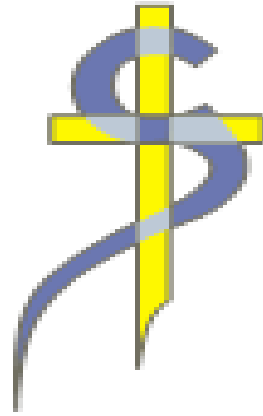


# Canon Sharples C of E Primary School and Nursery



## Curriculum Policy May 2019



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## Curriculum intent

Our curriculum is broad, balanced and meets the requirements of the national curriculum. It is designed with our pupils and school context in mind and aims to develop key characteristics and the essential knowledge and skills needed to prepare pupils well for the next stage of their learning and for their adult lives as active citizens. As a school, we have identified fundamental areas that we seek to embed within our curriculum offer that are central to us achieving our aims (see below).



## Cornerstones Curriculum

We have adopted the Cornerstones Creative Curriculum to support and enhance teaching of the foundation subjects; history, geography, design and technology, art and design, PE and music, and the core subject - Science. Our Cornerstones curriculum has a project-based, thematic approach and provides children with a range of rich and memorable learning experiences. Each ILP has a main 'driver subject' e.g. History and is complemented by other connected, interlinking subjects.

## 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.

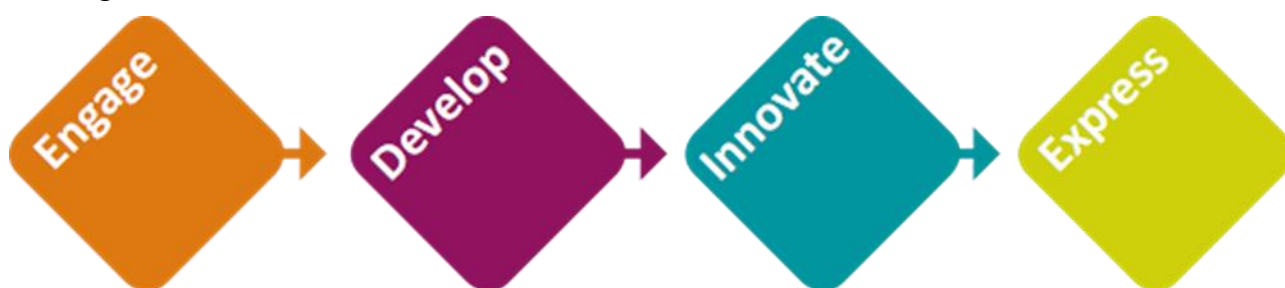
## Our approach:

- ▶ 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 local and global 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 Cornerstones 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. Links to SMSC and Fundamental British Values are made across the curriculum, and are embedded within the four Cornerstones of learning and our pedagogical approach.



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.

## 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 for each year group can be found on our school website on the relevant year group's curriculum map.

## Curriculum design for KS1 and KS2

Our curriculum design gives each year group the opportunity to cover a broad range of themes and subjects. 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 special curriculum week e.g. Arts week. Curriculum maps showing the coverage and structure for each year group can be found on our school website.

## Subject coverage

### English

English is a core subject and is at the heart of our curriculum. Each project covers a range of reading and writing genres and, where appropriate, links to other areas of the curriculum. Links with English are identified on each year group's curriculum map. English is also taught discretely through our Literacy and Language programme (KS2) and through our Read Write Inc Phonics programme in EYFS and Key Stage 1.

Spoken language is promoted throughout the curriculum and is emphasised across all subjects.

Spelling, vocabulary, grammar and punctuation are promoted throughout all writing opportunities, with each year group. Please see our Read, Write Inc Phonics and Literacy Language policy available on the website for further information.

### **Mathematics**

Mathematics is a core subject and is taught discretely using White Rose Maths Hub. Additionally, and where relevant, mathematics is linked to other areas of the curriculum and project work.

### **Science**

Science is taught within our projects and also as discrete units where appropriate. Some learning projects have a science focus, and others will have less of a scientific emphasis. Scientific enquiry is also delivered through the Cornerstones *Love to Investigate* materials which link to each imaginative learning project.

### **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.

### **Religious education**

RE is a statutory part of the curriculum. We follow the Liverpool diocese agreed syllabus for Religious Education. Further information about our aims and implementation in RE can be found in our RE policy which is available on the school website.

### **PHSE and Citizenship**

PHSE and Citizenship are important aspects of our curriculum and are taught discretely through our Heartsmart programme, whilst also seizing opportunities to make relevant links to ILPs and to the general school routine.

### **ICT and computing**

The core skills of ICT are taught as a discrete programme of study across school. Children complete activities on Purplemash as they work through the relevant units of work for their year group. Other elements of the computing curriculum are integrated into the curriculum as part of children's cross-curricular project work. These include opportunities to consolidate learning about e-safety, digital publication and presentation, research, coding, data handling and the use of digital media using a range of technology hardware/software.

## **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 to support learning across a sequence of lessons.

## Assessment of the curriculum

We use a range of formative assessment methods in lessons which inform teaching and learning across all subjects. Across the foundation subjects and Science, we use the Cornerstones skills analysis tool to track progress and attainment of the 'essential Skills' based on end of year Age Related Expectations (AREs). The 'essential skills' are broken down from the National Curriculum programmes of study into end of year group expectations.

We use the Essential Skills in two formats:

- a year group format, showing all subjects for each year group – this is used by teachers to support planning and target setting
- a subject-specific format, showing annual progression – this is used by subject leaders to track progression across school in particular subjects

Teachers engage in a range of moderation activities both internally and externally with other schools to ensure that their judgements are sound. Summative assessment judgements are based on teachers' professional judgement, statutory tests and are supported by a range of evidence.

### In-school summative assessment

In-school summative assessment sums up what a child has achieved over a period of time, relative to learning aims. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in specific subjects or subject areas. In-school summative assessments inform teachers and senior leaders on attainment and progress within specific groups, classes, year groups and across school.

Summative assessments are carried out at the end of a project, term or year and provide further evidence and ratification of formative assessment. They take the form of written tests, observations, assessment tasks, photographs or learning journals.