



**DERBY HIGH  
SCHOOL**  
ESTABLISHED 1892

**PRIMARY SCHOOL**  
**CURRICULUM POLICY**

Owner	Head of Primary
Authorised by	Headteacher and Governors
Dated	September 2019
Review	September 2020

## Primary Curriculum Policy

### **Introduction**

At Derby High School the Primary department believes in the concept of lifelong learning. We maintain that learning should be a positive, rewarding and enjoyable experience. Through our teaching we aim to equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices about their lives. We believe that appropriate teaching and learning experiences within the curriculum promote positive, responsible pupils who can cooperate with others while developing curiosity, knowledge and skills to reach their full potential. The wide range of extra-curricular activities helps to enrich the experience of the pupils.

### **Aims and Objectives**

We aim to provide a varied and supportive learning environment with a high quality teaching and learning experience that allows each pupil to develop their skills and abilities to fulfil their potential. Through our teaching and Thinking for Learning programme, we provide a broad, balanced curriculum across our Primary school.

We aim to achieve this by:

- Enabling pupils to become confident and independent, with a positive attitude to learning.
- Fostering pupils' self-esteem and helping them build positive relationships with other people.
- Developing pupils' pride and encouraging them to respect the ideas, attitudes, values and feelings for others.
- Showing respect for all cultures and promote positive attitudes towards other people.
- Enabling pupils to understand their community and helping them feel valued.
- Helping pupils grow into reliable, independent and positive citizens with regards for British Values.
- Enabling all pupils to learn and develop skills to the best of their ability.
- Helping pupils achieve their potential.
- Developing pupils' economic well-being.
- Enabling the pupils to feel safe and secure.
- Having a comprehensive PSHE programme including consideration for the well-being of the children

### **Effective learning**

Pupils learn in many different ways and we ensure that we develop a range of strategies to allow all pupils to learn and achieve their full potential. If a pupil requires academic support, we aim to meet individual needs by providing differentiated resources and extra support. Class teachers assess and monitor pupil progress and if a pupil requires further assistance, they will complete a Primary Initial Concern form and pass this onto the SENDCo, who will then follow procedures according to our Special Needs & Disabilities Policy.

We aim to encompass the following areas of intelligence when planning teaching and learning styles:

- Linguistic
- Logical/mathematical
- Interpersonal/reflective
- Interpersonal/group working
- Kinaesthetic
- Musical
- Visual/spatial

We offer opportunities to learn in different ways including:

Visits of educational interest  
Creative activities  
Group work

Use of Computing skills  
Stimulating video clips  
Listening to recorded material

Paired work  
Independent work  
Whole class work  
Asking and answering questions  
Investigation and problem solving

Physical activities  
Drama, role play and oral presentations  
Designing and making things  
Research and finding out

We cover all the national curriculum subjects in KS1 and KS2 and the EYFS teach the seven areas of learning: Three prime areas: Personal, Social and Emotional Development, Communication and Language and Physical Development, and four specific areas: Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.

As a whole school, we teach 'Thinking for Learning' skills to develop curiosity, independence and to increase individual awareness of learning. Pupils help themselves to be a better learner, and have skills to support them for life, such as managing their impulsivity and persistence. These are encouraged across all subject area.

### **Effective teaching**

When teaching, we focus on motivating pupils and building on their skills, knowledge and understanding. We use the school policies and schemes of work to guide our teaching. These set out our aims, objectives and values of the school and details of what is to be taught to each year group. We ensure that all tasks set are appropriate to each pupil's level of ability and their age. We aim to meet the needs of SEND and gifted and talented pupils, through differentiated tasks (see Primary differentiation policy). We set appropriate individual targets to move pupils forward in their learning. NQTs are supported throughout their first year, and we work within ISTip guidelines to ensure new teachers are fully mentored.

### **Organisation and Planning**

When planning, we give regard to individual needs, targets and recent assessments. We plan our lessons with clear learning objectives. The long-term plans indicate what topics are to be taught each term. For medium term planning, we use the Early Learning Goals and the National Curriculum, to create schemes of work. Our short-term plans are on a weekly basis covering information about the tasks, differentiation, resources and assessment. The class teacher, working closely with their year group partner records planning on the Derby High School Primary planning proforma. The specialist teachers in French, Music and PE plan their own scheme of work and lessons.

### **Within the classroom**

Each teacher aims to establish good working relationships with their pupils and treat them with kindness and respect. We treat pupils fairly and give them equal opportunities to take part in class activities. We expect all pupils to comply with the school rules and praise them for their efforts. Thinking for Learning is reinforced on a regular basis. We insist on good behaviour and if pupils misbehave we follow the guidelines in our school behaviour policy. We ensure all tasks are safe for the pupils. When we take pupils out of school we complete a Risk Assessment and obtain permission from parents.

We organise classroom assistants to work with individuals and groups, involving them in planning and assessment. On occasions, we have volunteers to assist in classrooms. This is always under the supervision and direction of the class teacher once a DBS has been cleared.

Our classrooms are attractive learning environments. Displays are changed to reflect the topics being studied and pupils' work is displayed in classrooms around the school. A range of teaching and learning resources is available to support all areas of the curriculum.

### **Transition**

When a transition takes place, all relevant information regarding the child's progress and attainment records are sent to the next stage. This includes additional support received, extension opportunities or

SEND concerns. If a child arrives new to our setting, we request information from the previous setting to assist transition.

### Evaluation and review of teaching

On-going evaluation is essential so that we can modify and improve our teaching in the future. Teachers are encouraged to reflect on their strengths and areas for development as part of the school performance management system. Subject co-ordinators review schemes of work and follow national guidelines, monitoring their subject area, ensuring appropriate teaching strategies are used. INSET needs are driven by this evaluation process.

### The role of parents

We believe that parents have a fundamental role in helping pupils to learn. We regularly communicate with parents about what their children will be learning at school.

We do this by:

- Using the home/school diary for daily communication.
- Holding parents' evenings each term.
- Presenting each new parent with a parent handbook.
- Sending regular newsletters and highlights.
- Explaining to parents how they can support their child with homework.
- Setting targets for the KS1, KS2 pupils which are discussed with the parents and pupils.
- Holding curriculum evenings.
- Showcasing presentations for all parents at the beginning of each academic year.

### Overview of KS1 and KS2 Curriculum Allocation 2019-20

Lesson allocation between 30 - 35 minutes

Minimum number of lessons is shown below:

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	9	9	9	9	9	9
Maths	7	7	7	8	8	9
Science	3	3	3	3	3	3
Computing	2	2	2	2	2	2
RE/PSHE	2	2	2	2	2	2
PE/Swim/Tennis	4	4	4	4	4	4
History/Geography	3	3	3	3	3	3
French	1	1	1	1	1	1
Art/DT	3	3	2	3	3	3
Music	1	1	3	2	2	2
Assemblies (20 mins)	5	5	5	5	5	5

**Monitoring and review**

This policy will be reviewed regularly by the Primary Leadership Team so that we can take account of new initiatives, changes in the curriculum or developments within the school.