

Curriculum Policy

Deer Park Primary School



Introduction - Intent

At Deer Park, our curriculum is completely inclusive and is based around 6 core themes that we believe our children need:

Values, Well-Being, Aspiration, Language, Social Skills and Enrichment

The curriculum at Deer Park Primary School is one that seeks to maximise the achievements and progress of all children academically, socially, spiritually, morally, culturally, physically, mentally and emotionally as they move through the school. Our curriculum is designed to ensure our pupils receive their full entitlement to access a curriculum which is balanced and broadly based whilst being flexible and responsive to individual needs and the needs of the community we live in.

At Deer Park Primary School, our curriculum is designed to:

- Recognise children's prior learning;
- Provide first hand and practical learning experiences;
- Place value on outdoor learning;
- Allow children to develop interpersonal skills, language, behaviors and attitudes needed for life-long learning;
- Build resilience and become creative, critical thinkers;
- Reduce barriers to learning and provide excellent pastoral support;
- Create a culture where aspirations are high by providing children with enrichment experiences and opportunities outside of the classroom environment;
- Develop their attitudes, skills and knowledge needed for children to be successful in their life as they progress beyond primary school through their learning journey and beyond into the world of work.

Every child is recognized as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

We use our 18 values to teach positive attitudes and behaviours which reflect the values and skills needed to promote responsibility for learning, self-worth and future success. Community involvement is an essential part of our curriculums. We celebrate our local history and values, but aim to provide opportunities to widen children's experiences far beyond their locality.

Our curriculum is a topic / enquiry-based curriculum employing a question(s) at the heart and starting point for each topic covered within a subject area. Further questions are initiated by the pupils, which form the stem of the learning. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children.

Vision, Values and Aims

Our school curriculum is underpinned by our vision:

'to **inspire**, **challenge** and **nurture** the individuality of the next generation of young citizens. We aim to prepare pupils for all stages of their education as well as equip them with **high aspirations** for their future and for their **future lifelong learning**, in an inspirational, happy, creative and stimulating environment'

Our Motto

'Never, never, never give up!'

Our Mission statement

In partnership with parents, carers and the community we serve, our aim is to educate children who:

grow and develop their skills, knowledge, self-esteem and resilience to respond to, and embrace, challenges

- develop a thirst for learning, maintaining self-belief and inspiration to progress through the educational system
- listen and communicate well and show an appreciation of diversity
- understand that perseverance is the key to unlocking new challenges
- take responsibility for their own actions and work collaboratively
- develop a love for their environment and physical activity
- to work with others to nurture a deep sense of citizenship and inclusion.

Our Ethos and Aims

Deer Park Primary School enables everyone to be proud of their achievements by:

- valuing everyone and encouraging everyone to do their very best
- developing a thirst of learning inspired by quality teaching and a meaningful, exciting, challenging and creative curriculum
- believing that through effort, dedication and commitment, ambitions can be achieved
- building and developing upon individual strengths and talents and being proud of one another

Deer Park Primary School allows everyone to participate by:

- providing a welcoming, safe, happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling children to become confident and successful learners
- working in partnership with our parents, carers and the community we serve
- encouraging independence and collaboration
- developing a keen sense of kindness towards each other and our environment
- developing a strong appreciation, respect and value for the multicultural and inclusive nature of our society
- looking after everyone's well-being and providing quality provision, pastoral care and support for anyone who needs it

Deer Park Primary School encourages everyone to excel by:

- striving for the highest possible standards of achievement and behaviour in a stimulating environment
- valuing independence, developing a deeper level of learning and providing a curriculum which enables our pupils to become active citizens of the future

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. We offer the children a number of opportunities throughout the year through Themed Weeks that are planned to excite, inspire and offer the children an experience linked to our curriculum and vision.

Our school also has a set of 12 values by which we guide children to grow.

January	Perspective
February	Love
March	Empathy
April	Trust
May	Resilience
June	Respect
July	Collaboration
August	Listening
September	Commitment
October	Positive Self Regard
November	Problem Solving
December	Gratitude

These values also form the basis of our Mental Health and Well-Being charter (see Mental Health and Well-Being policy and Strategy).

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](#).

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

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

Roles and responsibilities

The local governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher 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
- Appropriate provision is made for pupils with different abilities and needs, including pupil with special educational needs (SEND)
- 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

Headteacher

The Headteacher 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 pupils 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
- Appropriate provision is in place for pupils with different abilities and needs, including pupil with SEND

Implementation - Organisation and planning

Our curriculum is organised in a topic/enquiry-based format, employing as many cross-curricular opportunities as possible. The skills taught within each subject area are built upon year on year. Due to our mixed age classes we operate on a two year rolling cycle to ensure complete coverage of all National Curriculum programs of study.

