

A Place to Grow

PERRY HALL PRIMARY SCHOOL

CURRICULUM POLICY

Document Control Table

Title	Perry Hall Primary Behaviour Policy
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Date Approved	11 th November 2024
Approved By Name	Darren Collinswood (Chair of Governors)
Next Review Date	September 2025

Document History

Date	Author	Note of Revisions

Perry Hall Primary School Curriculum Policy

Perry Hall Primary School's curriculum is underpinned by the values that we collectively hold dear at all Perry Hall Multi-Academy Trust Schools. The curriculum is the means by which the schools achieve their objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. This policy mainly covers Science and the Foundation Subjects. For specific details on Maths and English see the Maths and English policies and for information on teaching and learning more specifically, see the Teaching and Learning Policy.

At Perry Hall we promote an inclusive curriculum where every child has the right to achieve their potential.

We strive to inspire so children aspire and have ambition, offer children experiences relevant to the curriculum and enrich their language in all we do. We continue to interweave our school motto and core values into everything we do:

A place to:

Go for it (be motivated and enthusiastic)

Respect everyone (being respectful)

Overcome obstacles (be determined and independent)

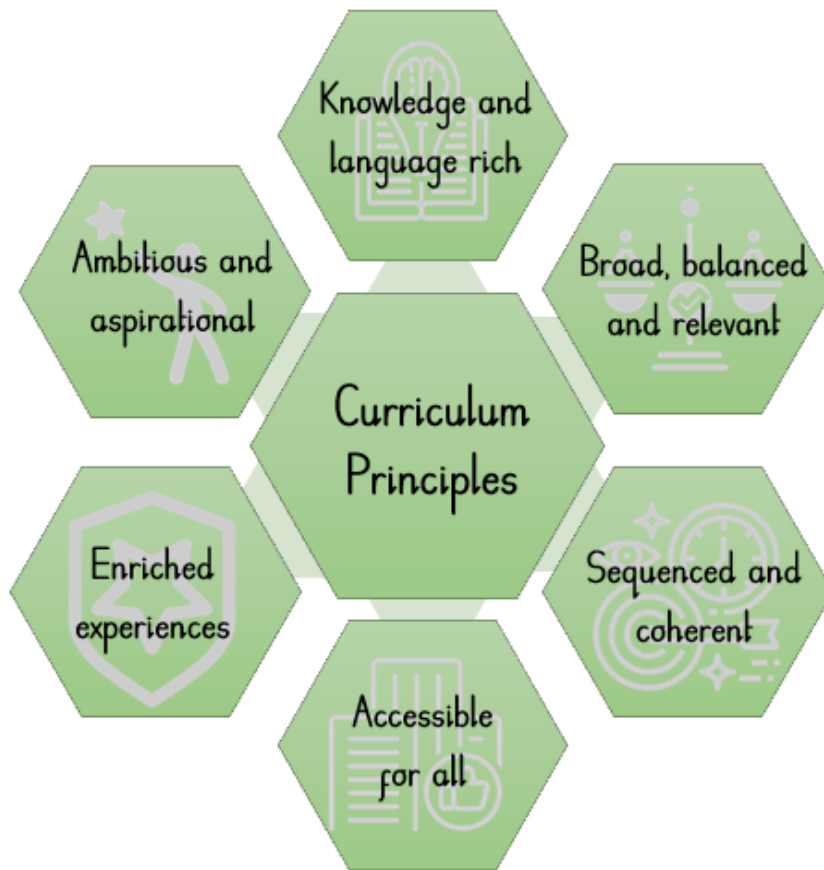
Welcome all (being caring)



Our Curriculum Principles

Our curriculum has been designed to meet the needs of our changing community and a changing world. Considering the context of our school and Perry Hall's vision and values, we have set out six curriculum principles. These principles guide our thinking and planning process. Our staff know and understand that these principles are the starting point to our curriculum thinking, across every subject and each year group.

We strive to ensure our curriculum is:



Knowledge and Language Rich

At Perry Hall we see both knowledge and vocabulary as powerful tools to help our pupils achieve success.

