



## Curriculum Rationale

At Peel Park Primary School we teach the Early Years Foundation Stage Curriculum and The National Curriculum for Key Stages 1 and 2. We plan and deliver the curriculum in such a way as to meet our school aims of:

- Inspiring independent learners who are creative, diverse, and well-motivated
- Providing the highest standard of teaching for all children
- Encouraging high achievers in a secure and healthy environment
- Shaping future citizens who as good role models will make a positive contribution to society
- Providing a broad and balanced curriculum that will provide a basis for learning throughout life.
- Supporting pupils' cultural, moral and spiritual development and promoting respect for the values, beliefs and cultures of others.

In response to the introduction of a new National Curriculum in September 2014 and the changing demographics of our school, we continually review our provision to meet the new Statutory Requirements and the needs of our pupils and community.

## Values

The school curriculum is underpinned by the values that we hold dear at Peel Park. 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. These are the main values of Peel Park Primary School, upon which the curriculum has been based:

- We value the way in which all children are unique, and the curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in the school community. We organise the curriculum so that we promote co-operation and understanding between all members of the school community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

To further articulate our values we have created, as a staff, a set of four curriculum drivers which form our intent behind all the learning that comes from our curriculum. We believe that these drivers give every child that attends Peel Park, a rich tapestry of opportunities which will allow them to fulfil their potential.

#### **Our curriculum drivers are:**

- **Raising Aspirations** – We are located in an area of high social deprivation and high crime linked to violence in the home. By raising aspirations we become the instruments of change in stopping this cycle and by raising our children's aspirations we can help them to a bright future.
- **Experiences** – Our children are typically from low socio-economic backgrounds which do not give them full or easy access to a rich range of experiences. It is vitally important that we facilitate these opportunities for our learners. These experiences can then be utilised in the classroom to deepen and further learning.
- **Life Skills** – The true purpose of education is to prepare young people for the future and their future careers. Skills in speaking and listening are key to giving our young people the best chance in securing the jobs of the future.
- **Applying English and Maths** – Our lessons in English and Maths underpin everything that we do. We then use our and apply our knowledge across the curriculum always maintaining our high expectations.

Teachers use these curriculum drivers when considering the learning journey for the children in all subjects.

To support learning in all subjects of the national curriculum, the subject leaders and curriculum leaders have established a set of progression documents. This closely documents the knowledge and skills that child will learn at each point in the school career. This ensures that children build upon their skills and knowledge year-on-year and are continually being challenged. Teachers use these documents to plan lessons that provide opportunities for high-quality learning centred around the school's curriculum drivers and our principles of good practice.

#### **Early Years Foundation Stage**

In our Foundation Stage we follow a child-centred approach to learning and follow each individual child's unique learning journey by targeting our planning (objective-led) and adult interaction towards supporting their interests and guiding their development. We are aware that the most effective practitioners are fascinated by the child and their agenda, observation, active learning and creative thinking (characteristics of learning) and this is why we allow for spontaneous planning and activities in order to develop and support the individual child's needs.

The Foundation Stage team at Peel Park effectively tune in to the children in our care. This is done by knowing the child well. We use a 'Focus week' to target and review the development of the children with regards to EYFS curriculum and highlight strengths in the characteristics of learning. We also encourage parents to support their child's learning. The focus week is followed by a meeting with practitioner and parents to share the week's learning journey, current stage of development and areas to target, and highlights how important we feel it is to share previous experiences. We believe that this approach to learning enables our children to be 'school ready' at the end of their time in Foundation Stage.

#### **Key Stages One and Two**

In Key Stages One and Two our curriculum is weighted towards the key skills of Communication, Reading, Writing and Mathematics. We believe this is essential, given the community we serve, if children are to become responsible members of society and life-long learners who have high aspirations, choice and opportunities. We aim for all of our pupils to become literate, reading and writing for pleasure and purpose; confident and fluent mathematicians and effective communicators.

