



GREENHOLM PRIMARY SCHOOL

CURRICULUM POLICY

Overarching statement

At Greenholm we are a school that is welcoming, safe and creates an environment which values and supports everyone learning. We work hard to create an ethos that promotes inclusive practice for all, by providing a consistent and fair approach, which is supportive of the continual emotional development of all and by demonstrating mutual respect, openness and honesty.

At Greenholm school we believe that the curriculum should be rich in experiences and resources for all individuals to attain their positive aspirations and develop skills, which will support them in all aspects of their lives.

We believe that learning is at its best when children enjoy what it is they are learning about and that they know 'what' they are learning and 'why'.

Aims

- Provide opportunities for all pupils to learn and achieve
- To promote pupils spiritual moral social and cultural development and prepare pupils for the opportunities responsibilities and experiences of life.
- Engagement by the pupils and the teacher in the activity of learning through the use of a range of learning styles..
- Use and application of core skills throughout the curriculum to allow practice consolidation and effective use.
- Use and application of key skills that develop and explore understanding and strategies for working in known and unknown contexts.
- To ensure that appropriate cross curricular links are made and are explored through topics and linked subject content.

Every Child Matters

'Identifies five outcomes for children. These are: -

- To be healthy
- Staying safe
- Enjoyment and achieve
- Make a positive contribution
- Achieve economic well-being



In school we ensure that: -

- Learners adopt healthy lifestyles, that we build children's self esteem and that we encourage and promote good eating and drinking habits and help children to lead active lives.
- That we support learners to keep themselves safe from harassment and bullying and other dangers that may affect them
- That we enable learners to make good progress in their work and personal development and to enjoy their education
- That learners make a positive contribution by ensuring that children understand their rights and responsibilities, are listened to and are enabled to participate in the life of the community.
- That learners gain the skills and knowledge needed for future employment.

Inclusion

Birmingham's working definition of Inclusion in education informs our practice here at school.

Inclusion is a process that entitles all learners

- To a broad relevant and stimulating curriculum
- In the environment that will have the greatest impact on their learning
- Where they will be able to learn play and develop alongside each other.

In order to achieve this we plan and use the curriculum to

- Set suitable learning challenges
- Respond to pupils diverse learning needs and styles

We ensure that we identify and plan to overcome potential barriers to learning and assessment for individuals groups of pupils. We recognise that inclusion is about accessibility to information and that information has to be the right information, curriculum and the environment.

Link to Policies for Learning and Teaching, Inclusion, SEN, Gifted and Talented Equal Opportunities, Transition and Assessment

Learning and Teaching

Most effective teaching and learning is when all children see themselves as learners and as such demonstrate certain skills and characteristics.

The provision of stimulus that will enable children to demonstrate these need to be modelled and drawn from children with positive reinforcement for specific attitudes and actions, so that collectively and individually they are able to comprehend the associated skills and make use of them as they are required.

Provision is made through careful planning for children to

- Use prior knowledge
- Use information to make cross-curriculum links
- Make connections
- Ask questions
- Listen and respond

There is an expectation and a use of modelling where by children are encouraged to demonstrate that they are



- Participating
- Showing engaged facial and body language
- Co-operating with others in a variety of groups.
- Showing interest
- Demonstrating motivation

We believe that this is supported by

- An understanding and ability to discuss what is expected of them within the lesson
- Demonstration of confidence

We recognise that teachers are all individual and bring specific skills and strengths into our school, however, they must all be able to demonstrate the three 'key' attributes of effective teaching (Hay McBer: A Model of Teacher Effectiveness, June 2000)

These are: -

- Teaching skills
- Professional Characteristics
- Classroom Climate

Links Learning and Teaching Policy

Planning

Planning is a tool that 'designs' the opportunities for learning; the curriculum overview maps provide the framework through which the National curriculum is delivered to the children.

These curriculum maps are developed through the Medium Term plans that are produced by the Subject Post Holders using a variety of tools to support the creativity and links that make learning real for our children (*QCA documentation, Subject specialist knowledge, Research and projects within areas of the curriculum*). The medium-term planning provides the teachers with a planned route for covering key objectives across a term or half term. This ensures that the work planned for the children is of the appropriate standard.

The curriculum is delivered through a range of Topics. As far as possible links are made between the 9 subjects identified by the National curriculum and RE is linked if appropriate but tends to be delivered as a discrete subject. (*See curriculum maps*) It is organised in this way to provide the children with breadth and depth of subject knowledge and is developed to gain the children's interest through a range of experiences, and is planned to ensure the use and development of their Core and Key skills.

Short-term planning is completed weekly by the class teachers in a given year group. This is when the learning objectives and the success criteria are focussed on and defined for the children's learning opportunities. The activities that are planned take account of the core skills identified for the year group. These core skills need to be practiced and rehearsed and are explicit in the way that the planning is organised and structured to meet the needs of the children. The activities are described to develop and take account of the key skills.