Knowledge plays a key part in our pupils learning. Building and linking prior knowledge with new knowledge enables our pupils to expand their thinking; to make sense of and appreciate the world around them. 'Knowledge makes learning easier.' - Professor Daniel Willingham 2006: For our pupils to utilise skills, we aim for them to acquire a core foundation of knowledge to support their thinking. This is further enhanced by our language rich environment where we strive to expand our pupils' vocabulary throughout their time with us; 'With a deep and curious understanding of language, students not only gain the ability to better understand the breadth of topics we teach them, but also the skills to read widely, develop their own knowledge-bases and worldviews, and express their ideas clearly through the written word.' - Olivia Sumpter 2022

Sequenced and Coherent

We understand that careful, purposeful sequencing of our curriculum content is vital to ensure our pupils are building on and making links with existing knowledge. Our curriculum sequencing ensures that, where necessary, new knowledge and skills are met in a logical or meaningful sequence. Through this, we are 'developing the intellectual architecture for meaning and for strengthening memory over time.' - Mary Myatt 2020

Broad, Balanced and Relevant

'The purpose of schooling should be to help each child find their element, and the only way to do that is to ensure that each child has a broad and balanced curriculum.' -Dylan Wiliam 2013. Our curriculum provides a rich, inspiring and broad learning experience that builds students' resilience and self-belief to prepare them for their future. We ensure that our lessons are relevant for our children (be it our location, history, culture or social interactions).

Accessible for All

'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables lower-attaining or disadvantaged pupils to clamber in to the discourse and practices of educated people, so that they gain the powers of the powerful.' - Christine Counsell 2018. Our ultimate goal is for **all** our pupils to gain the knowledge and skills to empower them in their lives.

Provides Enriched Experiences

We are committed to making time in our school a memorable and exciting time for our pupils, especially as we know that making learning memorable ensures children retain knowledge in the long term as our brains '...create lasting memories of our more important experiences.' -McGaugh 2013. We do this by carefully considering and delivering enrichment opportunities through our curriculum.

Aspirational and Ambitious

We strive to promote ambition and aspiration through our high expectations in our curriculum and by exposing our pupils to how this fits in the wider world. As recognised by Halfon and Doyle 2018 by having 'a hugely positive impact on wider academic attainment, motivating and inspiring both children and their families, by helping them to see a future to which they can aspire, and which feels achievable.'

Organisation and Planning

Our subjects are delivered stand-alone to enable our pupils to follow each subject coherently. The curriculum at Perry Hall follows National Curriculum frameworks, with all statutory areas covered. Most of our non-core subjects follow the Primary Knowledge Curriculum for Art, DT, Geography, History and Music. We found that Primary Knowledge Curriculum (PKC) hold the same values as Perry Hall in ensuring the curriculum is 'coherent, well sequenced and knowledge rich'. Their aim, like ours is to 'inspire the next generation of learners through teaching them essential background knowledge, so that they can embark on their next step in their journey filled with confidence, able to form their own opinions and develop a deep love for learning.' Through PKC, our children are provided with knowledge organisers which they utilise in lessons and take home. These are referred to throughout their learning to support the retention of fundamental knowledge and skills as we recognise that our working memory

capacity is limited, so by *storing more in our long-term memory, we can free up working memory capacity* (Paas et al., 2004). With careful design and use of knowledge organisers, we can *construct schemas, complex architectures of knowledge stored in long-term memory, with a view to automating their use* (Paas et al., 2004).

Our science curriculum follows planning from Developing Experts for Key Stages 1 and 2. This is delivered through sequenced curriculum design which enables the learners to experience a coherent curriculum delivered through logical progression. It links all of the learning to real life situations and careers with the aim of our pupils being able to *actively explore their worlds and begin to construct possibilities for present and future selves* (Cahill, 2017).

Additionally, planning is also taken from SCARF for PSHE which promotes positive behaviour, mental health, wellbeing, resilience and achievement and is mapped to the PSHE Association's Programme of Study to meet the DfE requirements for statutory Relationship and Health Education. Teach Computing is followed for our computing curriculum which has been developed by the National Centre for Computing Education by computing subject experts, using the latest pedagogical research and school feedback. For RE, we follow the local Wolverhampton SACRE which has been developed to cater for our local area and we utilise PE Passport for PE lessons which aims to encourage fitness, improve pupil strength, suppleness, stamina and teaches those rules of games and an understanding of how to perform to an audience.

These have all been carefully selected as they have been identified as meeting the needs of our curriculum priorities. Through this, our teachers are provided with detailed documents for each unit to support with subject knowledge and planning. This ensures every teacher has secure subject knowledge and reduces workload, enabling our teachers to spend more time thinking about how each lesson can be effectively represented in their classroom to support their class. See the Teaching and Learning Policy for more.

Educational visits and/or visitors to school are organised to enhance learning and allow children the opportunities to broaden their experiences and learning around a topic.

During each lesson, prior learning is discussed to enable our pupils to recall previous knowledge as *committing some key facts to their long-term memory is likely to help pupils learn more complex ideas* (EEF, 2021) and address misconceptions to avoid our pupils having their *mental models include, or even be built upon, falsehoods* (EEF, 2021). Each of our lessons includes an opportunity to introduce and/or activate key vocabulary to widen our pupils' language and embed it through daily practise as *engagement with vocabulary is critical for promoting deeper learning and retention* (EEF, 2023).

