



Cornerstone Church of England (VA) Primary School



*Building our Community
with Love, Forgiveness and Hope*

CURRICULUM POLICY

Reviewed by	School Improvement Committee	Authorised by	School Improvement Committee
Last Review	Spring 2019	Date	12/03/2019
Next Review	Spring 2020	Review Cycle	Annually

Statement of principles

- This policy is rooted in our school values of **Love, Forgiveness** and **Hope**
- We demonstrate **Love** with the care with which we plan exciting and engaging learning experiences for the children and the respect with which we involve them as partners in developing the curriculum
- We demonstrate **Forgiveness** in the open reflective way that all staff and pupils are involved in developing the curriculum, and the way we forgive ourselves and others for mistakes which we use as learning points for further improvement
- We demonstrate **Hope** in the creation and implementation of a curriculum which challenges, inspires and promotes success for every child through encouraging them to be active partners in their learning. It promotes a 'Growth Mindset' approach which encourages them to learn from mistakes and feedback, and to grow to become more thoughtful, mature, educated, wiser and educated people

Aims

We aim to:

- Ignite a love of learning in all pupils and nurture a Growth Mindset
- Encourage empowering partnerships between all learners in the school (pupils and staff)
- Ensure the statutory entitlement of every pupil to a balanced provision of all subjects within the National Curriculum is met
- Ensure all pupils achieve well in all aspects of the curriculum, making appropriate rates of personal progress so that they leave Cornerstone fully prepared for the next stage of their education
- Facilitate children's acquisition of ideas, knowledge, skills, mindsets and qualities of character, which will help them to develop intellectually, emotionally, socially, physically and morally

- Develop a range of Learning Powers with every pupil through the way they uncover and discover the curriculum content to help them grow as 'Powerful Learners' and as confident, happy and mature people
- Grow an 'Inspirational Learning Community' amongst both pupils and adults through the way the curriculum is developed, enhanced and celebrated

Curriculum

It is important that our curriculum for Key Stage 1 builds on the child-initiated ethos of the Early Years Foundation Stage principles. Pupils should be active partners in developing the curriculum. Their questions, interests and ideas are therefore utilised to develop and enhance planned learning experiences.

Throughout Key Stage 1 and Key Stage 2 a wide variety of teaching and learning approaches and styles are used to promote pupil engagement with the curriculum. Staff regularly utilise a range of high quality resources to encourage independent learning and inspire pupils. The use of the whole school environment, both inside and outside, is also used regularly to enrich the curriculum. We take advantage of partnerships with the parent, local, national and global communities when these will create real and meaningful contexts within the curriculum for the pupils.

Learning Quests are a key approach to enable pupil partnership.

1. Learning Quests start with an exciting, engaging **Hook**
2. Then there is a sharing / discussion of **Questions**, which needs to be explored or solved through the Quest
3. There is then some **Finding Out** time, which will involve a series of meaningful and rich activities follow, which develop the pupils' knowledge, passion and deeper understanding, whilst ensuring the content of the National Curriculum is being covered
4. Then pupils have some **My Time** to explore and investigate their own questions
5. Next the class **Check what they've learnt** and reflect on where the Quest has taken them
6. Learning Quests will culminate in a **Celebration of their learning** which will showcase some of their skills, thinking, work and learning

Christian Values and Ethos

As part of the process of designing the curriculum for each half-term, staff will consider how our school values of Love, Forgiveness and Hope can be incorporated into and lived out through the teaching and learning.

National Curriculum

The curriculum provided for our pupils will cover the following National Curriculum subjects:

- English
- Maths
- Science
- Art and Design
- Computing
- Design Technology
- Geography

- History
- Music
- PE
- RE (for which we follow the Hampshire agreed syllabus “Living Difference”)
- Languages (French) (in Key Stage 2)
- PSHE

We recognise and promote the key importance of the core subjects and developing the pupils’ expertise in reading, writing and maths. We aim to activate the pupils’ learning in these subjects in innovative, creative and exciting ways. We firmly believe that this should be balanced within both the whole National Curriculum and the wider school curriculum.

The curriculum should not fully prioritise Core subject learning at the expense of a broad and balanced curriculum or pupils’ holistic development, but each should support and enhance the other aspects.

We plan for the National Curriculum content to be covered in less than 100% of the teaching time, to allow for Thinking and Improvement Time following feedback which will ensure feedback is acted upon. This should also allow time for additional learning events take place and for pupils’ ideas and interests to be utilised and explored.

Spiritual, Moral, Social and Cultural

There are numerous opportunities for supporting the pupils’ SMSC development through all areas of the curriculum.

Spiritual development is promoted through RE sessions, a range of Collective Worships and fortnightly Collective Worship themes such as “Signs and Symbols” and “Recognising God”. We use a “Five Moments” system to highlight moments of spiritual reflection for the pupils: Mirror, Footsteps, Window, Tree and Candle moments.

Moral development is promoted through class Circle Times, discussions about class and school rules, and Collective Worship fortnightly themes such as “Choices” and “Wisdom”. There are also elements considered within PSHE themes, e.g. ‘Tolerance’.

Social development is promoted through a wide range of collaborative learning experiences and opportunities for play, PSHE, Pupil Voice Groups, community events and fortnightly Collective Worship themes such as “Harvest” and “Mothers”.

Cultural development is promoted through specific projects such as “Connect with the World” and “Extreme Earth” and through positive sharing of the variety of languages and cultural identities of our pupils and their families. This includes specific PSHE units e.g. ‘Cultures in my Community.’

Roles and responsibilities

The Curriculum Leader maintains an overview of the curriculum provided by the school and works in partnership with the Headteacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors.

Subject Leaders ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews. In our school we use our own Foundation Assessment Journeys to identify the objectives from the National Curriculum which will be covered and assessed in each year group. Subject Leaders review Assessment Journeys to ensure that pupils' learning becomes increasingly more challenging as they move through the year groups, and to maintain an overview of standards within their subject.

Subject Leaders also produce annual action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues.

Class Teachers have the final responsibility to produce class specific, medium and short term planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. We use the Foundation Assessment Journeys to identify the focus objectives for each Learning Quest which will be assessed by the class teacher in each term. Class teachers should ask for guidance from Subject Leaders when appropriate and are required to ensure all provision promotes an 'Inspirational Learning Community'.

Monitoring and evaluating

The Headteacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. Monitoring and evaluating tasks will be undertaken in partnership with the Curriculum Leader. These tasks will link into a programme of monitoring, Strategic Development Plan priorities and actions, as well as performance management of teaching staff. The Headteacher and Curriculum Leader will report their findings through regular reports, including the termly HT reports, to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements.

Subject Leaders will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutinies and pupil interviews. They will provide written feedback to governors, the Headteacher and staff to celebrate strengths and identify aspects for improvement.

The Curriculum Link Governor will act as critical friend to the Curriculum Leader. Termly meetings will discuss progress made and support the identification of next steps for development.

Subject Link Governors for Core subjects will act as critical friends and will meet termly with Subject Leaders and analyse a range of evidence. They will produce a written report which will be shared with governors.

Class Link Governors will come into classes on a termly basis to see first-hand the range of learning and breadth of curriculum which the pupils experience.