



Curriculum Statement 23-24

At Park Brow Community School we aim to offer all children a broad, balanced and stimulating curriculum. The curriculum is planned to focus on developing the knowledge, vocabulary and skills within curriculum areas.

Rationale

The curriculum has been organised and established in full consultation with all teaching staff and subject advisors. Staff took the requirements of the new National curriculum and a variety of schemes of work. We then decided together which topics would meet them in the most creative and effective way. The curriculum is regularly reviewed and developed in accordance with DfE guidelines, the School Improvement Plan and following consultation with Governors, School Improvement Liverpool, parents, children and teaching staff.

Aims Our Creative Curriculum is:

- Underpinned by clear intent, values and purpose
- Develops the whole person - knowledge, skills, understanding and attitudes
- Broad, balanced and has clear progression in subject knowledge and skills
- Filled with rich first-hand purposeful experiences
- Flexible and responsive to individual needs and interests
- Has an eye on the future and the needs of future citizens
- Encourages the use of environments and expertise beyond the classroom

Intent

At Park Brow Community Primary School, the curriculum is designed to: recognise children's prior learning, provide pupils with an insight to the wider world (further than the local community) by offering enrichment opportunities, enhancing vocabulary through foundation subjects, and building resilience and fluency.

We recognise every child as a unique individual and celebrate differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and the **schools values**. As a school we follow and embed 5 **special words** throughout our whole curriculum; **happy, caring, potential, respect and pride**.

Enhancement opportunities are provided to engage learning as we believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Implementation

We provide a broad and balanced curriculum where children develop knowledge and are building on vocabulary, which are embedded and consolidated during the timetabled lessons. The curriculum is well planned to ensure progression of subject specific knowledge so that children are able to apply and transfer them across the wider curriculum. Cultural Capital opportunities, as well as subject specific learning weeks, also help develop these.

Curriculum maps are used to show long term planning within our new Creative Curriculum. Planning and teaching of the Creative Curriculum is provided through our class teachers, Hi Impact, Liverpool School Improvement MFL Team, Beth Tweddle Gymnastics and other external agencies.

Differentiation, support and challenge is individual and is provided through a consistent approach based on high expectations, creative teaching and enhancement opportunities experiences. Enhancement opportunities build on our children's knowledge of the world outside the classroom beginning with their own local community and expanding into the wider world of which we belong.

Curriculum Drivers

In addition to the content that is driven by the curriculum objectives, we have developed curriculum drivers (alongside our cultural capital offer) - key elements that form relentless, consistent threads that run through our curriculum. These were devised by teaching staff to meet the wider needs of our children specifically as they go forward in their lives. These drivers ensure that wherever possible the curriculum is delivered in a way that explores these issues. Underpinning all of these drivers is Social, Emotional, Moral, Spiritual and Cultural Development (SEMSC) through which we further develop our pupils' understanding and celebration of diversity. This leads to racial tolerance, harmony and understanding.

Possibilities	Knowledge of the World	Emotional Awareness
Children cannot aspire to things they have never encountered. We will work to broaden our children's horizons, expanding their knowledge of the world of the work by nurturing their interests as well as encouraging fearlessness of what is new or unknown.	Our pupils are all part of a global community. Our aim is to help the children to gain a sense of place and understand that they play a part in its future. We will provide opportunities for them to explore similarities and differences between communities and how they fit into the wider world.	Our curriculum will provide opportunities for children to learn to respect and appreciate the diversity of an ever-changing society. We aim to nurture confident, independent children who are able to make responsible choices and have the ability to show empathy and compassion towards others.

Cultural Capital

As a school, we recognise that children's learning is enhanced by different experiences. We aim offer children a wide range of educational visits which are used to motivate and engage learning which improves retention. For example: Year 5 visit to Blists Hill which supports learning of The Victorians within Humanities.

Regular visitors in school give the children another perspective on values, attitudes, learning and understanding. These include charities, people from different professions and those within the community.

Stand-alone subjects

Each class teacher is responsible for the delivery of the curriculum. Delivery of the foundation subjects of the curriculum should incorporate key skills and the knowledge set out in the new Primary National Curriculum. Although cross curricular links can be made with all subjects, to ensure appropriate coverage of a more rigorous curriculum, the following subjects are taught as dedicated, discrete sessions:

Mathematics - Maths skills are key to developing everyday skills although links can be made to the curriculum through data handling, position, measurement, especially in Science, DT, ICT and Geography. Mathematics is planned and taught through the Power Maths scheme. Arithmetic is taught daily with our Basic Maths Skills sessions.

English - The study of English helps children understand how language works by looking at its structures and origins. To enable children to express themselves creatively and imaginatively and to enable them to communicate with others effectively, they will develop skills in speaking, listening, Reading and writing. Phonics, guided reading, handwriting and grammar are taught as discrete subjects, as well as in English lessons, as they build up basic skills. We follow the Super Sonic Phonic Friends program in Phonics. We believe in using a variety of reading schemes for home and guided reading. Pupils are expected to read at home at least 3 times per week and an incentive system is used in each class to support this. Children are encouraged to read a variety of stories, poetry and drama, as well as nonfiction and media text to enable them to become enthusiastic and critical readers. Steps To Read is in place to support all pupils during guided reading sessions across the whole school - these are carried out as whole class reading sessions using one text per class. We have recently introduced Ready, Steady, Write to support the teaching and delivery of writing across the school.

