



Copnor Primary School

Curriculum Policy

Governing Body approval gained in November 2023

Next review November 2024

Policy proposed for adoption by Matt Johnson, Headteacher

Headteacher's signature:

Chair of Governor's signature:

Rationale

- We value education because it has the power to change and improve people's lives
- We value success for all through their achievements, progress and attainment.
- We value safety and will promote good safeguarding practice, including combating radicalisation.
- Our focus is on learners and learning, where children will be actively encouraged to have a say in what they learn and how they learn.
- We will meet learners' present educational needs and help them prepare for the future. We will equip them with the skills to live a full life and with the attributes and British values to contribute fully as citizens. These will include valuing themselves and each other, and showing respect and tolerance. This policy should be read in conjunction with the Prevent Strategy, June 2015.
- We want learning and teaching to be inspirational, where teachers are creative in their planning and delivery and children have the opportunity to be creative in their thinking, making links to wider contexts.
- We have high expectations
- We set, and aspire to achieve, challenging targets to raise standards for individuals which will impact positively on the community.
- In order to improve, we will be creative and innovative and take on board the opinions of our students.
- We build on success and learn from mistakes
- We value the school community and the contributions made by all.

Aims of the curriculum

At Copnor Primary School, the curriculum, wherever possible, is taught within themes. These themes may last for a half-term; however, they may also be longer or shorter than this dependent upon the content of the theme being taught. Links will be made both to the current learning and previous learning in these themes.

The curriculum aims:

- To provide a curriculum that creates opportunities for children to learn and achieve their maximum potential at all times.
- To build on pupils' strengths, interests and experiences
- To develop pupil confidence in their capacity to learn and work independently and collaboratively through talking partners and group tasks.
- To develop a lifelong love of learning
- To equip pupils with the essential skills of literacy, numeracy/science and information and computing; and to promote an inquiring mind and the capacity to think rationally.
- To provide a broad and balanced education through a curriculum that makes links between important skills within subject areas, allows the children to be creative and innovative in their approach to new tasks, encourages the children to be dynamic and enterprising and enables them to consider the world around them and make a positive contribution to the community in which they live.

- To ensure that the curriculum has the capacity to cover not only knowledge and skills but concepts and attitudes alongside them.
- To promote pupils' self-esteem and emotional well being to enable them to form worthwhile relationships with others and develop the capacity for leadership
To make explicit the values, attitudes and ethos that the curriculum is seeking to promote and which makes our school unique.
- To ensure that our children have the opportunity to learn about and promote British values in all that they do, throughout the curriculum.
To ensure that all pupils have access to a full range of learning that promotes achievement, progress and personal development.

Promoting Skills across the National Curriculum

Key Skills are the skills that help learners to improve their learning and performance in education, work and life and are embedded in our school curriculum:

- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance
- Problem solving

Wherever possible, these will be taught as part of the school's themed approach to the curriculum.

Thinking Skills help pupils to focus on 'knowing how' as well as 'knowing what' to learn and are embedded in our curriculum, complementing the key skills:

- Information-processing skills
- Reasoning skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills

Again, wherever possible, these will be taught as part of the school's themed approach to the curriculum.

The curriculum and the Equality Act 2010

Copnor Primary School adheres to current legislation and acts of Parliament. The Equality Act 2010 states that the curriculum is excluded from the Act. However, the way in which this school (and all schools) provide education – the delivery of the curriculum – is included in the Act. The Equality Act 2010 and schools publication by the Government, states: '... schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic. But schools will need to ensure that the way in which issues are taught does not subject individual pupils to discrimination.' In practice then, the teachers, in consultation with the senior leadership, will devise a curriculum which challenges the children and includes issues, ideas and materials that are age appropriate for the children. As an example, when the children learn about World War Two, they will learn about the Nazis and their impact on Great Britain and the wider world; however, they would not look at the inhumane experiments conducted in the concentration camps nor the events leading up to their election in Germany.

The curriculum and the Special Educational Needs and Disability Regulations 2014

Copnor Primary School adheres to the Special Educational Needs and Disability Regulations 2014 as set out in the Special educational needs and disability code of practice: 0 to 25 years (Jan 2015). This states: 'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will

mean that pupils with SEN and disabilities will be able to study the full national curriculum.' In practice, this means that the teachers, with support from the senior leadership team, plan a curriculum where the needs of all pupils are met, using additional resources, including additional adults and differentiation in order to support every pupil regardless of their starting points. Therefore, teachers will give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve.

To respond to pupils' diverse learning needs

When planning, teachers will set high expectations and provide opportunities for all pupils to achieve. They will be aware that pupils bring to school different experiences, interests and strengths that will influence the way we learn and will plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. Teachers will take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments
- Securing their motivation and concentration
- Providing equality of opportunity through teaching approaches
- Using appropriate assessment approaches
- Setting targets for learning

Therefore, teachers will include in their planning and consideration of the teaching environment:

- Pupils with special educational needs
- Children with particular medical needs
- Pupils with disabilities
- Pupils who are learning English as a second language
- Asylum seekers
- Children in public care
- Gifted and talented pupils

We have 23.5 hours taught time each week

We believe that effective learning and teaching should strive to challenge all abilities; be creative and encourage children to consider their own strengths and weaknesses in learning and accommodate all preferred learning styles.

Assessment for learning is a key aspect in helping children know how to improve and children are trained in self-assessment.