

Curriculum Policy Statement

Low Ash Primary School



Approved by:	The Governing Body	Date 27.1.21
Last reviewed on:	Autumn term 2018	
Next review due by:	Spring 2023	

CURRICULUM POLICY STATEMENT

Achievement, enjoyment and enrichment

Our School Vision – The Curriculum

Low Ash Primary will work with everyone to create a happy, safe and stimulating setting where children are motivated to learn together. By maintaining high expectations of ourselves and each other, children will be equipped to encounter opportunities and challenges with resilience and determination. We encourage a curiosity about the world and strive to ensure that our children will contribute positively to it, both now and in the future.

Low Ash Primary is characterised by its varied, creative and challenging curriculum- based on real, enquiry-based learning. Academic achievement is only part of our vision: we provide many opportunities for pupils to practise in and master both the visual and performing arts, through our weekly ‘creative carousel’ sessions and participation in concerts and musical shows, and also excel on the sports field.

Low Ash Primary is an inclusive school, intent on ensuring that all pupils reach their potential in a culture of success. As a team, we are passionate about preparing our pupils to be successful adults in an ever-changing, society. We encourage our pupils to aim high – *‘to be the best that they can be’*. We value their individuality and creativity, and equip them with the skills and confidence to succeed. Where there are barriers, we pride ourselves on embracing different approaches and seizing new opportunities to ensure high-quality learning.

Overall Curriculum Intent

The child is at the centre of what we do at Low Ash Primary School. Our inclusive approach develops confident, resilient learners with a thirst for knowledge and love of learning. Every child is encouraged to meet and achieve their potential – *‘to be the best that they can be’*. We believe the Low Ash curriculum should be exciting and engaging – a curriculum which all pupils enjoy and can achieve and flourish within. All stakeholders (pupils, parents, carers, staff and governors) have an important part to play in the shaping of our curriculum, so changes are made regularly in light of feedback.

At Low Ash, we make it our aim to discover what children are good at and use this to promote a positive attitude to learning. The curriculum we deliver is broad and balanced, with opportunities for pupils to celebrate, share, and learn about different cultural and spiritual beliefs.

The breadth of curriculum content allows pupils to explore through an enquiry based curriculum where there are no limits to learning and there is a clear development of skills.

Curriculum Implementation

The curriculum is based on good quality resources. English is taught through quality whole class texts, and Maths is taught using planning from the White Rose Hub with a focus on problem solving, reasoning and fluency. The rest of the curriculum is based around a ‘topic’ approach, but with discrete subject teaching. Through the teaching of discrete lessons, children are able to focus on their specific area of study to a high standard whilst avoiding misconceptions. As each child travels through school, our topics are planned so they continually build upon, link and develop previous learning. Enquiry-based learning features highly and

every lesson is built around a key question. Creativity and teacher expertise is woven into the curriculum with specialist teachers and outside agencies (eg. pupils can enjoy peripatetic music lessons) working with pupils and teachers, sharing good practice and ensuring that learners learn from the best. At Low Ash a big emphasis is also based on art and design, including cooking and nutrition through our weekly ‘creative carousel’ of activities.

In order to raise aspirations and equip children with a real belief that they can achieve anything if they are prepared to work hard, Low Ash has developed links with the world of work and prioritised experiential learning within our curriculum. We look to organise events and activities that develop the curriculum and bring our children’s learning to life. In some cases, this involves a theme day or ‘hook’ to launch a topic but it also involves school trips and residentials, or visits from experts and inspirational individuals to support learning and spark imagination. On completion of learning, we encourage pupils to reflect, which might be in class, an IT based reflection or an event for parents in which pupils get the opportunity to show off their knowledge and the work they have produced.

We also utilise our excellent school facilities and make the most of our outdoor learning environment to enhance hands-on learning experiences and provide purposeful and stimulating learning opportunities. This includes running annual theme weeks such as Healthy School’s Week and Arts Week. In order to develop our children’s understanding of their local heritage, whilst developing links with the community, we regularly visit local attractions and sites, such as: Saltaire & Salts Mill, St Cuthbert’s Church, The National Film and Photography museum, Buck Wood, Baildon Moor and many more. This helps our children recognise what makes Bradford unique as well as developing their understanding and appreciation of the many cultures that form the rich tapestry of modern Britain and the wider world.

We believe that one of our fundamental tasks is to teach our children to speak clearly and articulately and to read and write effectively. Dialogic teaching is embedded across the school with weekly ‘talk’ lessons for pupils in Years 1 -6. Similarly, reading across all curriculum areas is a priority to extend and deepen pupils’ understanding and use of vocabulary. We want pupils to develop a love of reading during their time at Low Ash Primary and be exposed to a range of classic and contemporary literature. The use of the school library, reading ‘shed’ and class shared texts are pivotal to this.

Curriculum Impact

The impact of the curriculum is monitored through triangulation of outcomes: pupil voice, test/data outcomes, planning, monitoring of books and displays, lesson learning walks, discussions with teaching staff, pupils and parents.

Pupils, parents and staff are consistently and regularly consulted about the curriculum and the impact that it makes.

The desired outcomes of the curriculum will ensure that pupils are well rounded students, ready to embark on high school education. They will be equipped with the foundations and skills to achieve success in later education. Pupils will have an understanding of what they are good at and have developed skills to face their challenges.

Signed:

Chair of Governing Body

Next Review Date: January 2023 (or earlier if required)