



Shotton Hall Primary School

Working together to

S H I N E

Successful, Happy, Inspired and Nurtured towards Excellence

Curriculum Policy

Reviewed: 06 April 22 EM

Next review: April 2023

Ratified:

Signed A.M.Boyd HT

C Barclay COG

RRSA Links

- *Article 28: You have the right to a good quality education. You should be encouraged to go to school the highest level you can.*
- *Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.*

Curriculum Intent

At Shotton Hall Primary School our curriculum:

- builds upon children's prior learning,
- provides inspiring learning experiences,
- develops interpersonal skills and builds resilience,
- helps children to become creative, critical thinkers and highly effective learners.

Our whole curriculum is underpinned by three drivers:

1. Our curriculum nurtures and develops successful learners who:

- read widely and often with fluency and comprehension,
- are self-motivated, resilient and resourceful,
- can research and find information for themselves,
- can work co-operatively with others to achieve a common goal.

Key Features	Our Actions
<ul style="list-style-type: none">• Raising attainment in reading is a key priority in our current SEF.• Many of our children do not read widely at home.• Resilience in learning is not always evident in all subjects.• Some children's vocabulary/oracy skills are limited.• Some children are overly reliant on teacher support/ guidance.	<ul style="list-style-type: none">• The introduction of a list of recommended texts for each year group ensures children have access to a range of high quality texts throughout their school career.• Guy Claxton's Learning Powers are used to reinforce messages about what makes an effective learner.• KS2 Children undertake an Independent Learning Project each term to develop their research and presentation skills.

<ul style="list-style-type: none"> • Concept of mastery has not been fully explored across the curriculum as a whole. • OFSTED (2016) recommended pupils be asked more probing questions to promote problem-solving skills. 	<ul style="list-style-type: none"> • Non –negotiable skills, knowledge and vocabulary are specified within each subject's medium term plan. Children and teachers have a clear understanding of expected outcomes. Progression within each subject is defined. • Depth of learning is explored before breadth in all subject areas. • Progression documents identify challenges for high attaining children. • <i>Happy Schools Programme</i> develops children's resilience and independence. • <i>Philosophy for Children</i> scheme develops children's thinking and communication skills. • Our reward system recognises good learning skills rather than attainment.
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2. Our curriculum helps our children become responsible citizens of our local, national and global communities. Our children: <ul style="list-style-type: none"> • understand, value and celebrate our local community and its heritage, • are responsible, respectful and active citizens who contribute positively to society, • are aware of and are interested in global issues. 	
Key features	Our Actions
<ul style="list-style-type: none"> • There is low ethnicity across the town and this impacts the school. • Negative views about our local culture and area need to be challenged. • Our school's deprivation indicator is above national average. Deprivation is in the highest 40%. Due to this, some of our children's life experiences are limited and social disadvantage must be addressed. • A key priority on our current SEF is to develop all pupils as global citizens. • Parental and community involvement remains a priority for our school. 	<ul style="list-style-type: none"> • Our curriculum celebrates local history, culture, art and geography wherever possible. • Global studies form part of each year group's curriculum planning. • We continue to develop and grow as a Gold UNICEF Rights Respecting school. • British values, PSHE, LGBT and SRE are rigorously timetabled and taught within classrooms, and issues raised are further explored within assemblies. • Each year group is partnered with a local/national/international charity and actively engages in fundraising and campaigning on its behalf. • Children are offered the opportunity to experience governance and decision making first hand, as members of one of our Pupil Voice Focus Groups. • We have a range of long-term partnerships with local community organisations such as our local food bank, church and care home.

	<ul style="list-style-type: none"> Families are invited to school regularly for class assemblies, to play sports with their children and for <i>Stay and Play</i> sessions in Early Years. KS1 and KS2 children attend a weekly Citizenship Assembly which covers issues such as children's rights, British Values, and global issues. This is delivered by a member of the SLT. KS2 children have a class-based assembly every Friday called <i>What's Happening in our World</i>. Teachers explore current affairs issues with children. We have the Eco Schools Bronze award and a group of children are currently promoting recycling and energy efficiency across school.
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3. Our curriculum helps children grow into confident and healthy individuals by:

- building character and developing a sense of identity,
- supporting the development of physical and mental health,
- being holistic and celebrating academic, personal, social, emotional and spiritual successes,
- identifying our more able and talented children and supporting them in their chosen field,
- providing enriching and inspiring experiences.