We plan in three phases:

1. We agree a long-term plan for each key stage (Topic Planner). This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on a regular basis.
2. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We use the National Curriculum as guidance of our medium-term planning in all subjects.
3. Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson employing Kagan strategies within lessons as appropriate.

Kagan structures have collaborative learning and growth mind-set at their heart. These skills are imperative to create the leaders of tomorrow as teamwork is the foundation of the Kagan principles and our vision. It also enables more of the learning to become 'sticky learning' ensuring skills are embedded throughout the school.

Reception Curriculum

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in 2021 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

Personal, Social and Emotional Development
Physical Development
Communication and Language development
Literacy
Mathematics
Understanding the World
Expressive Arts and Design

Free Flow Play is an important part of the weekly timetable. The amount of time allocated to this will reduce as we progress through the academic year.

English

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely. We use the Little Wandle Letters and Sounds Phonics scheme. Phonic awareness helps the development of reading by segmenting and blending sounds. Pupils in EYFS and Year 1 will be heard reading in Little Wandle shared reading groups at least 3 times during the school week. Reading sessions cover both fiction and non-fiction books. They also develop the pupil's comprehension and fluency skills. A range of ICT programmes are used to enhance learning. From Year 2 to Year 6, children take part in whole class shared reading sessions 4 times per week. Parents are given clear expectations about reading at home. We develop writing skills so that our Reception pupils have the stamina and ability to write simple statements and sentences. To support pupils in moving towards

independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. Handwriting sessions are incorporated into the English lessons.

We recognise that Reading is a fundamental skill and we promote a love of reading across the school employing a number of different methods including:

- Whole School Reading Challenge
- Author of the term
- Reading Ambassadors
- Junior Librarians
- Monkey Books in Key Stage 1, Reading Diaries / Planners in Key Stage 2
- Staff Assemblies on their reading habits
- Reading Displays
- Accelerated Reader programme

We have a Reading Intent Statement that is published on our website that explains all of the aspects of our current reading provision.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

Mathematics

Our teachers ensure that mathematical skills are taught every day. We use the White Rose Maths materials throughout the school. We also use every relevant subject to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work.

In Reception pupils use the Mastering Number Programme for all work on number, place and value and basic addition and subtraction. They follow the White Rose units of work for measurements and recognise basic shapes and their properties. We build on skills and understanding in a step by step way and continue to develop place value, the four number operations and the understanding of fractional parts.

In KS1 and Year 3, all children take part in an additional 15 minutes of maths each day following the Mastering Number Programme of work.

There are extra activities throughout the year to promote mathematical skills and thinking including participation in World Maths Day and NSPCC Number Day.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

Science

Science is taught as a separate lesson. We encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them.

In Reception we start to develop blocks of knowledge and concepts alongside the development of enquiry skills. Key scientific terminology will be introduced each lesson. Pupils carry out simple tests and experiments using equipment and to gather and record data. Our lessons include learning about plants, animals and the seasons. Visits by specialists are used to enhance the delivery of our science curriculum. We will also have dedicated science days throughout the year.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

Humanities

History and Geography are taught every other term so that, by the end of each academic year, every child has had the opportunity to cover all aspects of the National Curriculum.

Pupils are taught key skills knowledge and understanding through exciting, practical sessions which make links to other subjects wherever possible. Visits and visitors are used wherever possible to make experiences more real for the pupils e.g. the History van, museum visits, themes days and field trips.

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study>

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Art and Design

Art has a very important place in our curriculum and is weaved into our half termly topics. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our pupils. Our teaching provides an understanding of all the diverse art forms so that the pupil experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. Pupils will be introduced to the Great Masters and a wide variety of other artists and their styles. We have Art Days with a whole school focus on one artist or painting and we include art in our themed weeks.

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Our cooking lessons teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown. We believe that by instilling a love of cooking we will open a door to one of the greatest expressions of human creativity.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

<https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study>

Computing/ICT

We do have discreet timetable time for the development of computing skills using Purple Mash, but our approach is to also integrate ICT into other lessons: the use of laptops and other hardware such as cameras and film cameras is as much part of our learning tools as pencils and pens. Subject specific software, support teaching and learning across all years. The pupils develop their skills, starting in reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

Modern Foreign Language

From Year 3 to Year 6 we teach French to all pupils, following the Language Angels scheme of work. Our approach is to make learning a new language fun! Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. Repetition and practice are essential in learning a new language so songs and games such as Simple Simon Says and What's in the bag? will be regularly used. We will have discreet lessons on the timetable but we will also integrate the foreign language into the everyday routine.

