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
Curriculum Aims
Organisation of the curriculum
Access, Equality and Anti-discrimination
Meeting the needs of all children
Teaching and Learning
Inclusion, Equality and Diversity (IE&D)
Assessment and Feedback
Home Learning
SMSC
Planning
Monitoring, Evaluation and Review

Curriculum Overview

The curriculum is the planned activities that we organise to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extracurricular activities that the school organises to enrich the experience of the children. It also includes what the children learn from the way they are treated and expected to behave. The curriculum at The Perse Pelican School is tailored to the ability of our children and therefore extends beyond the National Curriculum. It provides a broad and balanced academic curriculum set in the context of generous time for games, extracurricular activities and opportunities for pupils to develop their social education. The Pelican curriculum is designed to implement the aims of a Perse education, as specified in the 3-18 curriculum overview. At its heart, lies our school's vision and values:

School Vision

The Perse School's purpose is:

"We make the future better"

We do this by being:

- An inspiring school that promotes intellectual curiosity, nurtures scholarship, and fosters a lifelong love of learning through outstanding teaching, a stimulating curriculum and by making the most of our Cambridge location.
- A caring school that supports pupils, staff, volunteers, the wider community, and the environment by maintaining high professional standards, being kind and considerate, valuing diversity and acting sustainably.
- A balanced school that harmonises the academic, pastoral, and extracurricular to enable the growth and flourishing of young people equipped with the agency, life skills, character, responsibility, resilience and perspective needed to lead fulfilling lives.
- A philanthropic school that through fees assistance, partnerships, community projects and charitable giving, creates opportunities and provides support to those in need.
- An ambitious, innovative and reflective school that is pupil focussed and committed to high standards and continuous improvement**.**

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 strong school community
- we believe in ourselves but are considerate and down to earth

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**.**

Curriculum Aims

At The Perse Pelican our curriculum aims to:

- Deliver an inspiring and challenging curriculum, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Ensure all pupils learn and make progress
- Allow pupils to acquire skills in speaking and listening, literacy and numeracy.
- Provide subject matter that is appropriate for the ages and aptitudes of pupils, including

those pupils with a statement, with learning difficulties and the able, gifted and talented.
- Ensure, where a pupil has a statement, education is provided which fulfils its requirements.
- Develop the whole child, spiritually, morally, socially and culturally and includes personal, social and health education which reflects the school's aims and ethos.
- Extend beyond the boundaries of the school day, reinforcing the concept of lifelong learning and the links between home and school.

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. Lessons are adapted, 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.

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, RE, PSHE, art and design technology.

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.

Access, Equality and Anti-Discrimination

The school's commitments and policies are outlined in:

- The Admissions Policy and Procedure
- The 3-18 Equal Treatment Policy - Pupils
- The 3-18 Disability Policy
- The 3-18 Inclusion, Equality and Diversity Policy

Reasonable adjustments are also covered in the following policies:

- Behaviour and Discipline Policy
- Educational Visits Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy (Pupils)
- Permanent Exclusion and Removal Procedure

Meeting the Needs of All Children

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

The school's commitment to all children is outlined in:
The 3-18 Special Educational Needs and English as an additional language Policy
The Pelican EAL Statement including EYFS
The Pelican Teaching and Learning Statement including EYFS
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:

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

Teaching and Learning

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
- French for Year 1 and 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 day including:

- In planned lessons
- On educational visits
- In the playground, library and at lunchtime
- In assemblies
- In extracurricular clubs
- By participating in school productions and class assemblies

Each subject of the curriculum has a programme of study and subject statement stating:

- the aims and objectives for teaching and learning in that subject
- the programmes of study 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. In addition, the children in Key Stage one have specialist teaching in French.

Where a pupil has an EHCP or IEP, the education they receive fulfils the requirements of the plan and the Head of Learning Support 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:

- learn and make progress
- have their individual needs and aptitudes met
- acquire knowledge, skills and understanding progressively and at a good pace
- 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 adapted 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:

- Programmes of study and 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 Equal Treatment Policy and our 3-18 Inclusion, Equality and

Diversity Policy. 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:
The 3-18 Special Educational Needs and English as an additional language Policy
The Pelican EAL Statement including EYFS
The 3-18 IE&D Policy
The 3-18 Accessibility Plan
The 3-18 Equal Treatment Policy

Assessment

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 including EYFS
Pelican Feedback Statement including EYFS

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 Guidelines

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. 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 addition, Think Equal, our emotional literacy programme, aims to build a safe, free, and equal world by implementing Social and Emotional Learning (SEL) as a compulsory new subject in early childhood (ages 3-6) education globally. The scheme's goal is to eliminate discrimination, disrespect, and violence by teaching empathy, pro-social behaviors, and the equal value of all humans, thereby changing mindsets during the optimal developmental period and fostering positive life outcomes for future generations. Think Equal sessions are taught weekly from Nursery and as part of the assembly programme.
A programme of extracurricular activities is open to all pupils from Reception and 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 statement which reflects the school's overall aims and objectives.

The Head and the Head of Teaching and Learning 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, programmes of study and evaluated past plans, 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 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
- adaptation

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 the Head of Teaching and Learning, the Deputy Head and the Head. 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. The Head of Teaching and Learning assimilates 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 academic foci recorded in the Junior Divison School Development Plan.
The Head monitors the School Development Plans so that budget, training and staffing implications can be assessed. Development issues are then prioritised.

This policy will be reviewed annually by the Pelican Head of Teaching and Learning.
Reviewed September 2025