



Pearson Primary School Curriculum Policy

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Curriculum Leader: Iain Lane



Our Mission Statement

Pearson Primary School is a community that nurtures and supports every child; that values everyone's unique worth and contribution; that empowers every member to achieve their fullest potential; that opens up a world of opportunities.

It is a place of safety where firm boundaries guide and support: where high expectations lead to lifelong learning; where care and respect build self-esteem and self-belief.

It is a gateway to limitless possibilities; to soaring aspirations; to brighter futures.

Our three core values underpin all our work at Pearson.
We are **RESTORATIVE**, **INCLUSIVE** and **HARD WORKING**

When children leave **Pearson Primary School** we expect that they are:

Academically ready for the demands of their next stage of education.

Highly effective at interacting with the world for the benefit of themselves and others.

We have three key drivers that shape our curriculum;

- **community**
- **language**
- **possibilities**

These drivers ensure our curriculum is relevant and responsive for our children and their unique needs.

They help us to develop pupils' 'life skills' as highlighted in the HCAT signature.

For the taught curriculum, long term plans map out what is to be taught and when. In the medium term, we plan sequences of learning with the end in mind, with a purposeful assessment opportunity at the end of each unit of work that focuses on what has been learned. We carefully sequence knowledge, skills and vocabulary, and re-visit key concepts often, which supports children to make links in their learning and retain and deepen knowledge over time.

Curriculum Design

We plan from the **National Curriculum** to ensure breadth and balance. The five pillars of the **HCAT Signature** (Trust level – appendix 1) and the **Pearson Key Drivers** (school level – Appendix 2) shape both the planned content and the delivery.

We have identified and prioritised the content that our children need to learn in each curriculum subject, and we have developed **progression maps for skills, knowledge and vocabulary** in each National Curriculum subject and for specific Areas of Learning in EYFS, to support decisions about what is taught and when. Throughout school, subjects are carefully mapped out to ensure that sequences are given suitable time to strengthen and deepen the children’s knowledge and understanding.

Coherence is key; long-term plans ensure that main concepts are revisited often, and that links between learning are explicitly made, allowing children to have opportunity to both recall and recap their learning. EYFS plan carefully to address identified gaps in knowledge and skills for children on entry to school, and effectively pre-load children to ensure they can access the Year 1 curriculum successfully.



When planning a sequence of learning we:

- plan with the end in mind - carefully choosing appropriate opportunities for children to demonstrate what they have learned and how we will know.
- identify the component parts of final composites - specifically the knowledge, skills and vocabulary that children need to be successful. We then craft a sequence of learning that allows children to root ‘new’ knowledge in their ‘existing’ knowledge successfully. Skill development is prioritised when sufficient 'now knowledge' required is secure.
- use progression tools for all subjects to make sure that our pitch and expectations are appropriately high, and that knowledge, skills and vocabulary build effectively across year groups. This is used as a baseline when assessing the children’s knowledge and skills at the end of the unit.
- plan opportunities to develop children as members of a community, as learners of language and as explorers of possibilities, where appropriate.

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (for more details please refer to the separate subject policies and the Learning and Teaching policy). Subject leaders make links from their subjects to the relevant Areas of Learning in EYFS and planning begins from the start in Nursery.

Separate curriculum statements and policies:

- Reading
- Maths
- PE
- History
- RE
- Writing
- Science
- Music
- Geography
- Design Technology
- Art
- Languages (Latin)
- PSCH and SRE
- Computing

Meeting the needs of all learners

Some children have an Educational Health Care Plan (EHCP) that may outline that a bespoke curriculum is required for some subjects. Careful adaptations are made so that children can access the school's curriculum where possible and appropriate. If a bespoke curriculum is required, the SENDCo and the SEND teacher will prepare bespoke sequences of learning or support the teacher to make adjustments to their plans.

Delivering the Curriculum

The curriculum is the totality of the children's learning experiences, alongside the subject specific curriculum. We plan an enrichment curriculum to promote learning and personal growth and development. Examples of this at Pearson would be through: fulfilling leadership roles in school; attending extra-curricular activities; leading and attending assemblies; and working in family groups.

The curriculum also includes the 'hidden curriculum', or what the children learn from the way that they are treated and how they treat others at school. At Pearson Primary School, we aim to teach all children British values and how to be positive, responsible people, who can work and co-operate with others so that they are able to achieve their true potential. This is developed through our three core values: restorative, inclusive and hardworking (Appendix 3).

