

PINNER WOOD SCHOOL



CURRICULUM POLICY

Approval Authority:

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Date Ratified by GB:

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Signed by Chair of GB:

PINNER WOOD SCHOOL

CURRICULUM POLICY

‘Learning as we Grow, Growing as we Learn.’

Our Vision for our School:

Pinner Wood’s vision is to be an exceptional school. We strive to be at the heart of our community, delivering a high-quality, broad, balanced and exciting curriculum for all our children.

We are committed to providing an all-round education. We aim to inspire children’s minds (with a love of learning and *academic knowledge*), hearts (enhancing their *well-being and character education*) and hands (developing *problem solving, critical thinking and practical skills*). We encourage children to think and ‘dream big’, to become life-long learners, ready to impact and make a positive contribution to our world.

We endeavor, as a whole school community, to instil a love of learning and a thirst for curiosity in our children, both in and out of the classroom, harnessing a variety of teaching techniques and approaches to stimulate, develop and nurture inquisitive minds.

We pledge to provide our children with a wealth of opportunities and unforgettable experiences throughout their journey with us to inspire and challenge. We encourage everyone to ‘step up’, take responsibility for their development and contribute to the community in which they belong.

Everyone at Pinner Wood embraces individualism and diversity, celebrates differences and shows respect, kindness, care and compassion for all.

A Pinner Wood learner will grow in confidence. Their curiosity and resilience will blossom, readying them for the next stage of their educational journey. They will develop lifelong transferable skills, important values and qualities in order to live a happy and fulfilling life.

The school aims to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Facilitate children’s acquisition of knowledge, skills and qualities that help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community
- Support pupils’ spiritual, moral, social and cultural development
- Support pupils’ physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning

- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able, those who are experiencing learning difficulties or who have English as an additional language.
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- Create and maintain an exciting and stimulating learning environment
- Recognise the crucial role that parents play in their children's education and make every effort to encourage parental involvement in the educational process

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Curriculum Organisation

Intention

We want children to have success in all traditional subjects whilst developing essential, transferable life skills in order to prepare them for later schooling and adulthood in a fast-paced and constantly evolving world. Life skills include: critical thinking, team work and communication, building self-esteem and independence and developing leadership skills. We believe that all learning must be purposeful, positive and meaningful, so that children will feel engaged and motivated when accessing and succeeding in a broad and balanced 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 Harrow Agreed Syllabus)
- Languages (Spanish in Year 3 - 6)
- PSHE

- Oracy (embedded within the whole school curriculum)

We teach this through three core principles:

Head – Core skills

At Pinner Wood we invest a great deal of time and resources into an academic education. This includes ensuring children are proficient in Maths and English. We believe children need skills in these core subjects to fully access the wider curriculum areas. Wherever relevant, we make links between Maths and English and other curriculum areas. As a school, we model and instil a passion for reading for all of our learners. Our morning lessons focus on English and Maths and these are taught through a range of methods.

We explicitly teach oracy to children. This means speaking and listening skills run throughout the whole curriculum. We develop children's language through providing many opportunities to talk and develop high-level vocabulary. Our lessons encourage talking. Children engage in purposeful discussion about their learning in order to develop their higher order vocabulary and become articulate communicators.

Academic success is important and we want all of our pupils to achieve well and make excellent progress during their time at Pinner Wood. We know our learners well and take time to plan what their next steps will be so that they can succeed. We involve children in decisions about their learning to encourage independence and engagement in all subject disciplines. At a lesson level, children are guided towards the level of challenge they feel they can access.

Heart - Wellbeing

At Pinner Wood we believe that we have a duty to help pupils develop their characters. This includes confidence, independence and organisational skills as we prepare them to live safe, healthy and fulfilling lives. Our vision is to prepare our children to be responsible and morally aware global citizens who are able to succeed and build a fulfilling life for themselves and their families. Our PSHE curriculum underpins everything we do at Pinner Wood and has been created in line with our school values. Pupils are encouraged and trusted to take responsibility for their actions and behave well. We support children to develop emotional literacy. We foster a strong sense of belonging and our code of behaviour is based around the 'Pinner Wood Way', which encourages and teaches pupils to be good Pinner Wood citizens. These life lessons permeate everything that we do. PSHE lessons are explicitly taught each week.

Hands

We cover all subjects as outlined in the [National Curriculum document](#). In order to successfully teach all essential knowledge content alongside the life skills needed in the 21st Century, we have developed a project-based curriculum. Where relevant and purposeful, we create links between subject areas. Where a knowledge or skillset cannot be linked in a meaningful way, we teach it explicitly. In subjects such as History and Geography, children are often asked if there is anything else they want to learn. Children

are able to access iPads within lessons to research misconceptions or points of interest further and Year 5 and 6 have access to chrome books to support their learning.

Some of our subjects each half term are delivered through a 'project based' approach. This is planned as follows:

Project Based Learning

Each half term, a new topic is introduced with a '**Stunning Start**' to hook learners' interest. This is underpinned by a '**Key Question**' which is revisited as the topic evolves, further encouraging pupils to become inquisitive learners. Each topic ends with a '**Show Case**' project which brings together the knowledge and skills covered. These purposeful project pieces are designed to cover a range of disciplines over the school year and are always presented as a '**Shared Outcome**' to an authentic audience. We block topics and subjects according to how they best link together each half term.

Projects are rigorously designed and planned to cover many aspects of the National Curriculum whilst at the same time providing a rich, real life learning experience. Plans, books and activities are continually modified by teachers to ensure they are relevant and accessible to all learners and offer a breadth of knowledge in all subjects. This way of learning allows our students to develop their own self-confidence, resourcefulness and creativity, as well as develop skills that prepare them for a world outside of school.

Organisation

Our yearly curriculum map indicates which subjects are taught to which groups of children in which terms.

Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

Long term and Medium term plans are written to ensure coverage of all the foundation subjects. They include key questions, learning intentions and activities with differentiation identified.

Our short-term plans are those that our teachers write on a weekly basis. We use these to set out the learning intentions for each session and to identify what resources and activities staff will use in the lesson.

Our progression documents in each subject show how skills and knowledge develop throughout the school.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)
- Pupils who are looked after

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Responsibilities:

The governing board

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Head teacher

The head teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

The role of the subject leader (Middle Leader):

The role of the subject leader is to:

- Understand the progression of their subject from EYFS to Year 6, including with the Arms provision
- provide a strategic lead and direction for the subject
- support and offer advice to colleagues on issues related to the subject
- monitor pupil progress in that subject area
- provide efficient resource management for the subject.

Middle leaders across the school meet regularly. The school either pays subject leaders TLRS and/or gives non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level.

They review the way the subject is taught in the school and plan for improvement. Each subject leader compiles a subject on a page plan each year. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work and seen within books.

All subject leaders work hard to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational needs.

Class Teachers

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.

Monitoring and Evaluation

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 Senior Leader Team and where appropriate, Subject Leaders. 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 SLT 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 feedback to governors, the Headteacher and staff to celebrate strengths and identify aspects for improvement.

Half termly Curriculum Governor Meetings (CCA) will discuss progress made, including data checks, and support the identification of next steps for development.

To obtain additional information on the curriculum Pinner Wood follows, please email office@pinnerwood.co.uk or look on our website under Curriculum.

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- PSHE
- Relationships Education.