



**Eversley Primary School**  
**Curriculum Policy**  
**(to be read in conjunction with Learning and Teaching Policy)**

### **Introduction**

At Eversley we provide a broad and balanced Creative Curriculum which provides continuity and progression and takes the needs of all groups and individuals into account. The curriculum encompasses all of the planned activities that we organise and deliver. This includes not only the formal requirements of the National Curriculum, but also the range of activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum;' what the children learn from the way they are treated and expected to behave. Our aim is to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

### **Curriculum Drivers**

Our curriculum is driven by 4 key areas: Values/Values Education, Enterprise Education, Enrichment and Well-Being. These are incorporated across all areas of the curriculum and help to drive and shape the themes.

#### **Enterprise Education:**

Our definition of Enterprise Education at Eversley is:

Enthusiasm, **New Ideas**, **Team Work**, **Experiences**, **Risk Taking**, **Problem Solving**, **Reasoning** and **Justifying**, **Independence**, **Self Confidence**, **Economic Understanding**.

We value and promote each of these skills at Eversley through enterprise projects embedded into the curriculum. Each year group has regular opportunities throughout the year to participate in activities, challenges and tasks in conjunction with local, national and international businesses or organisations. The projects draw upon the expertise of professionals to enable the children to create, refine and adapt designs and ideas to meet exciting challenges and outcomes.

#### **Values Education:**

At Eversley we promote values-based learning and our school values are at the core of our school aims and vision. The school has 22 key values and these are celebrated as values of the month and taught explicitly throughout the month. The values drive all areas of the curriculum and all lessons have values objectives.

#### **Enrichment:**

Children are offered a range of activities which enrich the curriculum. This may include out of school visits, 'master classes', visitors into school, out of hours learning and residential school visits. These activities not only support the curriculum but also drive the themes for example by using a visit or visitor to provide the 'wow' moment or hook at the beginning of a theme. The curriculum is also enriched through the mastery approach. Mastery is something that we want pupils to acquire, or rather to continue acquiring throughout their school life.

A 'mastery curriculum', or 'mastery approaches' to teaching, both have the same aim—to help pupils, over time, acquire mastery of the subject. Our aim is to ensure that all pupils are given opportunities to develop this deep understanding of subjects through enrichment activities.

**Well-Being:**The well-being curriculum supports the school to create teaching and learning environments that enable students to be healthy, happy, engaged and successful. Well-being at Eversley Primary is driven by the themes of **Connect, Succeed and Thrive**.

### **Purpose and Aims**

#### **The aims of our curriculum are to:**

- Provide a broad, balanced and relevant education which provides continuity and progression and takes individual differences and needs into account
- Help learners to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- Give children greater opportunities to develop their thinking and problem solving skills mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data
- Teach learners to know about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events
- Develop the use of computing across the curriculum
- Have some knowledge of the beliefs of the major world religions
- Teach learners to know how to apply the basic principles of health, hygiene and safety
- Develop learners enquiring minds and scientific approaches to problems
- Enable the communication of knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- Develop social skills and encourage children to become more active citizens within the school community and beyond

#### **Our curriculum will:**

- Increase learners' motivation, enthusiasm and engagement in their learning, making learning more meaningful, through putting it into context

- Raise standards in both teaching and learning
- Help learners become more independent and take greater ownership of their learning, developing their confidence and motivation to learn through the use of a range of learning and teaching styles
- Give opportunity for a flexible timetabling approach to make space for true depth of study
- Establish cross-curricular links to foster a broader understanding
- Create and maintain an exciting and stimulating learning environment, including whole school 'Curriculum weeks', blocking activities and units of work; and themed topics
- Provide opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom

