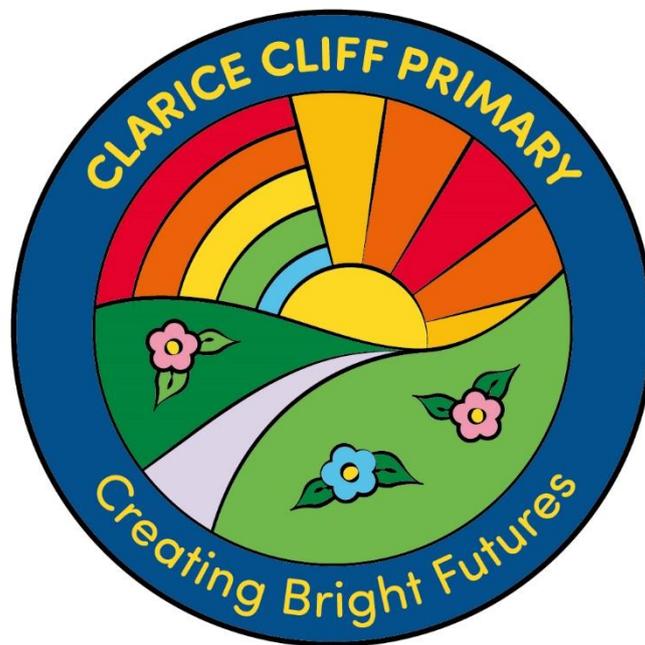


Clarice Cliff Primary



Curriculum Policy

September 2018

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Our Philosophy

We, at Clarice Cliff Primary believe that primary education should be built on safe and memorable experiences, allowing each individual child to flourish and achieve their full potential. Our curriculum promotes adventure, creativity, curiosity and provides children with a variety of meaningful and purposeful opportunities, which they may not otherwise encounter. This allows our children to become confident and resilient individuals, who are able to problem solve and make sense of the world around them. English and Maths remain at the heart of our curriculum providing the essential knowledge, understanding and mastery that every child needs to prepare them for lifelong learning. Careful tailoring of the curriculum enables us to recognise and nurture children's unique strengths and capabilities. Our learners will have strong foundations for their life ahead. They will be good citizens, physically and emotionally healthy, with the ability to make positive life choices for a brighter future.

Curriculum intent

Our curriculum is broad, balanced and meets the requirements of the national curriculum. It has a project-based, thematic approach and provides children with a range of rich and memorable learning experiences.

Aims

- ▶ Engage children through interesting topics and hands-on activities.
- ▶ Make meaningful links between subjects.
- ▶ Develop children's skills, knowledge and understanding of a range of themes and concepts.
- ▶ Make effective connections to the real world.
- ▶ Help children to think creatively and solve problems.
- ▶ Develop children's capacities to work independently and collaboratively.
- ▶ Enable children to make choices about their learning.
- ▶ Take account of children's interests and fascinations.

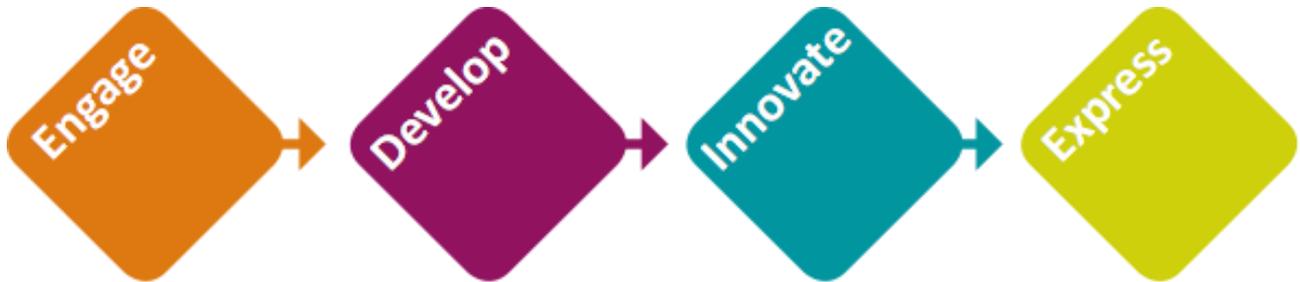
Our approach:

