



## **We will follow the National Curriculum**

### **Curriculum Principles**

Poplar Farm aims to develop and implement an exciting and varied Curriculum which enables all pupils to reach their potential and become active, valuable and positive members of society. Underpinning this stimulating Curriculum, we believe that children should be equipped with a number of core life skills which will ultimately support them in the future, both academically and socially.

### **Key Principles**

In conjunction with a Curriculum which enhances a child's subject specific skills and general knowledge, we believe that there are four key life skills which each child should have the opportunity to further develop and strengthen.

These include:

- Language (Oracy) and Communication skills
- Independent Skills
- Emotional Intelligence Skills
- Thinking skills

Each of these key skills is complex and can be subdivided further in order to prepare a child fully for the world in which they live. The details of each of these four skills are expanded in greater depth below:

### **1) Language skills (Oracy)**

#### **Key Skill 1: Communication**

The key skill of communication includes skills in speaking, listening, reading and writing. Skills in speaking and listening include the ability to speak effectively for different audiences; to listen, understand and respond appropriately to others; to present information and to participate effectively in a group discussion. Skills in reading and writing include the ability to read a range of texts fluently and to reflect critically upon what is read. It is also the ability to write fluently for a range of purposes and audiences, including critical analysis of their own and others' writing. Opportunities to develop this key skill are provided through English and the use of language throughout the remaining curriculum areas.

### **2) Independent Skills**

There are two types of Independent skills which are identified below:

- Independence in learning
- Personal and Social Independence

Independence in learning provides children with strategies in order for them to support and structure their own learning in any given situation. Social and personal independence allows a child to develop skills in relation to other people and their environment. This raises their awareness and provides strategies to overcome situations which may be adversely affect their learning.

### **3) Emotional Intelligence**

#### Key Skill 4: Working with Others

The key skill of working with others includes the ability to contribute to small group and whole-class discussion and to work with others in order to meet a challenge. If pupils are to work with others they must develop social skills and a growing awareness or understanding of others' needs. All subjects provide opportunities for pupils to cooperate and work effectively with others in formal and informal settings. Emotional Intelligence should also include the appreciation of others and consider different perspectives in order to benefit fully from what their peers think, say and do.

#### Key Skill 5: Improving Own Learning and Performance

The key skill of improving their own learning and performance involves pupils reflecting on and critically evaluating their work and what they have learnt. It also includes methods for identifying ways to improve their learning and performance. They need to be able to identify the purposes of learning, to reflect on the processes of learning, to assess progress, to take risks, to identify obstacles or problems in learning and to plan ways to improve learning. All subjects provide opportunities for pupils to review their work and to improve their learning. This element also provides each child with an understanding of how to learn effectively. Emotional Intelligence involves the development of pupils as people in preparing them for the world in which they are going to exist. This strand will focus upon:

- Self-awareness
- attitudinal development
- managing feelings / resilience
- assessing self
- self-motivation
- empathy
- social skills
- learning to learn
- leadership skills
- risk taking

### **4) Thinking Skills**

#### Key Skill 6: Problem Solving

The key skill of problem solving involves pupils developing the skills and strategies that will help them to solve the problems they face in learning and in life. Problem solving includes the skills of identifying and understanding a problem, planning to solve a problem, monitoring progress in tackling a problem and reviewing solutions to problems. All subjects provide pupils with opportunities to respond to the challenge of problems and to plan, test, modify and review the progress needed to achieve particular outcomes.

#### Information-Processing Skills

These enable pupils to locate and collect relevant information, to sort, classify, sequence, compare and contrast, and to analyse whole / part relationships.

#### Reasoning Skills

These enable pupils to give reasons for opinions and actions, to draw inferences and deductions, to use precise language to explain what they think, and to make judgements and decisions informed by reasons or evidence.

#### Enquiry Skills

These enable pupils to ask relevant questions, to pose and define problems, to plan what to do and how to research, to predict outcomes and anticipate consequences, and to test conclusions and improve ideas.

#### Creative Thinking Skills

These enable pupils to generate and extend ideas, to suggest hypotheses, to apply imagination, and to look for alternative innovative outcomes.

#### Evaluation Skills

These enable pupils to evaluate information, to judge the value of what they read, hear and do, to develop criteria for judging the value of their own and others' work or ideas, and to have confidence in their judgements.

## **Section 2**

### **Knowledge, Skills and Understanding, including General Knowledge**

As outlined within the Curriculum wheel previously, knowledge, skills and understanding are taught in conjunction with the core life skills. The essential objectives relating to knowledge, skills and understanding are obtained from the following statutory documents:

- Key Stage 1 and 2 Programmes of Study for all National Curriculum subjects. The National literacy and numeracy strategies are used to support the teaching of English and mathematics respectively.
- Religious Education in accordance with the Lincolnshire Locally Agreed Syllabus

### **Curricular 'Key Skills'**

In addition to subject knowledge and content, key skills are also used to underpin the Curriculum. This is to ensure that each child is taught a skills based Curriculum alongside elements of subject knowledge.

