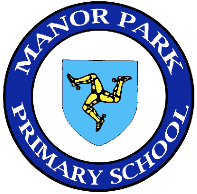
Manor Park Primary School



Curriculum Policy

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| Approved By: | Full Governing Body |
| Date: | March 2020 |
| Review Date: | March 2023 |
| Signed: |  |

Aims

At Manor Park Primary School, we aim to offer a balanced and broad based curriculum which enables all pupils to:

* Enjoy learning
* Feel successful in their learning and to promote high self esteem
* Become creative, independent learners
* Be given significant time to learn new skills and have time to practise those skills
* Have the flexibility to decide how best to learn in different situations
* Have the flexibility to decide what they are going to learn and how
* Be given the opportunity to decide upon the final outcome of their learning
* Be able to set own targets for learning
* Know what their strengths are and which areas they need to develop
* Become successful lifelong learners who are able to reach their full potential
* Be able to evaluate and assess their own learning
* Develop their critical thinking
* Understand and value the importance of respect, truth, fairness, right and wrong
* Nurture positive relationships promoting working co-operatively with one another
* Help children understand the island’s cultural heritage
* Explore their spiritual, moral, cultural, mental and physical development.
* Learn and practise the basic skills of English, Mathematics and Computing
* Makes learning more meaningful by putting it into context   
  Challenge themselves and engage themselves in deeper learning

Organisation and Planning   
Our curriculum is based on the Cornerstones Curriculum and linked to the September 2014 National Curriculum for Key Stages 1 & 2 and the Isle of Man Early Years framework in Reception. We are using the Maths Mastery curriculum and Talk for Writing.  
  
Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children.

The Reception curriculum is planned on linking to the Prime and Specific Areas of Learning in the EYFS and is guided by the children’s interests. In Reception our curriculum is all planned to link with EYFS topics for easier management and to enable team planning. All planning incorporates effective differentiation, assesses prior learning and ensures learning is challenging.

A separate Information Communication Technology Curriculum is used across the school and links to our E-Safety Policy.

We use the Essential 4 Learning and 7R’s when planning our half termly plans.

All teachers are responsible for planning, evaluating and teaching in their classes. The details of the planning process can be found in the Planning Policy.

Some aspects of the Curriculum are universal across the school including daily guided reading; weekly Jigsaw sessions and Talk For Writing methods.

Time Allocation

Pupils take part in literacy and numeracy sessions, daily as much as possible. Science and PE sessions take place at least once per week. Some science is taught through topic where there is a direct link. ICT, RE and one PSHE/Jigsaw lessons are integrated in other lessons. The remaining foundation subjects are taught in discrete lessons or as part of a topic in FS/KS1 / topic week in KS2.

Assessment, Recording, Monitoring and Evaluation

Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning.

Formative assessments take many different forms and are reflected in the pupil’s books/work in the detailed marking and provision of constructive feedback. Feedback follows the school’s Marking and Feedback policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve. Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils.

Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

Children’s progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents during in the year either in writing or at an appointment where parents are invited to discuss their child’s progress.

Risk Assessment   
Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations which may include writing specific risk assessments. For further guidance reference needs to be made to:

Inclusion and Differentiation

In order to provide all pupils with relevant and appropriate work at each stage: We set suitable learning challenges

Respond to pupils’ diverse needs

Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Our curriculum is inclusive and promotes a growth mind set in all our children.

Learning Challenge Curriculum

Across the school we deliver many of the curriculum areas through a Learning Challenge approach (mild, hot, spicy). The key drivers for this learning are:

* Planned around the distinctive needs of our children at Manor Park
* Enquiry-based to promote curiosity
* Outcomes driven to raise standards
* Embedding the application of basic skills
* Making learning meaningful and setting it in context
* Making writing meaningful
* Integrating ‘learn to learn’ skills (split screen objectives)
* Underpinned by latest thinking about quality learning and brain-based learning

Curriculum Communication to Parents

Communication with our parents’ about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

* Formal reporting to parents three times a year either in the form of a written report or a parent consultation evening where parents’ make an appointment to meet with their children’s teachers and discuss their progress.
* The School website, and Facebook page are used to inform parents about what has been happening in the wider curriculum.
* Class Curriculum outlines are issued each half term so that parents are aware of the themes and areas their child is learning about

Homework   
Homework is given in line with our school policy in English, Maths and Science. Teachers will often give learning logs to support home learning.

Enhanced Provision   
We aim to enrich our pupils’ lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, enrichment sessions, sporting events etc). In addition we seek to enhance our pupils’ learning through developing a positive two-way relationships with our local community.

Resources   
Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Our governing body is responsible for monitoring the way the school curriculum is implemented.

Monitoring

Teachers keep a record of topics taught each half term on the topic tracking sheet in their Curriculum folders to ensure a breadth of subjects are provided. The SLT monitor the tracking sheets at the end of each year.