

DENE HOUSE PRIMARY SCHOOL

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Aspire, Achieve, Smile

Curriculum Policy

Date of last review: January 2020

Date of next review: January 2020

Lead member of staff: Mrs D Turnbull (Head of School)
Mrs Watson (Deputy Headteacher)



Dene House Primary School

Curriculum Intent

'Aspire Achieve Smile'



At Dene House Primary School our learners are at the heart of all that we do. We strive to create a school that fosters ambitious, confident, independent learners who have the confidence and curiosity to ask questions, solve problems and make informed choices. When our children move forward in their educational journey, we want them to be happy individuals, who have the knowledge and skills to succeed as lifelong learners.

High Quality Teaching and Learning

To provide children with high quality teaching and learning experiences that are relevant, engaging and creative; *inspiring enthusiasm for the acquisition of knowledge and skills as well as developing a lifelong love of learning.*



Knowledge and skills

To link learning to prior knowledge, skills and experiences; *enabling children to have a greater understanding and better retention of knowledge, skills and concepts learnt.*

To contextualise learning by linking knowledge and skills to real life and engagement in active learning experiences which provide opportunities to further develop/apply knowledge and skills; *developing confident learners who have high aspirations and an increasing knowledge of opportunities in the world around them.*

Values

To develop a clear understanding of, and regularly reinforce, British Values and to broaden awareness of communities, cultures and world events outside of their immediate locality; *developing reflective responsible global citizens who recognise the importance of working together to positively affect the world around them.*



Cultural Capital

To develop children's 'Cultural Capital' through a variety of educational experiences including the places they visit, the people they meet and participation in the Dene House 30; *raising aspirations, broadening horizons and providing a greater understanding of the opportunities available to enable success in the future.*

PRIDE To develop the independence and positive learning behaviours needed for future learning and success through our philosophy of PRIDE; *resulting in confident, resilient learners who recognise the importance of working collaboratively, have the determination and confidence to face challenges head on and achieve future success.*

PUPIL ENTITLEMENT

At *Dene House Primary School* our curriculum *intent* is informed by our *School aims* and our *Ethos & Values*. We follow the 2014 National Curriculum which we supplement with additional "non-compulsory" areas of learning to meet the needs of our pupils. These areas of learning enhance children's social and emotional well-being and their moral, spiritual and cultural development. Our curriculum is topic based, with a class novel being central to its delivery from Year 2 through to Year 6.

Our Curriculum is on the school website. If you would like any further information please contact Mrs Watson through our school email.

Curriculum Delivery

Dene House Primary School recognises that all pupils are entitled to a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation and progression. We attach the following meanings to these terms:

Breadth

A broad curriculum will meet the needs of all pupils and gives them the skills, knowledge and understanding to prepare them for their future lives and develop their Cultural Capital.

Balance

A balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.

Coherence

A coherent curriculum will be planned as a whole and will embrace the different areas of learning and experience, so that these do not appear as discreet and unconnected but as contributing to overall progress and achievement.

Relevance

A relevant curriculum will link schoolwork to pupils' own experience and enable them to understand how the knowledge and skills learned will support them in future learning and adult life.

Differentiation

A differentiated curriculum will satisfy the broad aims of education and be carefully matched to pupils' developing abilities, aptitudes and individual needs.

Basic Skills

Through accurate differentiation and an interrelated theme and class novel based curriculum, we focus on teaching the 'basic skills' in reading, writing and maths in as many different subjects and contexts as possible.

Teaching and Learning

Teaching and Learning at Dene House Primary School places emphasis upon the notion that teaching and learning processes are as significant as curriculum content in determining pupil progress and achievement. To this end we seek to develop shared experience between teachers and learners. We encourage teachers to review their teaching methodology and monitor approaches through classroom observation and professional review meetings, building in CPD strategically to support teachers in developing their practice. We also recognise the importance of shared experience between learners themselves and that teachers can learn from pupils. We value non-formal learning situations as a distinctive aspect of the ethos of the school.

In this context and within the financial, physical and human resources available to the school through the delegated budget, we will endeavour to:

- reflect the school's aims and values and promote British Values;
- promote the view that learning should be experienced as something which is enjoyable, engaging, rewarding and confidence building;
- equip pupils with the tools of learning and give a high priority to English, mathematics, speaking and listening skills, the application of Information and Communication Technology (ICT) and investigation, taught through a wide range of experiences;
- relate the content and delivery of the curriculum to the cultural, linguistic, social and religious experiences of pupils and their families so that pupils can contribute actively to their own learning;
- develop pupils' understanding of the world in which they live through their involvement in the community and exploration of its economic, industrial, political, ecological, religious and social dimensions;
- use out of school learning e.g. school trips, outdoor learning to enrich the curriculum and give children an opportunity to learn and apply their learning in different contexts;
- encourage pupils to be self-confident, self-disciplined, courteous, co-operative and constructively critical;
- provide opportunities for pupils to reflect systematically upon their activities and experiences;
- give pupils a sense of success through their achievements;
- regard assessment as an integral and valuable element of the learning process, in order to diagnose difficulties and chart progress.

ASSESSMENT, PROGRESSION AND RECORDING ACHIEVEMENT

Dene House Primary School will undertake the formal assessment of each pupil's achievement in relation to some Subjects of the National curriculum, along with the recording and publication of results in accordance with the procedures set out in statutory and other guidance. The prior attainment data of each pupil will be used to inform our expectations of the progress to be made by individuals. A mixture of process and achievement targets and formative and summative assessment methods will be employed to encourage and measure individual progress. We will follow policy and practices that are designed to ensure pupils improve and progress to realise their potential. These approaches will be characterised by coherence and quality in:

- the detailed objectives and guidance set down in schemes of work and teacher's lesson plans as they affect the learning needs of individual students to include:
 - clear, shared learning objectives and success criteria
 - consistent marking procedures
 - a philosophy that encourages creativity and the maximisation of all opportunities
 - standardised and other forms of testing;
- working with different schools and phases;
- arrangements for providing parents, prospective parents, governors, and others with information about the curriculum of the school and pupils' achievements in accordance with the national requirements.