### **Curriculum Planning and Organisation**

The programmes of study of the National Curriculum inform us of the minimum requirement of what needs to be taught in Key Stages 1 and 2. It is just one element in the education of the child and provides an outline of 'the core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum' (The 2014 Primary National Curriculum in England Key Stages 1 and 2 Framework). Our Creative Curriculum has been organised into integrated themes and links have been made between curriculum areas within the topic and curricular focus. Each theme is 'driven' by the curriculum drivers. These drivers are integral to the curriculum and are embedded within the termly themes. The use of computing is encouraged in all topic areas and as a subject in its own right through both the teaching of the topic and in the opportunities for children's independent learning. Each class teacher is responsible for the delivery of the curriculum through this 'themed' approach which incorporates key skills. Our long-term plans indicate what themes will be taught and when, and schemes of work identify the skills that need to be taught across individual subjects so that we can ensure progression across both Key Stages. The themes however, are flexible and dependent on current affairs, pupils' interests and relevant issues and events. Using a 'brainstorm' of activities, a theme is devised and then it is considered what the best learning sequence would be. This may include how the topic will be introduced including a 'WOW' factor e.g. a visit, film or trip. The medium-term plans for each topic hold the relevant learning sequences, activities and experiences. From these, weekly plans are made to show how the theme will be taught across the term and how teaching will be sequenced.

### **Early Years Curriculum (see policy for EYFS)**

At Eversley Primary School children are given opportunities to be creative in all areas of the curriculum . Adults support the children's thinking by helping them to make connections by showing interest offering

encouragement, clarifying ideas and asking open questions. Children can access most resources inside and outside freely and are encouraged to use them innovatively.

### **Areas of Learning**

The EYFS is made up of seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and are interdependent. All areas are delivered through 20% adult led and 80% child initiated activities. In each area there are Early Learning Goals that define the expectations for most children to reach by the end of the EYFS.

### **Teaching and learning strategies (see Teaching and Learning Policy)**

Teaching and learning strategies are varied and adapted to meet the needs of groups and individuals. This may include the use of agile teaching, whole class teaching, using open ended probing questions, visual stimuli and talk partners, followed by a period of learning where children may work independently, in pairs or as groups. A plenary may be delivered at any point during the session to extend or review learning. We recognise that children have preferred learning styles and so make allowances for this in our planning and delivery (further guidance can be found in the Teaching and Learning Policy).

### **Assessment and Record Keeping (see Assessment Policy)**

Class teachers assess and record attainment and progress of all subjects (see Assessment Policy). Class teachers monitor the coverage of Knowledge, Skills and Understanding by cross referencing with planning and ensuring progression from one year group to the next. Each term children are assessed according to the skills and children who are below, at and above expectations are noted. Each term class teachers assess pupils and plot them on a whole class tracking sheet. In foundation subjects co-ordinators collect evidence; planning, assessment data, photographs, work, and pupil questionnaires from all year groups that allows them to assess how well their subject is being delivered and standards across the school.

### **Equal Opportunities and Special Educational Needs**

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this and the curriculum is designed in such a way that it will motivate and support children's

learning at all levels including the Academically Able, Gifted and Talented, pupil for whom English is an additional language and children identified with a Special Educational Need (SEN).

### **Equality Act 2010**

The way in which the curriculum is delivered is covered by the act. The school ensures that issues are taught in a way that does not subject pupils to discrimination. In addition, what is taught in the curriculum is crucial to tackling key inequalities for pupils including gender stereotyping, preventing bullying and raising attainment for certain group.

### **Monitoring and Evaluation**

The Senior Leadership Team, Curriculum Coordinators and Subject Leaders are responsible for monitoring and reviewing the Curriculum. This process is reflected in the school monitoring timetable and is achieved through:

- carrying out learning walks across the school
- regular formal and informal discussions with staff
- regular observations of lessons
- analysing assessment data
- regular scrutiny of children's work
- monitoring planning to ensure curriculum coverage
- collating data from staff, parent and children's questionnaires
- speaking with the children about their learning

As a result of the above, the action plan will be amended in order to move the school forward.

### **Communication-**

Governors are kept informed of developments and priorities through the termly Headteachers' report and through feedback to Governors Curriculum and Staffing committee. Parents and carers are kept informed of developments through termly parent overviews, the school newsletter, open evenings and end of year reports.

**This policy will be reviewed annually.**

**Date of policy- September 2019**  
**Review date- December 2020**  
**(Focusing on the new curriculum changes)**