- ▶ develops children to the best of their abilities
- ▶ helps children to find their passions and interests
- ▶ facilitates children's acquisition of knowledge, skills and understanding
- ▶ helps children to develop intellectually, emotionally, socially, physically and morally
- ▶ assists children in becoming independent, responsible, useful, confident and considerate members of the community
- ▶ promotes a positive attitude towards learning, so children enjoy coming to school
- ▶ helps children to acquire a solid basis for lifelong learning
- ▶ creates and maintains an exciting and stimulating learning environment
- ▶ ensures that each child's education has continuity and progression
- ▶ enables children to contribute positively within a culturally diverse society

Structure

Our curriculum is built on The Four Cornerstones of Learning – Engage, Develop, Innovate and Express. These are four distinct stages that actively promote children’s learning and thinking.

The Four Cornerstones of Learning link explicitly to pupils’ spiritual, moral, social and cultural



(SMSC) development. See how in [Appendix 2 - Cornerstones Pedagogy](#).

The focus for teaching and planning in each Cornerstone is as follows.

Engage

- ▶ hook learners in with a memorable experience
- ▶ set the scene and provide the context
- ▶ ask questions to provoke thought and interest
- ▶ use interesting starting points to spark children’s curiosity

Develop

- ▶ teach knowledge to provide depth of understanding
- ▶ demonstrate new skills and allow time for consolidation
- ▶ provide creative opportunities for making and doing
- ▶ deliver reading, writing and talk across the curriculum

Innovate

- ▶ provide imaginative scenarios for creative thinking
- ▶ enable and assess the application of previously learned skills
- ▶ encourage enterprise and independent thinking
- ▶ work in groups and independently to solve problems

Express

- ▶ encourage reflective talk by asking questions
- ▶ provide opportunities for shared evaluation
- ▶ celebrate success
- ▶ identify next steps for learning

Curriculum design for EYFS

Our EYFS curriculum is built around a range of interesting and imaginative themes that our children will love.

Each ILP features:

- ▶ Exciting and engaging activities that are linked to the EYFS typical behaviours and Early Learning Goals (ELGs)
- ▶ Enhanced continuous provision
- ▶ Focussed group activities
- ▶ Independent learning opportunities
- ▶ Lots of opportunities to celebrate and share our children's learning and achievements

Curriculum maps showing the coverage and structure for Nursery and Reception can be found in [Yearly Curriculum Overviews- Appendix 4](#).

Curriculum design for KS1 and KS2

Our curriculum design gives each year group the opportunity to cover a broad range of themes and subjects through Imaginative Learning Projects (ILPs). An overview of the projects for each year group can be seen in the [ILP Overview - Appendix 3](#). Projects last either a half or full term depending on the amount of content and the children's interests. In some cases, projects may be taught for a shorter period, for example during a science or art week.

Curriculum maps showing the coverage and structure for each year group can be found in [Yearly Curriculum Overviews- Appendix 4](#).

Memorable Experience

Each Imaginative Learning Project (ILP) begins with a memorable experience that stimulates children's curiosity and prepares them for a new theme. A memorable experience often involves an educational visit out of school or a visitor coming into school to share their expertise with the children. An overview of the memorable experiences (entry points) for each year group can be found in our [Yearly Curriculum Overviews- Appendix 4](#).

Subject coverage

English

English is a core subject and is at the heart of our curriculum. In English lessons, we follow the Clarice Cliff Reading and Writing Cycle which can be seen in [Appendix 5](#). Our approach allows the curriculum to be delivered in a purposeful and engaging way, placing English and literature at the heart of all that we do. Aligned with end of year curriculum expectations, each unit is based on the use of high-quality texts, which provide the driver for each unit. An overview of texts covered can be seen in [Appendix 6 Whole School English Overview](#). Each project covers a range of reading and writing genres and, where appropriate, links to other areas of the curriculum. A map of all of the English genres covered across school can also be seen in [Appendix 6 Whole School English Overview](#). Spelling, vocabulary, grammar and punctuation are promoted throughout all writing opportunities, with each year group following a specific programme, outlined in [Appendix 7- Spelling, grammar and punctuation coverage](#).