Key Features	Our Actions
<ul style="list-style-type: none"> An increasing number of our children require support to deal with social and emotional issues. We have 11 looked after pupils across the school and 9 young carers known to us. Our current SEF identifies <i>supporting pupils, families and staff in their positive mental health and emotional wellbeing</i> as a priority. Recent staff CPD has focused on this area. A number of our children need to develop self-care skills. We need to continue to support children in management of their 	<ul style="list-style-type: none"> We provide a range of supplementary therapeutic interventions including bereavement/grief counselling, Relax Kids, nurture groups, LEGO therapy, a young carers support group and access to counselling support. Our Happy Schools PSHE scheme focuses on key areas of self-confidence, achievement and success, positive relationships and coping skills. This is taught in all classes every Thursday morning. KS1 and KS2 children attend a Healthy and Happy assembly every Tuesday morning. These assemblies examine issues of emotional wellbeing and positive relationships. Most pupils enjoy games and structured physical activities at lunchtime. A Forest Schools programme complements our existing curriculum, creatively using our outdoor space to providing a practical context for learning about geography, science and DT.

<p>online safety, both at home and in school.</p> <ul style="list-style-type: none"> Physical and social health continues to be a priority for our pupils. We aim to give our children as many opportunities as possible to be active. We have been awarded the IQM (Inclusion Quality Mark) and are currently working towards becoming a Centre for Excellence for inclusion. 	<ul style="list-style-type: none"> We offer a series of outward-bound events, giving our children the opportunity to challenge themselves physically and mentally. The curriculum's rigorous focus on SRE, PHSE and LGBT education ensures children understand and respect protected characteristics and that our school is a safe and tolerant place to be. Our medium-term curriculum plans identify opportunities for exploring issues around health and wellbeing, for example developing basic cooking skills in DT. During their time with us, all children have access to a range of inspiring and enriching experiences. These include visits to museums, galleries, concerts and theatrical performances. They also have opportunities to represent our school in sporting events. These curriculum entitlements help build character and identity by developing a child's talents and interests. Our Deputy Head is currently working with other local schools to support them in attain the Inclusion Quality Mark. We have a newly established Happy and Healthy Pupil Focus Group which meets half termly to report back and discuss issues around emotional wellbeing, health and bullying.
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Cultural Capital Experiences Passport

Each year group has a passport of enriching experiences they will enjoy. These experiences are based on the DfE My Activity Passport, but have been adapted and extended to reflect and celebrate our local community: its history and environment.

In EYFS children will:

- Visit a farm
- Paint a self-portrait
- Plant some seeds and watch them grow
- Go on a nature walk every season
- Make leaf rubbings
- Taste a new fruit
- Visit a place of worship
- Post a letter
- Meet a friend's pet
- Have a teddy bear's picnic
- Go to the park
- Meet some exotic animals
- Try food from a different country
- Go to the beach
- Paddle in the sea
- Build a sandcastle
- Perform in front of parents
- Look at a map to find out where I live
- Take part in an adventure day on the school grounds

Classes 3 and 4

- Make biscuits
- Make a puppet
- Put on a shadow puppet show
- Discover what lives in a pond
- Create a piece of art for an exhibition
- Learn and perform a dance
- Go on a mini-beast hunt
- Create a comic strip
- Roll down a hill
- Make a daisy chain
- Build a den
- Make a home for an insect or small creature
- Create a class collage
- Learn a poem off by heart and perform it for an audience
- Visit Castle Eden Dene
- Hear some live music
- Create a weather forecast
- Make a journey stick
- Play some games from the past
- Learn to skip with a rope
- Interview relatives about how life has changed
- Visit a museum
- Learn about a local charity

- Make a picnic and enjoy it outside
- Go orienteering in our school grounds.

Classes 5 and 6

- Play a board game
- Go bird-watching
- Learn a French song
- Walk to the Pasmore Pavilion and design and make our own structure
- Visit a local Wildlife Trust
- Grow some vegetables
- Make a mask
- Make and fly a kite
- Learn new playground games
- Visit a church
- Build a bridge and test its strength
- Turn a classroom into a museum
- Visit a castle
- Learn about a charity and decide how to support them
- Pick blackberries
- Make a sculpture from clay
- Start swimming lessons.

Classes 7 & 8

- Compose a piece of music
- Go to the theatre
- Design and make a board game
- Make something out of wood
- Learn to play a game of cards
- Produce rubbings of fossils
- See their work in print
- Work with an author or illustrator
- Cook outdoors
- Tell stories round a camp-fire
- Try yoga
- Make a musical instrument
- Create a mosaic
- Climb a tree
- Walk by the River Wear
- Visit an outdoor adventure centre for high ropes fun!
- Partner up with a local care home.

Classes 9 and 10

- Visit a synagogue
- Visit Beamish
- Interview someone for a history project
- Take part in a treasure hunt
- Bake bread
- Write to an overseas pen-pal

- Read a story to younger children
- Learn a poem off by heart and perform it chorally
- Campaign for a charity
- Write a persuasive letter to a local or national politician
- Take part in the John Muir Award
- Walk through a forest
- Go rock-climbing/ abseiling

Class 11

- Perform on stage in a play
- Use an OS map
- Go orienteering
- Write and read a story for EYFS children
- Create a sculpture using Modroc
- Write in hieroglyphics
- Visit a Sikh temple
- Watch live music
- Gain a Blue Peter Badge
- Experience water sports
- Create a treasure hunt for younger children
- Visit Durham World Heritage Site
- Make a local dish
- Collect for a local food bank
- Learn to sew
- Write a letter to an author.

