



Perse Pelican Curriculum Policy

Introduction

This document should be read in conjunction with the over-arching Perse 3-18 Curriculum Overview and together with the policies, procedures and documents referenced below. This policy gives more details on The Pelican implementation of the 3-18 curriculum overview for Nursery to Year 2.

Contents

Curriculum Overview
Organisation of the Curriculum
Access, Equality and Anti-discrimination
Meeting the Needs of All children
Learning and Teaching
Assessment and Marking
Homework
SMSC, PSHE and Economic Education
Monitoring, Evaluation and Review

Curriculum Overview

The Perse's vision is:

“To love learning and strive for the greater good”

To realise this vision, The Perse will

- a) **promote academic excellence through a challenging curriculum, outstanding teaching, intellectual curiosity and scholarship**
- b) **provide high quality pastoral care to meet individual needs, and support the development of happy, balanced and considerate pupils**
- c) **offer a rounded education, rich in rewarding extracurricular opportunities which develop life skills, character and perspective**
- d) **maintain a safe, well ordered, community in which pupils develop a strong moral framework, an understanding of the law, and an appreciation of the spiritual dimension to life**
- e) **value one another through a commitment to kindness, consideration, inclusion, equality and diversity**
- f) **value the environment by caring for our sites and acting sustainably**

- g) provide high quality professional development for all staff to ensure ongoing personal and institutional improvement
- h) finance means tested bursaries to ensure The Perse is accessible, and help those outside the School through outreach and charitable work

A Perse education is 3 dimensional, and all pupils and teaching staff are expected to contribute to the School's academic, pastoral and extracurricular programmes.

School Values:

Endeavour

- we aim high and challenge ourselves
- we try our best and are not afraid of making mistakes

Intellectual curiosity and scholarship

- we love learning, thinking deeply and being creative
- we welcome reasoned debate

Breadth and balance

- we are involved, engaged and committed
- we take full advantage of the opportunities we are given

Valuing one another and the environment

- we each play our part in creating a kind and considerate community
- we care for ourselves, each other and those in need

Our objective is to provide a curriculum which is consistent with this vision and these values, particularly with regard to three core curriculum aspects of challenge, breadth and independent thinking. We plan a curriculum that is appropriate to the age of the children and in addition to academic growth, it also promotes each child's spiritual, moral, cultural, mental and physical development, thereby preparing them for the next stage of education and beyond.

Access, Equality and Anti-Discrimination

The school's commitments and policies are outlined in:

- The Admissions Policy
- Equal Treatment Policy - Pupils
- Disability Policy – Pupils
- 3 Year Accessibility Plan

Reasonable adjustments are also covered in the following policies: Behaviour and Discipline, Educational Visits, Child Protection, Anti-Bullying, Permanent Exclusion, Removal and Review.

Organisation of The Curriculum

Subject matter is appropriate for children aged 3 – 7 years. Children learn in mixed ability classes and the organisation of lessons enables pupils of all aptitudes and abilities to have access to the curriculum. Activities are differentiated, either by outcome, design or through the level of support given to individual children, whether they are more able, in need of learning support or working

within the core of the class.

Related documentation: Meeting Individual Needs at The Pelican

Comprehensive provision is made for the integration of cross-curricular skills. Cross-curricular topics are planned in each year group that focus on science, history, geography, R. E., PSHE, art and design technology. From Year 1 onwards English and Maths have daily timetabled sessions.

Throughout the EYFS, continuous provision allows children access to all areas of learning, along with appropriate levels of adult led activities. There is a strong emphasis on learning through play and learning activities take place indoors and outdoors and children free flow throughout their learning areas.

Pupils are taught in mixed ability classes with appropriate differentiation.

Meeting the Needs of All Children

The Pelican is committed to a high-quality educational provision for all of its pupils in order to facilitate continual progress and learning whilst at the school.

