to achieve their full potential.

We believe that music is a unique form of communication and is an integral part of our culture. It provides an important medium to help children understand themselves, relate to others and the wider world.

### Physical Education

Physical Education is vital to the physical and mental wellbeing of all children in the school. At CPMSF, we aim to teach the children a range of fundamental physical and movement skills that are developed through a variety of P.E. opportunities. At CPMSF, we strive to foster a love for and enjoyment of being active and to develop fitness for life attitude through promoting the benefit of regular exercise. This helps to develop self-esteem, social skills and confidence.

We want our pupils to:

Develop the skills and confidence sufficient to excel in a broad range of physical activities

Be physically active for sustained periods of time

Engage in competitive sports and activities

Lead healthy, active lives

### Personal, Social, Health Education

PSHE (Personal, Social, Health and Economic) education is paramount to children's well-being and ability to learn successfully across the whole curriculum. We recognise the importance of teaching children to lead healthy lifestyles and of preparing them to take their place in society. This is achieved through developing the child's skills and knowledge so that they are able to make considered and informed choices for themselves.

### Religious Education

At CPMSF we follow the Gloucestershire Agreed Syllabus for RE and plan and teach from their guidance. The Agreed Syllabus states that the purpose of RE is captured in the principal aim: "... religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living." (Gloucestershire Agreed Syllabus 2017-2022).

### Science

Science is an important subject that we believe stimulates and excites children's curiosity about the events in the world around them. It also satisfies their curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels.

At CPMSF we believe that science will lead to a better understanding of ourselves and the world. It provides opportunities to appreciate scientific facts and concepts and to experience scientific discovery.

Science at CPMSF is about developing children's ideas and ways of working that enable us to make sense of the world in which they live through investigation, as well as using and applying process skills.