



## PEWITHALL PRIMARY SCHOOL

### CURRICULUM POLICY

Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

#### **Vision of the curriculum at Pewithall Primary School.**

We want our pupils to take responsibility for their own learning and progress in partnership with parents and teaching staff.

We use the national curriculum guidelines in order to develop the knowledge content of the curriculum, but our aim is to make the curriculum relevant and exciting to our children, with purposeful outcomes that they care about achieving.

We inspire our children to see learning as a personal journey, a route to experiencing enjoyment and fulfilment.

We want our children to have a love of learning, feel passionate and have ownership of the outcomes.

We integrate the individual subjects of the curriculum into 'learning projects' that engage our children and provide a clear context for their learning.

We aim to meet the needs of all learners in our curriculum, challenging them and enabling them to problem solve and undertake learning at a deeper level.

#### **Structure and Organisation**

Our curriculum is organised into three areas, 'Discover', 'Explore' and 'Create'. However, rather than these three areas remaining separate they intertwine like a golden thread running through the curriculum.

Central to the curriculum are Core Skills that underpin everything we do:

#### **Active Learning:**

- To seek out and enjoy challenges
- To collaborate with others
- To show commitment and perseverance
- Assess themselves and others

#### **Basic Skills:**

- To speak clearly and convey ideas confidently
- To read and communicate ideas in writing efficiently and effectively.
- To calculate efficiently and apply skills to solve problems



- To use new technologies confidently and purposefully

### **Creative Thinking:**

- To ask questions to extend their thinking
- To generate ideas and explore possibilities
- To overcome barriers by trying out alternatives or new solutions
- To connect ideas and experiences in inventive ways

Further skills are mapped to each term and are developed as a result of the curriculum we plan:

### **Discover: History**

- Plan and research
- Analyse and evaluate
- Show empathy
- Show a commitment to justice
- Explore issues, events and problems from different perspectives
- Support conclusions using reasoned arguments and evidence
- Communicate their learning in relevant ways

### **Explore: Geography & STEM**

- Recognise that they can impact their environment and community
- Show a commitment to justice
- Recognise their roles as Global citizens
- Communicate learning in relevant ways
- Show empathy

### **Create: Arts**

- Show flexibility
- Organise time and resources
- Communicate their learning in relevant ways
- Work towards a goal
- Adapt ideas as circumstances change

### **Curriculum Planning: A Pedagogy of Possibility**

*'We're here to put a dent in the universe.'* - Steve Jobs

We believe that our children deserve inspirational learning opportunities. Curriculum planning ensures that children are immersed in exciting projects with authentic outcomes. They are challenged to work creatively whilst deepening their knowledge and understanding through highly engaging and enriching experiences.

Using a concept-based learning model, we begin by identifying the curriculum content to be covered. We then identify key concepts that can be drawn out to



allow different areas of the curriculum to be threaded together. The concepts are then framed with an enquiry question that provides a starting point for the projects. Throughout, children are encouraged to think deeply about their work, expand their horizons and take responsibility for their learning.


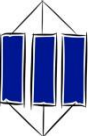
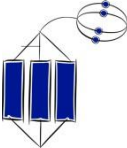
All our projects are contextualised, culturally relevant and purposeful. Children work towards authentic outcomes and engage with critical audiences. Projects frequently involve the children dealing with complex issues, and, as a result, they develop an understanding of what is possible and a belief that they can make a difference.

We have exceptionally high expectations of learning and outcome. Our curriculum is designed to allow children to engage in real world projects, which, when combined with the process of critique and redrafting, ensures that our children are instilled with the desire to produce beautiful work.

Projects use a combination of direct teaching, facilitated learning and guided discovery. Children work alongside experts and professionals, take part in visits and residential trips and learn both indoors and out. Our classroom environments are designed to encourage children to work collaboratively, flexibly and with high levels of independence.

### Assessment

All Foundation subjects have rigorous skills progression grids which ensure that key subject-specific learning is embedded throughout each project. This is assessed using SOLO taxonomy as a means of classifying learning outcomes in terms of complexity, allowing us to assess mastery across the curriculum by focusing on depth of knowledge rather than simply coverage.

<b>Developing</b>		<b>Multi-structural</b> Several relevant individual aspects of learning are evident.
<b>Expected</b>		<b>Relational</b> Different aspects of learning are linked and integrated, contributing to a deeper and more coherent understanding of the whole.
<b>Working at a greater depth</b>		<b>Extended Abstract</b> Relational learning is re-thought at a conceptual level, looked at in a new way, and used as the basis for prediction, generalisation, reflection, or the creation of new understanding.



## Curriculum Development

The curriculum structure allows continued innovation and development. Subject-specific skills (procedural knowledge) form our non-negotiables and allow us the freedom and confidence to change, adapt and develop the content of individual projects.

Research is used to inform practice and high levels of reflectiveness throughout school lead to a shared commitment to continued development.


The phonics scheme is [Super Sonic Phonics Friends](#).

The reading scheme is [Big Cat Collins](#).

Policy reviewed: May 2024

Policy minuted: June 2024

Date to be reviewed: June 2025

Signed:  Headteacher  
Date:

  
Signed: Chair of Governors  
Date:

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