



Courthouse Green Primary School
'Doing our best to be our best'



Courthouse Green Curriculum Policy

Vision

Through language rich real life experiences we will encourage our children to emotionally connect with their learning and to gain a rich awareness of the importance of the arts in our lives so that they achieve highly, enabling them to be confident in their own ability and keen to aspire.

Our curriculum is progressive, coherent and broad, building year on year on the skills and knowledge previously acquired, linking the learning together, giving children a clear purpose and meaning for what they are learning so that they take pride and gain enjoyment from it. Through it they will gain a greater understanding of themselves as learners and how they contribute to the world beyond their environment.

We expect our children to take responsibility for their own actions and the impact of them on others; making appropriate choices about their behaviour and their wellbeing, empowering them to succeed through the opportunities they are given.

We promote high quality talk within our classrooms so that children have the opportunity to learn from one another and deepen their understanding, ensuring that they are active participants in the learning. We give them time to enjoy their learning and to take pride in the outcomes they achieve. Through our enrichment opportunities we develop them as global citizens gaining a real life perspective and understanding of the world beyond their classroom. As part of our curriculum offer, all our children will have the opportunity to visit an art gallery, a museum, a theatre, places of worship and take part in competitive sporting activities. They will also be invited to attend a residential, adventurous programme. All children will be taught music by music specialists and in KS2 children will learn to play a tuned instrument, funded by the school and learn to read music.

We want to ensure that all children leave Courthouse Green able to confidently and competently read, write and use maths to at least the level expected for children of their age in order that they can build on their achievements through the next stage of their education. As such, our curriculum is relevant and focused on the needs of our learners; many of whom arrive at school still needing to develop and acquire the communication, language, personal, social and emotional skills appropriate for their age and stage of development. Throughout Early Years we focus learning opportunities which enable the children to develop the essential characteristics which will enable them to be effective learners. This focus on personal, social, emotional development is a key component of our KS1 and KS2 curriculum also, guiding and educating our children to successfully develop as learners and responsible citizens of their community. We use Read Write Inc as our strategy to teach children the initial skills of reading and writing and Maths No Problem (based on the Singapore approach to Maths) throughout KS1 and KS2.

Mastery approach

Courthouse Green is committed to embedding a 'mastery approach' to teaching and learning into our curriculum and enhance the quality of teaching:

- *by increasing the opportunities for problem solving, reasoning and conceptual understanding
- *through questioning identifying and overcoming misconceptions

We believe that virtually all learners can learn all important academic content to a level of excellence. Pupils work in mixed ability groups for the majority of lessons, moving through concepts together, at one pace, until the vast majority reach an agreed level of ability.

At Courthouse Green, we design all learning opportunities alongside pupils, having a shared commitment to:

- Ask them, don't tell them
- Make them think and ask questions
- Guide them to conceptual understanding and develop their enquiring minds
- Actively promote the application of skills to the abstract

Mastery is built on the premise that information is only fully retained if learnt *in depth*. Our approach to a 'mastery curriculum' demands careful planning where the learning journey is designed with pupils becoming '**experts**' as crucial to mastering a concept or skill and a secure assessment of embedded learning.

This stems from:

- Links through the design of the curriculum
- Developing pupils' subject knowledge
- Promoting talk
- Development of specific vocabulary
- Promoting collaboration
- Assessment for learning to move learners on
- Providing insightful feedback
- Developing questioning which probes and deepens learning
- Effectively using IT

The learning environment is well organised, attractive, stimulating and well resourced. Children experience a variety of learning situations, both indoors and outdoors. Lessons are interesting, stimulating and fun and children have the opportunity to learn through first hand, multi-sensory experience which enable them to think critically and problem solve. Expectations are high. Children have the opportunity to work independently, in pairs or as groups. Children are supported to be able to assess their own learning and the learning of others, using focused and specific feedback to identify what they need to do next. To enhance our curriculum children are regularly taken out of schools on curriculum visits, to visit places of worship and to take part in sporting fixtures. Such experiences, including the use of visitors in school support and further their understanding. Additionally, the wide range of after school activities further promotes a culture of 'Can do' and an excitement to learn.

Agreed: October 2017

Review: October 2020