Children with Special Educational Needs

The curriculum at Perry Hall is designed to provide access and opportunity for all children who attend our school, adapting the curriculum to meet the needs of individual children, after consultation with parents/carers. As a Trust school, we comply with the requirements set out

in the SEN Code of Practice in providing for children with Special needs. See the SEN Policy for more.

The Early Years Foundation Stage

Our EYFS curriculum has been formulated using the statutory framework for the Early Years Foundation Stage (effective September 2021), the non-statutory guidance set out in Development Matters (July 2021) and Birth to 5 Matters by Early Education (2021). To ensure the curriculum meets the need of our children we have prioritised children's cultural capitals alongside our Core Values. In the EYFS at Perry Hall, our intent is to create a balance between adult initiated learning and catering for our children's interests. We endeavour to make learning active, hands on and awe-inspiring. We explore seasonal change and celebrations through stories and real-life experiences. Teaching in Nursery and Reception builds on the experiences of the children in their pre-school learning, in addition, as we plan for strong curriculum sequencing throughout the school, it provides a solid platform for the children's learning in Key Stages 1 and 2. For example, in Understanding the World in Reception, the children are taught the difference between past and present and use photographs to talk about their family trees. This knowledge and understanding supports the children in better accessing our Year 1 unit entitled 'What is History?' Although in the EYFS children are not taught in discrete subject areas, we have identified relevant links for our Key Stage 1 and 2 curricula to ensure coherence. Please see our EYFS policy for more information.

Curriculum Overviews

Our Curriculum Overviews demonstrate a clear rationale for ensuring curriculum coherence within our individual subjects.

In addition to curriculum sequencing and coherence, consideration when constructing our overviews is given to the following ideas:

- The substantive knowledge and concepts that we want children to learn. For example, we want to ensure that children gain a thorough grounding in the role of monarchy in History, which is why it is encountered in multiple units of work, beginning in Year One when they learn about different Kings and Queens and ending in Year 6 when they learn about King George V in WWI.
- The disciplinary knowledge or how the work of subject specialists results in the construction of knowledge. Eg. understanding the roles of artists, historians and geographers.
- The inclusion of significant people, places, artists, designers, scientists etc so that children understand the role of individuals in each subject

For more information on specific subjects, please see subject policies.

Assessment

In order to ensure that pupils are retaining the curriculum and whether or not it has been successfully implemented, we make assessment opportunities through the following means:

Recapping prior learning at the start of lessons

This supports the act of consolidating knowledge in long term memory and acts as a way for teachers to check the understanding of key curriculum content.

End of unit quizzes

These multiple-choice quizzes check the children's retention of key knowledge. Designed with the inclusion of plausible 'distractors', the quizzes aim to identify key pupil misconceptions. The quizzes taken before the final lesson outcomes are then used to giving teachers opportunities to provide recaps and overlearns of concepts where needed. In Science, this takes the form of an end of unit assessment rather than multiple-choice quiz.

Multi-modal assessment outcomes

These allow children to apply their knowledge to answer an authentic subject related question and they encourage children to develop their disciplinary knowledge, synthesising their learning and answering a question in the style of a subject specialist. These can be anything which provide the children opportunity to do this, such as double page spreads, presentations, graffiti walls, oral discussions, etc. The outcomes of these assessments support teachers and subject leaders in better understanding how well the children are learning the intended curriculum and what adaptations that might need to be made to the curriculum delivery over the short, medium and long term.

See the Maths and English policies for how assessments are undertaken in those subjects.

Roles and Responsibilities

The Headteacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. The Curriculum Lead maintains an overview of Perry Hall's Curriculum created by the school and works in partnership with the Headteacher and Subject Leaders in developing the Curriculum and the individual subjects incorporated into it.

Monitoring and evaluating tasks are designed in line with the SIP. Regular meetings take place between the Curriculum Lead and subject leaders to ensure consistency of approach, to provide CPD and support and to discuss areas for development within individual subjects.

The Headteacher and Curriculum Lead will report their findings through reports, including the termly Leadership reports, to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements.

Subject Leaders ensure that all the aspects of the National Curriculum content are covered and identify these with the curriculum overviews. Subject leaders evaluate the quality of teaching and learning in their subject through learning walks, book monitoring and pupil voice. They will provide feedback to governors, the Headteacher and staff to celebrate strengths and identify aspects for improvement. Subject Leaders also produce annual action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues.

Class Teachers have responsibility for ensuring the subjects are effectively delivered in line with our Teaching and Learning Policy, including the need to adapt material for those with SEND or EAL.

The SENCO is responsible for the development of provision mapping and coordinating the work of staff to achieve the best possible outcomes for individual pupils.