

The Hesse Academy
Primary Phase – Penshurst Primary School
Curriculum Policy



**THE
HESSLE
ACADEMY**

Effective Date:

April 2016

Date of minuted approval by the Board of Governors:

9 May 2019, 22 October 2020

Review Committee:

Primary Local Board

Review Dates:

November 2019, October 2020

Next Review:

October 2022

Owner:

Assistant Head - Curriculum

Rationale / Intent

“The Penshurst Curriculum... built upon a love of reading”.

Our broad and balanced curriculum creates a range of memorable experiences and opportunities for the children in our care. We develop children’s character through our school and British values, key themes, global development and most importantly through a passion for reading. Rich and varied texts drive our curriculum inspiring a thirst for knowledge, a love of language and an opportunity to visit the unknown. We ensure our school values weave through our curriculum and that the children are: kind, resilient, respectful, aspirational and responsible and have integrity.

Creating an ethos and environment in which pupils can enjoy learning, reflect, improve and grow in confidence, is fundamental to learning and, therefore to our school. This policy reflects our values and philosophy in relation to the teaching and learning of our thematic curriculum.

What does thematic learning look like at Penshurst Primary School?

We aim to:

- provide clear, consistent and progressive teaching sequences ***so that*** pupils master knowledge, skills and understanding for each curriculum area that lead to meaningful, high quality outcomes.
- teach key and skills explicitly ***so that*** they can be mastered and applied within and across the curriculum and beyond.
- organise knowledge coherently to ensure progression ***so that*** pupils have strong core knowledge across our rich curriculum.
- develop children’s understanding through rich, connected learning opportunities and real life experiences ***so that*** pupils can connect new knowledge with existing knowledge.
- provide a language rich environment, with an emphasis on talk and vocabulary, which underpins our curriculum ***so that*** children can thrive and become confident, literate individuals.

- effectively use assessment for and of learning ***so that*** we can identify next steps for pupils on their journey to true mastery and depth
- meet all statutory requirements of the Key Stage 1 and Key Stage 2 national curriculum creating opportunities that develop investigative, creative and practical skills for all
- ensure British Values are celebrated within each theme
- encourage an understanding of diversity, culture and religion and celebrate difference including through the delivery of RSE lessons

1. We aim to enthuse our pupils with an exciting, modern curriculum that drives learning and progress across all Key Stages.

There will be evidence in all our classrooms and across the wider school environment of the impact of our curriculum on pupils' enjoyment and outcomes by:

- displays linked to each theme, celebrating the work of the pupils and highlighting progression of skills and knowledge acquisition through the key stages
- interactive displays including books for pupils to use for independent research, key words and questions related to the theme on display
- modelled expectations available for reference. E.g. What a good one looks like (WAGOLLS)
- Class scrapbooks that will showcase good examples of work within each Theme lesson which the children will be involved in compiling

Our teachers and staff with specific learning responsibilities will ensure that:

- activities are planned which promote independent and collaborative learning; cross curricular learning is evident in each lesson
- lessons cater for all learning needs: visual, audio and kinaesthetic
- success criteria is clear at the start of the lesson for all pupils to follow and achieve
- trips and visitors are planned to enhance the themes and increase pupil enjoyment
- Reading, Writing, Maths and Science are all included to raise standards in each subject
- Bloom's Taxonomy Higher level thinking skills is used to create purposeful and challenging learning objectives

The Curriculum Leads will ensure that:

- coverage of each theme will be tracked over the year
- monitoring and evaluation of lessons will be regular and inform best practice
- pupil voice feedback will be taken into account
- work scrutiny is undertaken regularly to ensure pupil progress

As a member of The Hessle Academy through school, our pupils have access to specialist facilities for Science, ICT, PE and Performance that other primary school children do not have. We encourage our teachers to access these specialist facilities to enhance the delivery and engagement of learning. We will not always explicitly reference that children will be educated for a specific activity at our other site within the Academy, but all necessary safety precautions will be taken regarding transport and trips and visit guidelines issued by the East Riding.

2. We aim to provide a curriculum with a full and broad coverage for all pupils

There will be evidence in our classrooms and school of:

- cross curricular learning taking place in each lesson and displays celebrating cross curricular thematic work

Our teachers will ensure that:

- each theme will contain evidence of Literacy, Maths, Science and Computing
- knowledge acquisition will form a large part of science lessons to ensure that pupils are at the required standard for the new challenges of KS3 sciences
- History, Geography, Art, D & T (Design & Technology) will be evident in each theme
- To enhance provision of 'The Arts' Music will be delivered as a stand-alone lesson
- Personal, Social, Health Education (PSHE) and Relationship & Sex Education (RSE) will be covered during morning circle time, whole school and class assemblies and linked to appropriate themes

Implications for the whole school will be:

- Staff development opportunities to ensure teaching of MFL (Modern Foreign Languages) is well developed across KS2
- monitoring and evaluation will take into consideration the cross curricular aspects of Theme especially ensuring Literacy, Maths, Science and ICT are present.

3. **We aim to meet all statutory requirements of the Key Stage 1 and Key Stage curriculums**

There will be evidence in all our classrooms and the wider school environment of:

- differentiated work suitable for all abilities that challenges all pupils
- extension activities which stretch the pupils and match their ability

Our teachers will ensure that:

- lessons are pitched correctly deepening pupils' knowledge and skills throughout the lesson
- themes are followed in their entirety as this allows for the correct progression throughout the key stages
- more able pupils will be catered for through the use of challenging activities

Implications for the whole school will be:

- Key Stage 1 and Key Stage 2 national curriculum foundation subjects are used to plan theme outcomes

4. **We aim to create opportunities that develop investigative, creative and practical skills for all**

There will be evidence in all our classrooms and the wider school environment of:

- collaborative learning and independent learning
- open ended Maths, and Science investigations
- ICT (Information Communication and Technology)
- high quality Literacy and Maths within thematic lessons alongside hands-on practical activities

Our teachers will ensure that:

- thematic skills are developed collaboratively and that good practice is modelled to the pupils
- the timetable allows for foundation subjects to be fully covered
- there will be at least one Science and Maths investigation present in each term

Implications for the whole school will be:

- training in staff meetings to share good practice
- team teaching/ paired observations to share good practice
- example Science (including Computer Science) and Maths investigations provided to staff for each theme
- opportunities provided for cross phase working with KS3/4 practitioners to ensure exciting and progressive coverage