Monitoring the Implementation and Impact of the Taught Curriculum

Using Assessment

The school's core subject curriculum has clear Key Performance Indicators that have been designed to ensure pupils at the end of each year learn the key knowledge and skills that underpin all future learning and allows them to make exceptional progress.

We use the National Curriculum statements to benchmark at the end of each key stage in Foundation Subjects.

Phase meetings are scheduled to support teachers to analyse assessment information, adapt the sequences of learning for the next year and to help them write and/or adapt the medium-term plans for the next unit.

Monitoring Sequences

Medium term planning is monitored half-termly, and long-term planning is reviewed at least annually. Immediate adaptations to sequences of learning are made as required.

Subject Leaders monitor their subjects half-termly, through 'book looks', learning walks, pupil and staff interviews and lesson observations, where appropriate. Focussed monitoring proformas support consistent expectations.

Senior Leaders complete a 'Deep Dive' in every subject over the course of two years, supported by Trust or other external partners by request. Termly supervision with the Curriculum Lead is in place to support subject leaders and to ensure consistently high standards and consistency in approach.



The HCAT Signature

VISION STATEMENT: Empowering change- makers to create a better world

Strategic pillars underpin the values for all members of our trust community enabling us to deliver our vision.

	Restorative behaviours	Academic readiness	Character building	Socially and emotionally secure	Wide experiences
Why	<p><i>Principle :</i> Promoting community, building effective relationships, accountability, ownership of own actions, and resolving conflicts.</p>	<p><i>Principle :</i> Developing the ability to think, reason, problem-solve and apply learning.</p>	<p><i>Principle :</i> Promoting character traits to deal with the challenges of life.</p>	<p><i>Principle :</i> Developing the value of self and others, enabling a social and emotional place to learn.</p>	<p><i>Principle :</i> Facilitating a broad range of experiences and opportunities to open doors</p>
What	<p><i>HCAT Signature:</i> Community members; - feel they belong - have a voice and influence - challenge appropriately - understand fair process - resolve conflicts - take responsibility - 'work with'</p>	<p><i>HCAT Signature:</i> Community members; - are lifelong learners - have a growth- mindset - can apply knowledge, skills and understanding - are ready for the next stage.</p>	<p><i>HCAT Signature:</i> Community members; - demonstrate the appropriate key character virtues particularly resilience and resourcefulness - contribute positively to the community - have a social conscience</p>	<p><i>HCAT Signature:</i> Community members; - have a strong identity - are happy and secure - are able to empathise and care for others - value self and others</p>	<p><i>HCAT Signature:</i> Community members; - are able to broaden horizons - shape their own mind set - make informed choices - have equal opportunities</p>

Appendix 2

Our key drivers

We have identified three key drivers that shape our curriculum; ensuring that it is relevant and responsive to our children's unique context and needs. These are;

- **community**
- **language**
- **possibilities**

When defining the content of our curriculum and establishing the sequence of learning, our key drivers shape both the content and the delivery.

Community

'Our differences are our strength as a species and as a world community'

Nelson Mandela

- As members of a **community** we will:
 - Work restoratively
 - Strengthen our cultural identity and our acceptance and understanding of difference
 - Develop a strong sense of pride and belonging
 - Act compassionately and contribute beyond us and our school

Language

'Language shapes the way we think, and determines what we can think about'

Benjamin Lee Whorf

- As learners of **language** we will:
 - Share stories and learning from text in all areas of the curriculum
 - Develop a wider vocabulary and apply words in different contexts
 - Communicate effectively, though the spoken and written word, and through technology

Possibilities

'When you focus on possibilities you have more opportunities'

Zig Ziglar

- As explorers of **possibilities** we will:
 - Extend our lived experiences and broaden our horizons
 - Develop courage to embrace unfamiliar experiences
 - Seek to identify possibilities from our lived experiences
 - Raise aspirations and prepare for our futures and career opportunities

Appendix 3

Our Core Values

Pearson Core Values

At Pearson we value enjoyment and positivity.

We are **RESTORATIVE, INCLUSIVE** and
we are **HARD WORKING**.

To be **RESTORATIVE** means to build respectful relationships and to repair harm when harm is done. This requires respect for myself and for others, honesty and the strength to take responsibility for my actions.

To be **INCLUSIVE** means to value and celebrate individuality and difference. This requires curiosity, empathy and care. We need to develop the courage and commitment to making a positive difference.

To be **HARD WORKING** means to try our hardest and to be resilient. This requires increasing independence, consistency and a determination to be successful.