



## Morpeth First School

Treasured, Courageous, Empowered

# **Morpeth First School Curriculum Policy**

### **Aims of this Policy**

- To outline the values and principles that underpin our curriculum
- To show how the curriculum is planned, delivered and monitored
- To show how our curriculum meets the requirements of the National Curriculum.
- To show how our curriculum is inclusive meeting the needs of all children.

### **Our Curriculum intent**

***We aim to provide a curriculum that is for our children to acquire the knowledge, skills and character values to enable them to become skilful and ambitious adults in terms of being able to gain employment, live healthy lifestyles and flourish within society.***

At Morpeth First School we believe that our curriculum should provide all of our children with an exciting and stimulating learning frame. Through our curriculum we endeavour to make our children feel 'Treasured, Courageous and Empowered'. The curriculum is planned to be relevant to their life experiences, and we aim to inspire and engage them in their learning by taking them beyond their experience to raise their aspirations and foster ambition. We encourage children to work in a flexible and collaborative way, with character development at the heart of the curriculum allowing our children to develop the skills to be happy, active and productive members of the community who make a positive contribution to their community and society in general. Our character virtues are actively taught in order that children can go on to apply these within their everyday lives. Our curriculum celebrates diversity and equality as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils at our school.

Alongside this, we work closely with other schools in the partnership to plan our curriculum in order to ensure that our children have similar experiences and knowledge base as they continue their learning journey as seamlessly as possible during transition through the phases of education.

Our goal as a Morpeth Partnership of schools is to provide an education that encourages and promotes a strong sense of identity and pride of place based on local heritage, culture and landscape of Morpeth and Northumberland. We have high aspirations for the children of the Morpeth Partnership by offering equality of entitlement as we have sequenced our curriculum to build pupil knowledge and skills. We are an outward-looking learning community who strive to ensure all children achieve their potential to become happy, fulfilled individuals and have the appropriate cultural capital to succeed in life.

We will provide:

- A broad, balanced, stimulating curriculum that ensures clear progression of skills and knowledge in all subjects as our children move through our Partnership.
- A curriculum that is planned with themes in mind, and is adapted and designed to be ambitious to meet the needs of all children.
- A wide choice of enrichment activities to challenge and engage our children by bringing learning to life.

## **Morpeth First School Curriculum Themes**

**Cultural capital** – We endeavour to equip our children with a broad set of behaviours, knowledge and skills on which they can draw upon to be aspirational in society both at this stage in their lives and later on in their career and world of work. We recognise that our rural town location and heritage although rich in its own right, may limit the cultural opportunities available to others in more urban areas and we aim to lessen the gap wherever possible by giving children the opportunity to develop their understanding of the wider world through global awareness projects and by providing access to the highest quality cultural resources and experiences.

**Equality** – Through our character curriculum we develop empathy in individuals and ensure we provide equality of opportunity and freedom from discrimination. We have a strong belief in British Values and encourage children to be active in addressing inequality issues.

**Identity**- we develop a pride and sense of social, moral, spiritual and cultural identity in order to shape and define who we are. Our Character Curriculum allows children to recognise the individual talents of our pupils both in and out of school and celebrate their successes in addition to being ambitious for their own achievement. We teach children about their place in the geography and history of the local area in order for them to appreciate its uniqueness and their place within this. We compare and contrast other cultures in order for them to recognise and value the identities of others.

### **Future ready**

Through our ethos and character values we prepare our children for an exciting but unknown future with the empathy and resilience they need to succeed. They are taught the value of determination and critical thinking skills which will enable them to achieve in today's world and beyond.

### **Excellence**

We have high expectations in all we do and seek to enable all children to meet their potential. We value excellence in all areas of the school and beyond, recognising that children can demonstrate effort and excellence in all or any aspect of their life. We encourage children to place no limit on ambition and to recognise that with perseverance and determination they have the ability to succeed.

### **Collaboration**

We provide our pupils with the opportunities to develop the skills to work in teams. We aim to develop inter and intra personal skills through collaborative activities in a range of situations and subjects, encouraging children to listen to others and working in partnership to participate fully in group opportunities.

**Global awareness** – we aim to support children in their understanding of issues facing people around the world. We regularly discuss global issues in class as they arise and alongside this, build opportunities into the curriculum for children to become aware of challenges that others face across the world in areas such as Geography, Science and Technology through specific projects such as the Connecting Classrooms project with links to Nepal and London focusing on homelessness, poverty and recycling.

We ensure that our curriculum is planned and Implemented in a sequential fashion with relation to knowledge and skills to enable content accessibility for all pupils and which supports their progression through the curriculum. We set ambitious targets for their learning across all areas of the curriculum and in line with the National Curriculum. We endeavour to support all children in the teaching of reading, providing cross curricular opportunities for this where appropriate.

We acknowledge that children learn best when engaged therefore they are encouraged to participate in the planning process through the suggestion of ideas based on real life experiences and teachers use their knowledge of the children's interests to direct learning. In this way, curriculum intent can vary according to the needs of the children in each particular class evolving in line with the development of learning that takes place whilst ensuring that development of skills is rigorous and sequential.

We also provide a range of extra- curricular activities to different year groups to enhance children's opportunities for learning experience and to build further life skills. These include arts, language, science, technology and sporting opportunities which are open to all children regardless of their abilities or socio-economic status.

Throughout the year the curriculum is also enriched by themed weeks which are designed to develop greater depth and breadth understanding of particular subjects. These have included areas such as World Faiths, Safety week, and arts' weeks based around particular themes which include dance, drama and art activities providing opportunities to find out about different cultures. We have been involved with projects with the Environment Agency to deliver flood prevention awareness as well as Northumbria Police 'Operation Encompass' and Northumberland County Council's Pedestrian training scheme to raise the profile of personal safety. We endeavour to teach children empathy and tolerance through the involvement of visitors and off site trips and work with the local police and fire brigade as well as taking part in initiatives such as Anti-bullying and E-safety weeks to support pupil's understanding of their roles and responsibilities in the local community and wider world.

## Intent and Ethos

### 1.1. The overall intent of the curriculum is to:

- Enable all children to develop an awareness of self and others and a means to support them in their personal development
- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.

- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

1.2. Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being rewarded for personal development
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.

- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

## **2. Roles and responsibilities**

### **2.1. The Governing Body is responsible for:**

- Approving and monitoring the content of this policy.
- Liaising with the head teacher, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

### **2.2. The head teacher is responsible for:**

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the governors on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the Governors.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

### **2.3. Teachers are responsible for:**

- Implementing this policy consistently throughout their practices.
- Ensuring lesson delivery is reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning styles and keeping pupils engaged in content.
- Collaborating with the head teacher and the SENDCO to ensure that the curriculum is inclusive and accessible to all.

- Working closely with teaching and support staff to ensure that all pupils reach their full potential
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENDCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the head teacher.
- Working to close the attainment gap between academically more and less able pupils.

#### 2.4. Subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within each phase and reporting on this to the head teacher.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring that the curriculum is implemented as agreed in the correct sequence (see website for individual Schemes of work) and any changes required are communicated with the staff to ensure continuity
- Ensuring that resources are used effectively

#### 2.5. The SENDCO is responsible for:

- Collaborating with the head teacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

Each subject has its own intent aims which are set out on the school website within the curriculum planning and knowledge organisers.