(See planning flow chart appendices 1)

Assessment

Assessment is a key part in the process of improving teaching and learning.

We ensure that we



- Provide effective feedback to children
- Actively involve children in their own learning
- Adjust teaching to take account of assessments
- Recognise the influence that assessment has on motivation and self esteem of children
- Include children's self-assessment strategies to support children in understanding what they need to improve.

Assessment is built in to the learning process and occurs throughout sessions, daily, weekly, termly and annually. Level descriptors are used to support teachers in making judgements about pupil's performance,

Links to assessment policy

Curriculum statements

History and Geography

A balance of coverage is planned for in the History and Geography curriculum. (See *History and Geography curriculum map*) Together these form the Humanities element of the curriculum map and we recognise the benefits of teaching them as topics and discrete subjects.

History

How do you know who you are unless you know where you come from? How can you tell what's going to happen, unless you know what's happened before? History isn't just about the past. It's about why we are who we are- and about what's next

Tony Robinson Actor and TV presenter

At Greenholm school we plan opportunities for children to learn about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced peoples actions.

They develop a chronological framework for their knowledge of significant events and people. They see the diversity of the human experience, and understand more about themselves as individuals and members of society.

What they learn can influence their decisions about personal choices, attitudes and values.

Geography

What is our knowledge worth if we know nothing about the world that sustains us, nothing about natural systems and climate, nothing about other countries and cultures

Jonathon Porritt Forum for the Future

At Greenholm school we try to answer questions about natural and human worlds, using different perspectives. We plan opportunities for work that will develop knowledge about places and environments throughout the world, an understanding of maps and fieldwork skills. They encounter different societies and cultures, and are encouraged to identify their place in the world and their responsibility to other people and places.



Art and DT are planned and interrelated topics of work. (See *DT and Art overview*) The skills and activities are built upon to enable the children to produce a process of work culminating in a finished item that can be evaluated.

‘Art and design is not just a subject to learn, but an activity that you can practice: with your hands, your eyes, your personality’
Quentin Blake Children’s Laureate

‘Design and technology helps prepare pupils for tomorrows rapidly changing technologies by’ providing them with the opportunities to develop the creative process that combines intellectual and practical skills through purposeful practical activities’
Data Co-ordinators file.

At Greenholm school children are encouraged to make visual images and to respond to their experiences explore their environment and develop their imaginations. The Art and DT planning offers children the opportunity to learn about the visual world and how other artists have interpreted it through history. They can gain an understanding and appreciation of the methods and motives of people from other cultures and times. The development of an aesthetic sensitivity and visual library assists learning in other fields. Fosters creative thinking, developing children’s capacity to think imagine, invent, design and enjoy the experience.

Music

‘Music makes a kind of liquid link between the study of languages, literature and other arts, history, and the sciences – joining them together in the outer world of feelings and relationships and the inner world of imagination’
Dr Robin Holloway, Compser

At Greenholm School we recognise the significance of music and see it as a unique form of communication.

The teaching of music develops pupils’ ability to listen and we encourage the children to appreciate a wide variety of music, which enables them to make judgements about their own choices in music.

We provide opportunities to teach music through curriculum time as taught sessions in the class, and singing sessions provided by the Music service. This provides children with the opportunity to develop musical skills in a structured way, and they have various opportunities to perform as groups or individually.

PE

‘Physical education is about pupils learning about themselves: their capabilities, their potential and their limitations. It is the foundation of all sports participation. But it goes beyond the individual and understanding themselves – it’s learning how to work with and respect others.’
Lucy Pearson, England cricketer and Teacher

Greenholm Primary
Greenholm Road
Great Barr
Birmingham
B44 8HS
0121 464 6321



At Greenholm we believe that PE develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. We ensure that planning promotes physical skill development, physical development and knowledge of how their bodies respond to physical activity.

The planning supports pupils to learn how to think differently to suit a wide variety of creative and challenging activities. They learn how to plan, perform and evaluate their actions during curriculum sessions and are encouraged to make use of the extensive resources throughout their 'free' playtime.

Through this process we promote healthy lifestyles, and encourage the children to discover their own aptitudes, abilities and preferences to enable them to make choices.

Visits and Visitors.

We take every opportunity to extend the children's experiences by making use of resources, visits to different environments, and visitors or specialists into school. We feel that these experiences enrich learning and provide children with unique experiences.

We ensure that these experiences are shared with pupils throughout the year, and seek to ensure that any contributions asked of parents is 'spread'. These experiences include residential visits, which are supported by the staff participation, and this is valued and recognised. *(Staffing policy)*

Extra curricular activity

We offer a breadth of experiences across the school that enhance and build upon the national curriculum.

We ensure that this range of experiences are offered through dinnertime and after school clubs, as well as through the Golden time choices that children can make (Refer to Behaviour policy) These sessions occur weekly on a Friday afternoon. These activities are monitored for take up from the children and provide a wide menu of choices ranging from Football and Rugby through to Art, Music and Choir.