## Mathematics

At Peel Park, our mathematics teaching aims to:

- reflect the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically;
- promote enjoyment of learning through practical activity, exploration and discussion;
- promote confidence and competence with numbers and the number system;
- encourage children to know by heart and develop rapid recall of number facts such as number bonds, multiplication tables, doubles and halves;
- enable children to judge whether their answers are reasonable and have strategies to check their working;
- develop the ability to solve problems through decision making and reasoning in a range of contexts;
- allow children to explain and make predictions from the data in graphs, diagrams, charts and tables;
- promote understanding the importance of mathematics in everyday life;
- raise the standards of basic skills across all cohorts.

In EYFS planning is based upon the Early Years Foundation Stage Framework. Mathematics is embedded through areas of provision and children experience practical and hands-on mathematics.

Years 1, 2, 3, 4 and 5 follows the National Curriculum 2014 for Mathematics. Lessons are planned and delivered using the Singapore 'Maths- no problem' scheme of work. New concepts are introduced using practical equipment and Bruner's theory of concrete, pictorial and abstract is applied to all maths learning.

Years 6 follow the National Curriculum 2014 for Mathematics and use the end of year outcomes to inform our MTP and STP. Children are encouraged to gain fluency as well as reason and problem solve in all areas of maths.

A variety of resources are used throughout the school to develop conceptual understanding. All classes have been equipped with their own mathematical apparatus to cater for and promote independent learning for all pupils.

## English

At Peel Park, children learn English through a mixture of discrete lessons and wider topic themes. The school follow the ideas and structures of the Primary Writing Project, where children learn by heart a range of fiction stories and poems before creating similar stories or poems of their own. Quality texts are explored for a range of non-fiction genres and comprehension, grammar and composition skills are taught as pupils work towards the National Curriculum outcomes at each key stage. Our topic based approach to the wider curriculum provides opportunities for children to develop their skills in communication, reading, writing, spelling, grammar and handwriting in relevant learning contexts.

Across school (including EYFS), whole class guided reading lessons ensures that targeted reading skills can be developed, on a daily basis, through immersion in challenging texts and resources. We use clear question stems, linked explicitly to the National Curriculum to drive understanding and comprehension. Lessons are centred on the reading content domains from the National Curriculum.

In Key Stage 1, pupils take home banded reading books and library books to share with parents and to read for pleasure. In Key Stage 2, pupils take home levelled books linked to the Accelerated Reader system and once a child has read a book they then to take an online quiz to check understanding. It is our expectation that every child is read with every week by an adult in school and also that they read with their parents at home on a daily basis.

From Nursery onwards, children learn phonics by following the Read, Write Inc. Structure. Once their phonics is secure they progress to the spelling and grammar outcomes set out in the National Curriculum.

## Topic Themes

Our wider curriculum is organised into topic themes. Topics contain a mixture of foundation subjects to provide for a broad range of skills and all topics have science so that pupils develop their using and applying skills throughout the year.

Topics have been devised to serve the following purposes:

- As a vehicle for pupils to practise, develop and apply the key skills they have learned in English and Maths
- To teach subject specific and generic skills which allow pupils to transfer their learning in different contexts, enabling a broader and deeper level of understanding
- To create contexts for learning and give the children experiences which enthuse and inspire pupils to enjoy their learning
- To broaden pupils' horizons and provide a wide range of life experiences which they are often lacking, given our demographic
- To raise our children's aspirations of what they can achieve
- To recognise and celebrate our diverse and multicultural school community whilst learning about other communities around the world

## Forest School

All pupils experience the forest school during their time at Peel Park Primary.

Forest school is an approach which places more emphasis on the process of learning and experiences than on the activities set. Whilst there is structure, in most cases, pupils will also steer their own learning and have the freedom to explore, make their own choices and apply their knowledge and skills.

Sessions seek to consolidate all areas of the curriculum allowing the children to build on and extend their prior knowledge. Activities that have structure are planned to tie in with pupils' current learning.

The Forest schools approach encourages pupils to use descriptive language which then enhances their speaking and listening skills. They are encouraged to use this exciting vocabulary which then permeates all areas of learning.

Pupils gain a huge range of social skills from time spent in Forest School and a boost to their confidence and independence.

## SMSC

Underpinning the whole curriculum are ongoing aspects of Social, Moral, Spiritual and Cultural development – creating an inclusive, supportive and open-minded school culture, and the development of learning behaviours: resilience, independence, working together, making links, creativity, curiosity, strategic thinking and self-belief.

Reviewed  
C. Kimberley  
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