Science - Children learn about a wide range of living things, materials and phenomena. They investigate by exploring, observing, asking questions and collecting evidence. They learn to work independently and with others, communicating their ideas by using scientific language, diagrams, charts and graphs.

Computing -Computing is encouraged across the whole curriculum and the new 'Computing' curriculum is taught in all year groups. Each year group is "rich" with banks of I-pads and laptops as standard

elements of class experiences. We have a traded service agreement with Knowsley CLC who support the school with a school technician. Hi Impact (an external company) support the teaching and planning of the curriculum, as well as providing CPD when necessary.

RE - RE is taught in accordance with the Discovery Scheme of Work, although some links with topics have been made where appropriate. Collective worship, broadly Christian in nature is offered daily. Religious Education helps children develop a framework of values, attitudes and beliefs and values of other races, religions and ways of life. The right to withdraw for both children and teachers on the grounds of conscience is respected by Park Brow School.

PSHE - PHSE is embedded by following the Jigsaw scheme and is supported through our school assemblies. Themed weeks support our 'keeping safe curriculum' i.e. Internet Safety, Bullying and Safeguarding. Appropriate and responsible sex education is an important part of preparing children for adult life. We view Parents/carers as the key figures in helping their children to cope with the physical and emotional aspects of growing up and in preparing them for challenges and responsibility which sexual maturity. Parents have the right to withdraw their child from these classes.

PE: Physical Education is encouraged daily through active learning, The Daily Mile and PE sessions following the GetSet4PE SOW. Class teachers and Beth Tweddle Gymnastics deliver the PE curriculum to both KS1 and KS2. Key Stage 2 children attend a block of swimming lessons at the local leisure centre.

MFL (Spanish) - Y3-6 follow the Rachelhawkes.com Spanish program and all lessons are delivered by an external specialist from School Improvement Liverpool. This provides a comprehensive approach for each year group and ensures continuity and progression. Key Stage 1 have a fortnightly Spanish assembly that is delivered by the Spanish lead. The assembly introduces children to basic words and phrases.

Humanities:

- **Geography** - Following our scheme devised with the support and guidance of School Improvement Liverpool, we hope to inspire children to want to travel the world. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.
- **History:** Our new curriculum maps provide children with knowledge of past eras; influential people; and events. We aim for the children to develop a sense of identity and a cultural understanding based on their historical heritage. We teach children to understand how events in the past have influenced our lives today; we also teach the children to investigate these past events and, by so doing, develop the skills of inquiry, analysis, interpretation and problem solving.

Music: Charanga is the chosen scheme to support the teaching of Music across both KS1 and KS2. We believe that a high quality music education should inspire and engage pupils to develop a love of music and their talent as musicians.

Art and Design and Design and Technology: The scheme of work that support the teaching of both subjects is Kapow. We hope our Art curriculum encourages children to become aesthetically aware of their surroundings as well as become aware of how art is influenced and the different cultural art around the world.

Subject Leaders

At Park Brow we have subject leaders who oversee, develop, monitor and evaluate the effectiveness of their subject within school across all year groups. The roles and responsibilities are:

- Raising the profile of their designated subject
- Analysing end of term data
- Supporting class teachers with planning and teaching
- Carry out book looks and other monitoring exercises
- Ensure progress is being made
- Implement change when necessary
- Organise/be aware of the subject's resources.

Lunchtimes

We consider lunchtime to be an extension of the curriculum. Children have the opportunity to practice the transferable skills they have learnt during lessons. Structured play opportunities are provided (by welfare and external coaches) and children are encouraged to think creatively, apply their understanding in individual ways to be able to draw upon their own experiences and to be imaginative during play.

Afterschool Clubs

We offer extra-curricular opportunities through various types of provision delivered by school staff and external providers - all with a view to increasing the range of experiences that children have. Activities are designed to be fun and cater for a wide variety of interests. We want to offer the scope for each and every child to find a passion, develop a talent, spark an interest or simply find pleasure in doing an activity with others. After-school clubs are a fantastic way of achieving this and we are excited to offer a wide range of clubs.

Inclusion

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels including the More Able, EAL and children identified with Special Educational Needs (SEN).

Impact

At Park Brow we ensure that the children are regularly assessed against the assessment framework (SOW criteria) across the breadth of the curriculum. These are well implemented and embedded across the school, and the staff work to the objective requirements laid out within our schemes and within the National Curriculum requirements. Termly data from each year group will be collated and used to inform planning in order to close gaps in knowledge, skills and understanding. This process is carried out on a regular basis in accordance with the school's Monitoring Cycle, the School Improvement Plan and the Creative Curriculum Action Plan. Monitoring of subjects is carried out by the individual subject leaders and the Curriculum Lead.

Within our assessment policy, it highlights the various ways in which we assess the children, both formatively (on a daily basis) and summatively (end of a unit of study or tests), and even the children self and/or peer assessing.

From this, we intend for our children to leave our school confident, resilient and independent. We hope that they will have a good level of knowledge and vocabulary related to subjects across the national curriculum - as well as the skills to make decisions, self-evaluate and become lifelong learners - so that they are well prepared for their transition to the next stage of their education.

Reviewed - September 2023 by J Cannell (Curriculum Lead/ AHT) and C. Aplin.