The school's commitment to all children is outlined in:

Meeting Individual Needs at The Pelican
Pelican EAL Statement

Related Documentation:

3-18 Learning Difficulties Policy (including EAL provision)
3-18 Learning Support Charges Policy
3-18 Able, Gifted and Talented provision overview

Child Protection and well-being, together with the provision of a safe and ordered learning environment are central to all pupils' opportunity to learn and make progress. Related documentation includes:

3-18 Behaviour and Discipline Policy
3-18 Anti-Bullying Policy (Pupils)
3-18 Child Protection Policy

Learning and Teaching

The curriculum for Key Stage One is based upon the National Curriculum and comprises:

- The core subjects (English, mathematics and science) and the foundation subjects (history, geography, design technology, computing, physical education, music and art).
- Religious Education
- PSHE
- Spanish for Year 1
- French for Year 2

Particular attention is paid to the acquisition of speaking, listening, literacy and numeracy skills. Learning in these areas takes place throughout the school including:

- In planned lessons
- On educational visits
- In the playground, library and at lunchtime

- In assemblies
- In extra-curricular clubs
- By participating in school productions and class assemblies
- During Musical Theatre Club

Each subject of the curriculum has a scheme of work and subject document stating:

- the aims and objectives for teaching and learning in that subject
- the schemes of work to be followed by each year group
- teaching strategies to be employed in delivering the curriculum
- resources available

The curriculum in Nursery and Reception is based on the EYFS (and also KS1 in Reception) and is enhanced according to the needs of our children to provide extension for those who are more able as well as learning support when appropriate. The programme of activities throughout the school is appropriate to the children's educational needs in relation to personal, social, emotional and physical development and communication and language skills.

All children from Nursery to Year 2 have access to specialist teaching in music, dance and games.

Where a pupil has an EHCP or IEP, the education they receive fulfils the requirements of the plan and the SENCO liaises regularly with parents, support teachers and class teachers to achieve this.

The school aims to develop positive attitudes to learning by fostering a climate of enquiry where ideas are respected and can be freely shared. Through the delivery of our curriculum, we seek to ensure that all pupils:

- have the opportunity to learn and make progress
- have their individual needs and aptitudes met
- acquire knowledge, skills and understanding progressively and at a good pace
- are able to achieve standards commensurate with their potential
- are competent and increasingly independent learners
- can concentrate, co-operate and work productively with others
- develop resilience, endeavour, intellectual curiosity and a love of learning

Teachers are expected to ensure that their lessons and/or activities:

- inspire, motivate and challenge pupils
- have clear aims and purposes which are shared with the children
- cater appropriately for the learning of pupils of differing abilities and interests
- use resources and learning tasks that are differentiated to match individual learning needs
- ensure the full participation of all pupils
- signal high expectations to all pupils and set high but attainable challenges
- incorporate regular feedback to pupils through thoughtful marking and discussion with pupils
- make observations to determine the next steps and inform future plans
- help pupils to evaluate their learning and consider how they can improve
- provide verbal/written feedback to the children that enables them to develop their learning further
- involve teaching strategies which:
 - suit the subject matter as well as the pupils
 - ensure pupils apply themselves with purpose and self-confidence

- encourage pupils to display and develop learning skills such as observation and information seeking; looking for patterns and deeper understanding; communicating information and ideas in various ways; posing questions and solving problems, and applying what has been learned to unfamiliar situations
- encourage pupils to demonstrate independence and autonomy
- utilise AFL strategies

Pupils are expected to be active participants in their learning.

Related documentation:

- Schemes of work or Subject statements for individual subjects
- Early Years statement and Pelican Matters

Inclusion, Equality and Diversity (IE&D)

The Perse Pelican School is committed to providing a teaching environment conducive to learning, as outlined in our 3-18 Policy on Equal Treatment and our 3-18 Policy on Inclusion, Equality and Diversity. Each child is valued, respected and challenged regardless of ability, sex, sexual orientation, gender, race, religion or beliefs, age, social background or culture.

EAL

Children who have English as an Additional Language are supported appropriately and there are opportunities to celebrate their different cultures.

Related documentation:

3-18 EAL Statement
Pelican EAL Statement

Assessment and Marking

Assessment of pupils is on-going during lessons as a result of:

- Observing children at work
- Listening to pupils during discussions
- Effective questioning to illicit understanding
- Marking of activities, providing verbal or written feedback

Summative assessment takes place as a result of weekly or termly assessments. In addition, children take standardised assessments throughout KS1 to inform future planning.

