



# NOTLEY GREEN PRIMARY SCHOOL

Notley Green Primary School and Cann Hall Primary School  
form the CHANGE Schools Partnership Multi-Academy Trust

## Curriculum Statement

2015/2016

Date of Policy: Autumn 2015  
Date Adopted: Autumn 2015  
Date for Review: Autumn 2016

## **Introduction**

Providing a first class education for our children is our core purpose. Such education is provided through the curriculum – a progressive, purposeful course of study and learning to achieve key learning outcomes.

Within the primary phase we seek to lay the foundations of knowledge, skills and attitudes that prepare children extremely well for their next stage of education so that transition from one stage to another is natural, seamless and timely. We seek to develop in children a life-long love of learning and the underlying skills to enable them to succeed.

This document states the definition of our curriculum and our aims behind it. As our society (both local, national and global) evolves and changes, so will the content of our curriculum. The underlying beliefs and principles however will remain the same.

## **The Scope of Our Curriculum**

As an Academy, our aim is to provide a broad and balanced curriculum that takes into consideration the overall requirements of the National Curriculum (2014). In particular, we recognise the priority of children to have core knowledge and skills in English, Mathematics, Science and Religious Education. (Religious Education is taught using the Essex locally agreed syllabus). We recognise the increasing need to develop children’s skills exploring and using a range of technology and media as lives are lived on an international platform with international interconnectivity.

Our aim though is to go further and provide an education that supports children’s holistic development – academically, intellectually and artistically; socially and emotionally; physically and spiritually.

We seek to provide an inclusive curriculum either as a whole school, across year groups or within classes, that offers ‘learning without ceilings’; rigour and challenge; enjoyment, engagement and enrichment. This includes a range of opportunities that further our aims via extra-curricular and enhancement activities where children are provided with the opportunity to showcase their learning.

## **Knowledge**

- The key skills of literacy and mathematics
- A range of learning experiences through science and technology; the arts; humanities (including a modern foreign language) and physical education.
- Religious Education
- Personal, Social and Health Education

## Key Learning Skills

- **confident communicators** – who can communicate effectively both orally and via a range of media
- **independent enquirers** – who can explore, research, think deeply, challenge assumptions and see events or problems from different perspectives
- **creative thinkers** – who can solve problems, develop new ideas and inspire others.
- **reflective learners** – who are motivated to improve their own performance through learning from what they have achieved, seeking and giving feedback and motivating themselves and others to improve.
- **team workers** – who develop effective working relationships with others to achieve common goals
- **self-managers** – who show self-respect, resilience and can work independently, interdependently and demonstrate increasing responsibility for tasks, resources and outcomes.
- **effective participants** – who play a full part in the life of the school, recognizing and developing their knowledge, skills and attitudes to further their own learning and enrich society as a whole.

## Core Values

We seek to help our children develop, explore, believe and develop positive values, in order to help them develop as responsible global citizens.

Our Core Values at Notley Green both underpin and articulate the behaviours and beliefs that direct our policies, actions and behaviours. They have been revised and agreed by key stakeholders, including pupils, staff and governors and are now as follows:

- HOPE
- TRUST
- RESPECT
- RESPONSIBILITY
- COURAGE
- PERSISTENCE

Each half term, a special focus (as part of our PSHE curriculum) will be given to one Core Value so that children have quality time to reflect on their definition and application. The Core Values also link to our continued focus on 'growth mindset'.

## Defining the Core Values

### **1. HOPE**

- *to have confident expectation and desire to achieve or see something happen*

### **2. TRUST**

- *to develop relationships that are built on reliability, openness, honesty and shared values*

### **3. RESPECT**

- *to show positive regard and consideration for people and principles that are admirable*

### **4. RESPONSIBILITY**

- *to have good judgment and the ability to act correctly and make appropriate decisions on your own*

### **5. COURAGE**

- *to have a quality of mind or spirit that enables the facing of challenge or difficulty, without fear, being brave and confident enough to do what you believe in.*

### **6. PERSEVERANCE**

- *to steadfastly pursue a goal or objective, determinedly with persistence*

## **Delivering Our Curriculum**

### Principles of Learning:

#### Learning:

- is progressive, taking into account children's prior knowledge and skills;
- focuses on quality rather than quantity;
- aims to move from the shallow to the profound (see table below);
- is personalised, taking into consideration children's interests and views;
- is reviewed throughout the unit/term based on progress to date, developing understanding and new lines of inquiry;
- is facilitated through the highest quality creative pedagogical approaches (including thematic learning journeys) and supporting resources;
- is relevant, transferable and can be applied in a range of contexts;
- utilises a range of learning contexts to maximise engagement, enjoyment and progress;
- makes the best use of the local environment and facilities;
- actively contributes to children's spiritual, moral, social and cultural development enabling children to have a clear understanding of British values and to prepare them for life in modern Britain (see further explanation below).

## The Culture of Learning:

In all that we do we seek to promote a learning culture marked by:

- high expectations
- challenge & support
- flexibility & inclusivity
- openness & trust
- valuing everyone
- risk taking, innovation & creativity
- collaboration & community
- celebration & pride

<b>SHALLOW</b>	<b>DEEP</b>	<b>PROFOUND</b>
Replication Application Information Experience Extrinsic Acceptance Dependence	Understanding Transfer Knowledge Reflection Intrinsic Interpretation Independence	Meaning Creativity Wisdom Intuition Moral Challenge Interdependence  <i>NCSL - John West Burnham</i>

### **Spiritual, Moral, Social and Cultural Development**

At Notley Green we have adopted the definitions given by Ofsted in the Subsidiary Guidance (April 2014) which states that:

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives

- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues.

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the ways communities and societies function at a variety of levels.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **British Values**

The following British Values are integral to our curriculum and overall school aims and ethos and are embedded within school life and learning:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect;
- tolerance of those of different faiths and beliefs.

*Developed by staff and SLT – March 2014*

*Reviewed: Autumn 2015*

*Agreed by Governors: Autumn 2015*

*Date for review: Autumn 2016*