National Curriculum Language Programmes of Study;

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Music

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies will also provide an opportunity to practise singing. Pupils will also be taught to play a variety of instruments musically and encouraged to play together in ensemble groups through the Music Partnership. We encourage listening to a wide range of music with concentration and understanding.

Music lessons are taught following the Chranga scheme of work and online resources. Music will be heard every day in our classrooms and in assembly.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

Physical Education (PE)

Some form of physical activity takes place every day in our curriculum. We encourage pupils to participate in team games and to develop simple tactics for being an effective team member as well as music and movement, dance and apparatus work. Swimming is introduced to the timetable in Year 3 and 4. We ensure wider participation in the community by involvement in interschool sports and tournaments. We follow the Complete P.E Scheme of work throughout the school.

PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

PSHCE

PSHCE, or personal, social, health and citizenship education, is a planned programme of learning through which pupils and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach (PSHCE Matter scheme), PSHCE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

Circle time and reflection time is used to listen to others and to be heard with the help of class friends. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events such as Diwali, Hanukkah, Shrove Tuesday and Shavuot. Planting and growing things are important aspects of our PSHCE curriculum and we link this to an understanding of healthy eating.

All pupils take part in anti-bullying working and safeguarding links are threaded throughout our PSHCE curriculum and other curriculum areas.

National Curriculum PSHE programmes of Study:

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

SRHE (Sex, Relationship and Health Education)

Through our RSHE education we help children develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and also provide the building blocks for an understanding of our increasingly complex world, both on and off line.

It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. At Deer Park , we intend to provide children with the knowledge and skills they need to succeed in their future through effective communication with both pupils and parents. In addition to the statutory content, our RSHE curriculum allows pupils the opportunity to explore their attitudes, values and beliefs about issues and to develop the language and strategies necessary to manage such issues should they encounter them. Through a structure of turn taking and active listening to the opinions and beliefs of others, children are encouraged to show respect at all times for themselves and others.

National Curriculum RSE programmes of Study:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Religious Education

We follow the Derbyshire Agreed Syllabus for Religious Education. Religious Education (RE) is taught to all pupils except those who are taken out by their parents. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies.

RE can be taught as discreet lessons however, wherever it is possible, we make links through other curriculum areas such as, PSHCE, Art, History and Geography. This provides pupils with a context and make their learning experiences more meaningful. We also cover a lot of religious Education during assemblies and through whole school celebration days.

Religious Education DfE Guidance:

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

Positive Play

Positive Play continues the ethos of an already nurturing environment within our school and provides inclusion for all pupil. This group supports pupil to develop extra skills to improve socially, emotionally and independently. These sessions help to boost children's confidence, self-esteem and emotional resilience and well-being. The sessions run on consistency and positive reinforcement, praise and encouragement and a the opportunity to be listen to, are in abundance.

Positive Play is run by trained members of support staff and sessions run on a one-to-one basis and are timetabled in the afternoon. Pupils are carefully chosen through a robust referral system to ensure the right provision is given to those who need it most.

Our positive play principles are:

- Pupil's learning is understood developmentally
- The sessions offer a safe space
- The sessions are important for the development of self-esteem
- Language is understood as a vital means of communication
- All behaviour is communication
- Transitions are significant in the lives of pupils

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 SEND
- Pupils with English as an additional language (EAL)

Teachers 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 take account of the needs of pupils whose first language is not English. Lessons are 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 SEND policy and information report.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Termly meetings with subject leaders and the HT
- Joint lesson drops ins and book scrutiny
- Pupil interviews
- Data analysis and subject leader reports
- Governing body and committee meetings

Subject leaders monitor the way their subject is taught throughout the school by:

- Lesson observations and drop-ins
- Book scrutiny
- Data analysis
- Pupil interviews
- Planning scrutiny

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Headteacher and chair of governors. At every review, the policy will be shared with the full governing board.

Impact

The Impact of our school curriculum is:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and information technology;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to understand and develop a respect for their local environment;
- to help children understand British Values;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum and the Derbyshire Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

The next review of this policy is in 3 years time in 2027

Reviewed by Annette Lupton Date: 20.08.2024

Reviewed by Teaching and Learning Committee:

