

Dorchester Primary School



Policy for the Curriculum.

"Achieving Excellence Together in a Caring Community"

Date of Policy: September 2020

Review Date: September 2023

Statement of Purpose

At Dorchester Primary School, our central purpose is to provide an inclusive education, across our curriculum, giving all children equal opportunities to access all areas of learning, irrespective of any differences of ability, race or gender.

This policy has been agreed by the Governing Body and has been made known to all staff and should be read in conjunction with all school policies.

Nature of Curriculum/Definition

In line with our Teaching and Learning Policy we actively work to provide an environment that will enable our children to reach their true potential within all subjects. Our curriculum is based upon and supported by 5 pillars. These are the 'building blocks' of everything that we do as a school and impact all – children and adults alike. Specific aspects of 1 or 2 pillars are taught through every unit of work so our children are well-rounded, independent and profound learners.

DPS Pillars

- Collaboration
- Connectivity
- Enquiry
- Learners for life
- Ambition and Fairness for All

Aims

The Curriculum offer pupils and staff opportunities to:

- Participate in and experience a broad and balanced range of learning across all subjects.
- Understand how their learning links together across different subjects (threads of learning)
- Be exposed to and use the technical vocabulary for each subject.
- Be well-rounded, independent and profound learners.

Outcomes

Implementation of this policy will support the children in their capacity to:

- work towards achieving the Early Learning Goals
- access the National Curriculum in Key Stage One and Two
- increase enrichment and enjoyment in the curriculum for all stakeholders.

Children's Experiences

Children will be encouraged to:

- gain an understanding of a wider environment in different cultures
- have their intellect, innovative and creative abilities stimulated
- integrate and apply knowledge and skills from multiple areas of learning
- develop their knowledge of experts in their fields e.g. authors, scientists, musicians etc.

School Provision

Most subjects are taught weekly.

Art and DT are taught in alternate half terms to allow for quality skills and outcomes to be developed well. Very often, final Art and DT projects will be blocked on an entire day. This allows children to start and finish a project in one day and benefit from continuity.

Forest School provision happens in different ways, according to the year group. Some have the opportunity once every three weeks. For some year groups, it is part of the PPA provision. Forest School is taught by a specialist provider.

Sometimes, an entire day will be given over to a subject, on a WOW day, for example. This is when an immersive, memorable experience will be planned, across a whole day. This enables the children to experience many different aspects of a subject and be able to link these together. Often, children will be encouraged to dress up in an appropriate outfit, to have a better understanding of the theme.

Curriculum delivery is generally decided by year group teams, in consultation with Subject Leaders, who monitor the provision across the whole school and the whole year.

We have specialist providers in PE, Forest School, Modern Foreign Languages and Music regularly. When relevant, we invite specialists - visitors, parents and members of the community - into school to enhance the experience and the learning of the children. Equally, trips and visits that enhance the learning are built into our curriculum, whenever possible, as these prove to be effective at aiding retention. We use public transport as much as possible, as part of our approach to caring for our environment and to minimise costs.

Resources

Subject Leaders ensure that each topic is resourced appropriately and that in many cases, the equipment required is stored within year groups. Staff are encouraged to use outdoor learning wherever possible and other spaces around the school such as the hall and studio hall, when appropriate.

ICT

ChromeBooks are used widely to supplement the teaching of the curriculum and children's IT skills. There are currently in excess of 30 Chromebooks between 2 classes and many additional iPads to support learning.

Extra curricular

At Dorchester we provide a number of out of hours clubs – some run by school staff and some by outside providers. These include various sports, cooking, craft, mindfulness, cheerleading, dance, recorders and a thriving school choir. All children in Year 4 have the opportunity to learn the ukulele. Peripatetic teachers visit school and offer a range of group and individual instrument lessons. We annually perform in the Key Stage One borough music festivals and have in the past taken groups of children to perform at the Royal Albert Hall and the O2, the latter of which is repeated annually.

SEN

All pupils at Dorchester Primary School are valued equally, irrespective of ability, race, gender, class and community. A graduated approach, working collaboratively with colleagues in school including the class teacher and SENCO, identifies and meets the needs of SEN pupils. The Code of Practice omits any reference to gifted and talented children but at our school we recognise that such children have special educational needs. Individual teachers assisted by the subject co-ordinators devise ways in which the curriculum can be developed to meet the needs of exceptionally talented pupils.

Assessment/recording and reporting

In line with our teaching and learning policy, each curriculum subject is planned within year group planning sessions. Subject Leaders have compiled overviews for each topic within their subject and monitor coverage, attainment and progression throughout the year. There is a timetable of subject monitoring and staff can bid for release time in order to carry out these duties. Year leaders also monitor the coverage, based on year group overviews, which are drawn from subject overviews. Learning outcomes are structured appropriately for each lesson. Assessment is measured against these criteria.

Assessment can take various forms:

- Completion by pupils of the KWLW grid at the beginning and end of each topic.
- Pupil Self –Assessment
- Assessment for Learning within every lesson by the class teacher and LSAs
- Pupil conversations with the subject leader based on the Knowledge Organisers, which are used at the start and end of every lesson, to summarise learning. (Also sent home to parents)

Responsibilities

All class teachers ensure children complete all areas of learning across the school year.

Role of Curriculum/Subject Leaders

The Curriculum leader will:

- monitor this policy regularly.
- ensure that the policy is working in practice and review it every three years
- write, use and evaluate an action plan
- oversee the release timetable for subject leaders
- lead training on the pillars and threads (learning links)
- report to Governors and SLT
- oversee tasks completed by subject leaders and ensure they are keeping up to date with the monitoring cycle.
- regularly meet with the HT/DHT to review progress across the curriculum

The Subject Leaders will:

- model good practice; inspire and train staff; model outstanding lessons to specific staff
- monitor class progress using tracking sheets – Maths and English
- keep up to date with national strategies
- support in classes – subject/class specific – liaise with DH/HT and Year leaders and Curriculum Leader
- complete monitoring cycle: class observations, planning and book scans, pupil conversations and feedback to teachers.
- organise peer/other school observations
- monitor non-negotiables and other expectations are in place
- observe in classes and offer support/strategies
- provide a range of appropriate and effective resources to support good subject knowledge and teaching; Purchase appropriate additional resources – subject specific
- organise team teaching and training
- report to DHT and Curriculum Leader
- write, use and evaluate an action plan

Subject leaders are expected to use designated management time to monitor their subject throughout the school and feedback to staff where appropriate.

Twice per year, in February/March and July, subject leaders will be expected to meet with the DHT/Curriculum lead and identify the strengths and areas to develop within their subject. In these meetings, the monitoring and any monitoring analysis sheets will be used as a focus of discussion and subject leaders should bring these and any other evidence supporting judgements about their subject.

Home/School Partnership

Parents will be expected to support their child with the learning of vocabulary and key facts from knowledge organisers. They will be encouraged to help their child with optional topic home learning, when relevant.

Equal Opportunities

All pupils will have access to the whole curriculum, irrespective of age, gender, race, disability, gender reassignment, sexual orientation, religion or belief.
Individual different opinions and ideas will be respected and valued.

Monitoring of this policy

- Members of the Leadership Team and the Chair of the Curriculum Governor Committee will oversee the implementation of this policy.

Adopted by staff and governors September 2020
To be reviewed in September 2023