At Clarice Cliff Primary, we strongly value opportunities which allow our children to develop interactive speaking and listening skills. We aim to equip our pupils with the skills that will enable them to communicate clearly and effectively at all levels, leading to increased confidence and self-esteem. We incorporate the English Speaking Board's (ESB) approach throughout the curriculum, which gives all children the opportunity to recite nursery rhymes and poetry, engage in discussion, prepare and make presentations, read aloud and respond to each other.

Mathematics

Mathematics is also a core subject and is taught discretely. Our Maths curriculum is based on the 'Mastery approach' of Mathematics. However, where relevant, mathematics is linked to ongoing project work. Throughout each unit, children develop **fluency** in the fundamentals of mathematics. Mathematical **problem solving** remains at the heart of teaching with the end goal being that all children will be able to problem solve, and be more flexible in their ways of dealing with certain questions in Maths through discussion and **reasoning**. Pupils are encouraged to identify, understand and apply relevant mathematical principles, making connections between different ideas. This builds the skills needed to tackle new problems, rather than simply repeating routines without grasping the principles. We ensure that children are given the opportunity to **deepen their understanding** of concepts rather than moving through a breadth of study. We expect children to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations and developing an argument, justification or proof using mathematical language. [Our Maths Yearly Overviews](#) can be found in [Appendix 8](#)

Science

Science skills and scientific enquiry are fully covered following a discrete programme (Switched On Science). Some projects have a science focus, and others will have less of a scientific emphasis. Our Science focus for each year group can be seen in [Appendix 9- Whole School Science Overview](#).

Foundation subjects

The foundation subjects – history, geography, design and technology, art and design, PE and music – are integrated into each project and provide enrichment across the curriculum.

Computing

The core skills of Computing are taught in our purpose built computer suite as a discrete programme (Purple Mash- Computing) throughout school. The coverage for each year group can be seen in [Appendix 10- Whole School Computing Overview](#). However, other elements of the computing curriculum are integrated into the curriculum as part of project work. These include e-safety, digital publication and presentation, research, data handling and the use of digital media.

Religious education

RE is a statutory part of the curriculum and follows the locally agreed syllabus. [See Appendix 11- Whole School RE Overview](#).

PSHE and citizenship

PHSE and citizenship are important aspects of our curriculum and are taught both discretely and within the projects. We also facilitate the Relationships without Fear prevention programme that takes a cross-curricular approach to domestic violence and abuse, and unhealthy relationship prevention and support. The programme challenges attitudes and stigma surrounding these issues, and responds to changes in social challenges that children and young people face. The coverage of our PHSE and citizenship curriculum is outlined in [Appendix 12- PSHE Overview](#).

SMSC

As a school, we promote SMSC through all that we do. Evidence of SMSC can be found in the curriculum, assemblies and within the daily life and ethos of the school. Our [SMSC Overview \(Appendix 13\)](#) outlines how SMSC skills and opportunities are built into our school curriculum.

Languages

French is taught as a discrete programme at Clarice Cliff Primary, using the Catherine Cheater scheme of work. Our [Languages overview](#) can be seen in [Appendix 14](#).

Timetables

Each year group has a set of non-negotiable allocations for various aspects of the curriculum, including English, mathematics and PE. Teachers are free to arrange their afternoon timetable to make the most of cross-curricular opportunities and the needs of pupils. Sometimes subjects and activities might be 'blocked' or run over successive afternoons. In some cases, it may be necessary to rearrange the timetable to allow other areas of the curriculum to be taught during the morning sessions.

Assessment of the curriculum

Across the curriculum, we assess children in a variety of ways, including formal testing, statutory testing, ongoing observations and marking. For further details, see [Whole School Assessment File](#).

Creative learning with backbone

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