Related documentation:

Pelican Assessment and Target Setting Statement
Pelican Feedback and Marking Statement

Home Learning

Regular home learning reinforces learning from school and develops good learning habits in children. Children in Nursery begin to take reading books home for a week at a time when they are ready. From Reception to Year 2, children take reading books home nightly. The quantity and frequency of Maths and English home learning develops gradually from Reception to Year 2. Library books are borrowed from the start of Nursery.

Related Documentation:

Home Learning Statement

Personal, Social, Health and Community Education and Spiritual, Moral, Social and Cultural Development

The school provides a supportive pastoral environment that promotes the development of happy, considerate pupils. The PSHE is designed to reflect the school's aims and ethos, educate children on a wide range of contemporary and relevant matters including how to stay safe online as well as in their local environment, encourage respect for all people and promote a culture of tolerance and diversity PSHE throughout the school facilitates the acquisition of life skills and begins to prepare pupils for the opportunities, responsibilities and experiences of life in British society. PSHE encompasses all areas of school life and is taught:

- In weekly PSHE lessons
- In other lessons
- In assemblies
- At mealtimes
- During school visits
- From visitors to school (eg police, , doctors, dentists)
- On the playground
- At Golden Tea

A programme of extra-curricular activities open to all pupils from Reception up, is provided to complement the curriculum. All children may participate in Club Pelican, the Pelican holiday club, from 3 – 7 years old.

Planning

The curriculum is planned to ensure effective continuity and progression within and between the Early Years and Key Stages 1 and 2.

Three levels of planning are used:

Long Term Planning

Each subject has a co-ordinator who is responsible for the development of the subject document and ensures effective coverage for that subject throughout the school. The Subject Statement reflects the school's overall aims and objectives and the co-ordinator monitors the content being taught in each subject area.

The Key Stage 1 Leader, EYFS Leader and Subject Co-ordinators monitor the topics being taught in each year group, ensuring the content is organised into manageable and coherent units of work and identifies links between aspects of different subjects.

Year group topics and trips are discussed at a staff meeting each year and the previous year's planning is always available for teachers. This enables a flexible approach to the curriculum whilst ensuring that objectives are not missed as topics change to reflect children's interests or take account of significant local or national events.

Medium Term Planning

Class and subject teachers, working from the children's prior knowledge and interests, subject documents, schemes of work and evaluated past plans and with the support of subject co-ordinators and the KS1/EYFS Leaders, produce a detailed plan for each topic to be taught within the term. These medium term plans are produced at termly or half termly intervals and are centrally stored on the computer network.

Cross-curricular, medium term plans set out:

- specific learning objectives and context
- possible pupil tasks and activities
- cross-curricular links, where appropriate

At the end of a topic, teachers reflect upon and evaluate the medium term plans in order to inform future planning.

Short Term Planning

Teachers are responsible for keeping daily or weekly lesson plans and associated records to ensure effective day-to-day teaching and inform future planning. These include appropriate details of:

- how all children's individual needs will be met
- objectives
- key questions and skills
- lesson content
- class organisation including use of learning partners
- specific resources to be used
- differentiation

Monitoring, Evaluation and Review

As part of our school self-evaluation process and for purposes of accountability, the teaching and learning provision at the Perse Pelican is monitored by subject co-ordinators, the Deputy Headteacher and the Headteacher. The aim of monitoring is to encourage reflective teaching to continually improve provision.

The Senior Leadership Team gains information about the quality of teaching through formal monitoring of teachers in a process of focused observation. Subject co-ordinators gather information and evidence about teaching and learning through review of medium term plans, by looking at samples of children's work, by classroom observation and by analysis of standardised test results where appropriate. This information is used to inform the annual Subject Development plan produced by co-ordinators which are drawn up at the start of the Michaelmas term. Where appropriate these will also inform the Junior Division School Development Plan.

The Headteacher monitors the Subject and School Development Plans so that budget, training and staffing implications can be assessed. Development issues are then prioritised.

During the year, subject co-ordinators work to achieve the agreed goals and targets in their Subject Development Plans. They evaluate their success and share progress with the whole staff in staff meetings, noting down any ideas or matters arising for consideration in the following year.