### **Tailoring the Curricular Provision Further to Meet the Needs of Individual Pupils:**

In addition to the curricular provision outlined previously, specific plans further tailor the Curriculum to meet the needs of individual pupils, thus providing opportunities for all learners, including those with learning difficulties and disabilities. These include:

- Individual Education Plans (IEPs) or Statements are created for pupils with Special Educational Needs. These provide specific targets and areas for development in relation to individual needs when accessing the curriculum.
- Individual Challenge Plans (ICPs) are created for Able Gifted and Talented pupils in order to challenge, enhance and support their specific curricular needs.
- Pupils will be identified when it is known what the cohort demographics are. However, we will assess the children against the statutory information.

### **Section 3**

#### **Academy Experiences (Events, Routines, Visits and Visitors, Curricular, Extended Services):**

Our Curriculum is designed to be responsive to local needs, be relevant and stimulating, be exciting and varied, promote creativity, achieve high standards and overall enhance enjoyment. We therefore aim to create an interlinked, relevant and meaningful set of learning experiences.

In conjunction with the statutory requirements and life skills we aim to do this in numerous ways. These include:

- Inviting visitors into school so that pupils can learn from first hand experiences
- Termly educational visits beyond the school environment to promote first hand experiences and meaningful learning opportunities. This includes educational visits to multicultural centres or places of worship to learn about communities in a diverse Britain.
- Participating in a range of workshops e.g. writing, drumming, dance, theatre
- Leading and Managing Responsibilities within the school community e.g. Tuck Shop Manager/Playground Equipment Manager
- Links with other schools both within and beyond the Trust
- Sustaining links with PCSO's including local responsibilities and actions
- Developing Links internationally and nationally with other schools to ensure that our pupils are fully aware of the diverse nature of our country and beyond
- Engaging in practical active learning tasks, both inside and outside of the classroom
- Participating in Events held at School
- Extended Services (Extra-curricular clubs, child care)
- Engaging in a full and varied range of extra-curricular Clubs or Activities
- Participating in 'themed Curricular weeks' such as Heritage Week or Healthy Schools week
- Gaining an understanding of Eco related issues
- Gaining an understanding of Healthy Foods and lifestyles
- Using the Outdoor environment to promote learning
- Link the learning within the week via a Key questions, theme or topic

## **Section 4**

### **Learning Across the Curriculum - Promoting personal, social, economic and health education and citizenship**

In conjunction with the life skills, Pupils' personal, economic, social and health education and citizenship are promoted through:

- discrete curriculum time (PSHE lessons)
- other curriculum subjects such as Philosophy and the 'British Values Framework'
- the ethos of the school including social activities and events
- the implementation of Social and Emotional Aspects to Learning programmes
- the understanding of a local and global community via International Links
- Sex and Relationships education
- A Curriculum which promotes a thorough understanding of financial capability and economic understanding.
- An underpinning aim of the provision designed to promote pupils' personal, social and health education and citizenship is the development of emotional intelligence i.e., the ability to recognise one's feelings and then to manage them effectively

## **Section 5**

### **Learning Across the Curriculum- Promoting Spiritual, Moral and Social Development**

Alongside the promotion of life skills and personal, social and health education, we equally value the promotion of Spiritual, Moral and Social Development. Opportunities to promote pupils' spiritual, moral, social and cultural development are provided through:

- Curriculum subjects – including Personal, Social and Health Education (PSHE)
- Extra-curricular activities
- Collective Worship
- The ethos of the school
- Teaching and learning strategies
- Relationships between staff and pupils
- Visits to multicultural centres and places of worship

## Poplar Farm Primary School **Curriculum Policy**

- Educational experiences which promote awe and wonder alongside a spiritual awareness of the world in which they live

The ways in which we hope that our pupils will develop, spiritually, morally, socially and culturally are identified in the document in the appendices.

- incorporate 'lots of starts' approach
- start at where the children are at in their learning
- create and make full use of a stimulating learning environment
- be clearly differentiated to provide challenge for pupils of all ability levels
- ensure children are engrossed in their work
- develop positive, caring attitudes
- provide a range of opportunities for children to work independently and collaboratively
- incorporate effective use of learning intervention when appropriate (see attached guidance)
- teachers should plan for opportunities for children to work with experts from outside of school.
- Have a balance between key questions, important information, key vocabulary and children's work.
- Incorporate mind maps and other techniques where appropriate
- engage children from the outset of a new topic (central interactive display)
- Marking Scheme

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