Milverton Primary School

## Curriculum Policy

Agreed by: ­­­­­­Performance and Standards Committee

Date Agreed: ­­­­­­­­­­­­­Spring 2018

Date to be reviewed: Spring 2021

Updated Issue 1: ­­­­­­­­­­­­­Spring 2018

**Rationale**

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. The curriculum at Milverton Primary School is constructed on the principles that:

·       Learning in school should be designed to meet the requirements of the National Curriculum

·      The school curriculum should aim to provide opportunities for all pupils to learn, to achieve, to have fun and keep safe

·       The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life

·      The school curriculum should reflect the context within which the school is working

**Curricular Aims**

Our curriculum is designed to enable our children:

* to listen, read and understand for a variety of purposes;
* to convey meaning accurately and appropriately through speech and writing for a variety of purposes;
* to recognise, understand, explain and use all SPAG expectations as set out in the National Curriculum;
* to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data;
* to develop an enquiring mind and scientific approach to problems;
* to solve problems using technological skills;
* to use computing skills as tools for information gathering, communicating, programming, problem solving and presentation in real life situations;
* to express themselves through various art forms including art, music, drama and dance;
* to research geographical, historical and social aspects of the local environment and the national heritage;
* to be aware of other times and places, recognising links among family, local, national and international events;
* to have some knowledge of the beliefs of the major world religions;
* to begin to acquire a set of moral values: friendship, sharing, respect, helpfulness, honesty, kindness, creativity, individuality, community and confidence; on which to base their own behaviour;
* to develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources;
* to develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way;
* to develop agility, physical co-ordination and confidence in and through movement; and
* to know how to apply the basic principles of health, hygiene and safety.

The curriculum will be underpinned by the children’s acquisition of six ‘Super Learning Skills’ (enquiry, collaboration, self-awareness, problem solving, creative thinking and motivation) required to maximise future independent learning potential by allowing the children to become the best learners they can be.

The school aims to provide a range of creative activities across all subjects of the National Curriculum and the Foundation Stage Areas of Learning that will allow each child's potential to be fully developed.

The school’s Special Educational Needs and Inclusion policies indicate how we intend ensuring access to the curriculum for all

**Planning**

Long, medium and short term plans are devised using:

* The Early Years Foundation Stage guidance
* National Curriculum programmes of study
* Read, Write Inc. Spelling (and elements of phonics)
* Taking Care Project, SEAL, NC Aspects of Learning for PSHE
* Warwickshire’s agreed syllabus for the teaching of Religious Education
* The agreed features of the Milverton Curriculum checklist (see appendix 1)
* White Rose Hub and Busy Ants maths resources
* Teachers’ creative ideas
* By responding to national/local contexts

Long term planning is based on two year rolling programmes of modules to provide variety, progression of skills and coverage in whole key stage classes.

Medium and short term planning is objective/skills led and differentiated using a ‘No Limits’ approach (gold, silver and bronze challenges) to accommodate the needs of pupils of varying ages within each group.

**The National Curriculum and Beyond**

We recognise that the National Curriculum as an important part of the Milverton Curriculum. However, in developing a curriculum that is best suited to the Milverton context, the depth of coverage of different programmes of study will vary.

**Curriculum Enrichment**

The school believes that the curriculum can be positively enriched by:

* Using the immediate school and local environment for research, stimulus and inspiration
* Encouraging visits from local community members, speakers, artists and performers to share their expertise and interest with the pupils
* Taking pupils outside the immediate environment on field trips in support of their school studies
* Developing links with local community groups
* Developing links with local primary and secondary schools
* Developing links with other schools in different UK localities
* Developing links with the global community
* Employing specialist coaches, instructors and teachers to deliver areas of the curriculum
* Providing opportunities for children to take part in performances and productions in front of audiences

Milverton has adopted an ‘experiential’ approach to learning; allowing the children to learn through meaningful, fit for purpose, real life experiences. A fully enriched, creative curriculum means that timetables in all classes will change and need to be flexible.

Friday ‘Power Hour’ allows the children to learn new skills (e.g. cookery, cheerleading, textiles, squash) during six, five week periods that might not be normally covered within the national curriculum.

**Extra-Curricular Activities**

At Milverton the curriculum does not stop at the classroom door. We aim to provide children with a wide variety of learning activities during lunchtimes and after school.

Extra-curricular activities are delivered using: staff expertise and enthusiasm; specialist coaches and instructors form the community; and the support of parent volunteers.

Through involvement in extra-curricular activities children are encouraged, when appropriate to take part in events and competitions with other local schools.

The school actively signposts children and families to activities and events that are held across the Leamington North Cluster.

**Curriculum Development**

As a school we are continuously developing our approaches to creative curriculum organisation and delivery to ensure that we deliver a curriculum that is memorable for all children.

The Milverton curriculum is constantly developing in response to many contextual factors.

The school demonstrates its commitment to curriculum development by engaging in projects with outside agencies and other schools that challenge thinking and develop our practice in innovative ways.

Our ‘Looking at Learning’ newsletter provides stakeholders with a half-termly view of what learning through the Milverton curriculum looks like.

**Features of the Milverton Curriculum**

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| **Curriculum Feature** | **Evidence** | **Date**  |
| Skills based learning objectives with linked success criteria |  |  |
| Wow starting point  |  |  |
| Planned cross curricular, real life, fit-for purpose links to apply learnt skills |  |  |
| Clear subject working walls (English, Maths & Science) |  |  |
| Planned opportunities to teach the Super Learning Skills  |  |  |
| Planned opportunities for independence and choice |  |  |
| Use of core, motivational texts |  |  |
| Use of other learning spaces (beyond the classroom) |  |  |
| Planned links with other communities, countries and cultures |  |  |
| Planned teaching of PSHE and C skills |  |  |
| Planned use of computing to enhance learning opportunities |  |  |
| Planned opportunities for a range of arts based activities  |  |  |
| Evidence of pupil voice guiding the learning |  |  |
| Planned curriculum enrichment opportunities including use of the local community |  |  |
| Home learning with *choice* |  |  |
| Evidence of use of Assessment skills grids/AFL to drive future learning |  |  |
| A celebration ending |  |  |