Class 12

- Keep a diary for a week
- Visit a university
- Go on a residential
- Apply for a job in school
- Produce a CV
- Visit a local charity and plan a fundraising event for them
- Stand for election
- Develop a business idea and pitch it to 'investors'.
- Become a Reading Mentor for a younger child
- Become a Play Maker.
- Write a speech.
- Create a time capsule.
- Plant a tree.
- Cater and serve afternoon tea to parents.

How our Curriculum is implemented

- Our Curriculum incorporates the statutory requirements of the 2014 National Curriculum and is enriched by a range of opportunities and experiences linked to our three curriculum intent statements.
- Teachers and Teaching assistants are tasked with delivering a rich, broad and balanced curriculum to all children. All subjects and objectives on our long-term plans and progression documents must be taught as these cover children's statutory entitlements and fulfil the school's curriculum intent.
- Teachers set their class timetable at the start of each half-term. Timetables will be shared with children and displayed in class. Blocking of subjects is discouraged, as we believe our children benefit from a broad and varied timetable that includes a balance of core and foundation subjects. We believe that children should practice and refine skills in ICT, humanities, arts, science, PE, RE and PHSE and languages on a weekly basis.
- Progression documents for each foundation subject specify the essential skills, knowledge and vocabulary to be taught. These documents form the basis of teaching, learning and assessment. They define what children need to know at each stage of their education in order to make progress. Key vocabulary should be displayed in each lesson wherever possible.
- Where we have mixed age classes, teachers are responsible for ensuring that age-appropriate objectives are taught.
- We pride ourselves in providing a highly inclusive curriculum where all learners make progress. A range of therapeutic interventions are available for more vulnerable children who need support accessing our curriculum, including nurture groups, young carers support groups, grief and bereavement counselling, speech and language therapy, logo therapy and Relax Kids. Our more able children are provided with opportunities and challenges that develop their deeper understanding of a subject. Our subject progression papers identify appropriate challenges for more able children.
- Teachers deliver two Curriculum Intent Assemblies every week. These assemblies explore issues of citizenship and health and wellbeing, building on and developing our core curriculum themes.
- We are a UNICEF Rights Respecting Gold School. Our subject progression documents identify where teachers might make links to the 54 Articles outlining children's rights.
- We use both our outdoor environment and our local community as a context for learning. We have developed our school grounds so they can enrich different curriculum areas. A progressive Forest Schools programme is taught in each year group.

How we assess the impact of our curriculum

Pupil Voice Focus Groups

We rigorously monitor our curriculum throughout the year to ensure it is engaging, inspiring and meets the needs of our children.

Our pupils play an active role in assessing the impact of our curriculum. Pupil Focus groups meet six times per year to feedback how successfully curriculum is meeting our three curriculum intent objectives. We have three Pupil Focus Groups:

- *Healthy and Happy Ambassadors*
- *Environmental Activists*
- *Rights Respecting Rangers*

Subject Specific Monitoring and Improvement

The Curriculum Leader and Subject leaders review children's work books and meet with children during Pupil Voice Monitoring Meetings. For core subjects (or where there are areas of concern) these meetings take place termly. For most foundation subjects, meetings take place bi-annually. The purpose of these meetings is to:

- Assess pupil's engagement with and enjoyment of their subjects and topics.
- Ensure all children have received their statutory curriculum entitlement: that all subjects have been well covered.
- Ensure the knowledge, skills and vocabulary on the progression documents have been effectively taught.
- Identify areas of strength and areas for development in staff subject knowledge.
- Feed into a cycle of continuous improvement and CPD.

Curriculum Continuous Improvement Cycle

Monitoring and Assessment of Subjects

Curriculum Pupil Voice Meetings: termly for core subjects and subjects of concern.
Bi-annually for other subjects.

Monitoring timetable responsibility of Curriculum Lead.

Sessions led by Subject Lead and Curriculum Lead.

Focus set by Subject Leader, linked to previous areas of development.

Organised and communicated to staff by Subject Leader.

Communicating Findings

Report produced by Subject Leader and emailed to SLT.

Summary report with actions emailed to subject governor.

Summary report shared with staff via briefing or Teams meeting and a copy uploaded to One Drive for archiving.

Excellent practice is shared and celebrated at these briefings.

Where necessary, one-to-one feedback is shared with teachers by Subject Leader.

Taking Action

Subject Leader should identify actions that will develop excellence in their subject.

These could include:

- *Recommendations for adaptations to Progression Documents or Long Term Plans to Curriculum Lead.*
- *Staff CPD to be delivered by the SL.*
- *Coaching and support for individual teachers.*
- *Identifying resources needed.*
- *Sharing examples of outstanding practice (e.g. portfolio of work on One Drive)*

Monitoring and Assessment of Subjects

Cycle starts again.