Poplar Farm School
Curriculum Policy

Introduction

This policy has been written to provide Poplar Farm School's intent, implementation and impact that reinforce the curriculum developments and pupil entitlements. The UNICEF Rights of a Child and the associated articles underpin our work within school.

Article 3: The best interests of a child must be a top priority in all things that affect children.

At Poplar Farm School, teaching and learning is designed through our Enriched Curriculum, driven by the need to prepare our children for lifelong learning. The children learn through relevant first-hand experiences that link around carefully chosen themes, delivered in a learning question style, with books and literacy themes at the core, developing wonder and curiosity. We encourage direct discovery learning, where we provide an environment and ethos that encourages children to discover their own answers through problem solving. Each learning question is used as a vehicle for delivering the National Curriculum, the Early Years Foundation Stage (EYFS) development statements and the Lincolnshire Agreed Syllabus for Religious Education in a meaningful way.

Article 28: Every child has the right to an education.

Our Enriched Curriculum strives to deliver a twenty-first century education that will equip our children with the skills required to be independent, responsible citizens. We work in partnership with our parents, and involve them with their child's learning journey throughout school. Clubs, community links and our Rights Respecting work all contribute to our vision to develop the whole child during their time with us at Poplar Farm School.

Intent

Poplar Farm School provides a secure, stimulating and caring learning environments, in which good relationships flourish, and children aspire to be the very best they can be. We believe this should be the foundation for every young person's daily school experience.

Article 29: Education must develop every child's personality, talents and abilities to the full.

We promote working with other schools locally, nationally and internationally and link our learning and experiences to the UNICEF Rights of a Child and the associated Articles.

We believe that all pupils have the right to a school in which the leadership and management of the head teacher, governors, academy trust and all staff are of the highest standard and that teaching is of the highest quality. The intent of our curriculum is to:

- Enable all children to learn and develop their skills to know more and remember more, to achieve their full potential.
- Increase learners' motivation, enthusiasm and engagement by making meaningful links by in context, providing real opportunities and experiences whenever possible.
- Provide broad, balanced and enriched learning experiences inside the classroom, and in the generous outside learning space.
- Teach learners to become more independent and take greater ownership of their learning.
- Create and maintain meaningful and stimulating learning environments, with the children, giving them ownership.
- Provide opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations.
- Develop social skills and encourage children to become more active citizens within the school community and beyond.
- Increase awareness of environmental issues and how we can contribute to reducing our carbon footprint.
- Develop a sense of community and begin to recognise responsibilities as a global citizen.
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process, including Class Dojo, Tapestry and during a range of school events.

The Poplar Promise

At Poplar Farm School we promote our curriculum and ethos through The Poplar Promise, which is taught to the children, and referred to in lessons, learning questions and assemblies. We value the way in which all children are unique and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the rights of every child in our society. We respect each child in our school for who they are and we treat them with fairness and honesty. We endeavour to enable each child to be successful and we provide equal opportunities for all in our school. We value our environment and we aim, through our curriculum, to instil a sense of understanding and responsibility for our world and how that will impact on future generations as well as our own.

At Poplar Farm School we are:

Problem solvers
Open minded and curious
Positive and independent
Loved and nurtured
Accepting of all
Resilient

Implementation

- Our Enriched Curriculum is designed around a year cycle of imaginative and inspiring learning questions. Each learning question lasts for a half term and the whole school from EYFS to Year 6 use this learning question as a starting point for medium term curriculum planning.
- The whole school curriculum map has been planned so it is sequential and relevant for the children, using structured hierarchies, ensuring they all know what they are learning, why they are learning it, and why they learning it now.
- Each learning question is given valuable time for collaborative planning by year group teaching staff to design stimulating learning experiences, whilst still valuing and delivering key skills as required in the National Curriculum / EYFS.
- Children are given opportunities to contribute to the planning by sharing their own ideas, which in turn are developed together with staff.
- Every learning question starts with related books from a variety of authors and covering diversity, which enhance the learning for the term.
- The curriculum is planned and delivered around the unique characteristics personal to Poplar Farm School, making the most of the community treasures that surround the school.
- Each theme includes a Wow! factor, which allows children to participate in a truly memorable experience that enhances learning of the learning question in an inspiring way and seeks to deliver learning experiences that the children will remember forever.

Monitoring and Impact

- Subject leaders oversee the coverage of individual subjects within our Enriched Curriculum and the monitoring of subjects are carried out by subject leaders or senior leaders.
- The curriculum map and hierarchies are used to ensure full coverage in a sequence to ensure progress is achieved.
- The impact of the curriculum delivery is monitored through lesson observations, book looks, moderations, and other activities as outlined in the annual assessment overview.
- Subject leaders are accountable for feeding back outcomes of monitoring to the Leadership Team and teachers, ensuring that actions are addressed.
- The impact of our curriculum is shared with parents and children during parent consultation meetings, consultation reports and end of year reports.
- Children leave Poplar Farm school with a sense of belonging and are proud that they have developed the confidence and skills needed to be learners for life.
- Our children will know more, remember more, enjoy more and develop more socially and emotionally, enabling them to be ready for their next stage in education.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

This policy was adopted:	July 2020
Review Cycle:	Every two years
This policy was subsequently reviewed:	