

Alder Brook Primary Partnership Centre

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CURRICULUM POLICY



Rationale

Education influences and reflects the values of society, and the kind of society we want to be. It is important therefore, to recognise a set of common values and purposes that underpin the curriculum at Alder Brook and enable the school to achieve its aims. We believe it is our job to bring out the best in our pupils by providing an enjoyable, engaging, positive learning environment. No child should be labelled as a failure and every child has something to offer. Expectations of all involved should be high as we strive for excellence for all our pupils. Our goal in delivering the curriculum is to combine excellence in teaching with enjoyment of learning.

Our Values

Our school and curriculum values are:

Diversity At Alder Brook our curriculum celebrates diversity within our society giving the pupils opportunities to learn about different cultures and religions and celebrating the diversity in our class, school, local community and beyond.

Achievement At Alder Brook we have high expectation for all pupils to make progress. Our curriculum is designed to support pupils social and emotional needs to ensure a swift return to a mainstream setting whilst also designed to promote outstanding academic progress.

Nurturing We provide a nurturing curriculum where all pupils will respected and supported to make the most effective progress either socially or academically. Classroom environments are positive welcoming places to learn whilst the curriculum provides a range opportunities to promote well being.

Creative At Alder Brook we believe that 21st century children need a 21st century approach to learning. Pupils enjoy creative and memorable ways of learning

Enjoyment We believe children learn better when they are excited and actively engaged; what excites children best is excellent teaching, which will challenge them and demonstrate what they are capable of achieving. When there is joy in what they are doing, they learn to love learning.

Safety: Pupils have a right to feel safe in their school from Bullying and Prejudice. The curriculum at Alder Brook is designed to promote respect for each other and also inform pupils in an open honest way about the changing society we live in.

Curriculum Statement

At Alder Brook we aim to tailor education to individual need, interest and aptitude so as to fulfil every child's potential. Every pupil will have access to a creative, exciting, rich, broad, balanced and differentiated curriculum based, where possible, on first hand experiences. However, it is recognised that every child has a different knowledge base and skill set, as well as varying aptitudes and aspirations; and that, as a result, there is a determination for every young person's needs to be assessed and their talents developed through diverse teaching strategies. At Alder Brook this means teachers developing pupils social and emotional skills whilst also supporting and maintaining their academic progress particularly their numeracy and literacy skills.

The Cornerstones Curriculum

The fundamental aim of any curriculum is to help children learn. What sets the Cornerstones Curriculum apart is that it's based on a four-stage philosophy: Engage, Develop, Innovate, Express. The Cornerstones Curriculum features Imaginative Learning Projects. Each project is split into sections, which see children progress through four stages of learning: Engage, Develop, Innovate, Express.

Engage

At the 'Engage' stage, children: gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school, enjoy 'WOW' experiences, get an exciting introduction to a topic or theme, begin researching and setting enquiry questions, get lots of opportunities to make observations, develop spoken language skills, take part in sensory activities, and have lots of fun to fully 'engage' with their new topic.

Develop

At the 'Develop' stage, children will improve their knowledge and understanding of the topic, develop and practice their new skills, compose, make, do, build, investigate, explore, write for different purposes and read across the curriculum, research their own questions and those set by others, follow new pathways of enquiry based on their interests.

Innovate

At the 'Innovate' stage, children apply skills, knowledge and understanding in real-life contexts, solve real or imagined problems using everything they've learnt, get

inspired by imaginative and creative opportunities, and revisit anything not fully grasped at the 'Develop' stage.

Express

At the 'Express' stage, children become the performers, experts and informers, share their achievements with parents, classmates and the community, evaluate finished products and processes, link what they have learnt to where they started and celebrate their achievements!

English

Mathematics

Since September 2014 mathematics is taught following the New Curriculum 2014 for all ages. Lessons include interactive elements through use of ICT and physical resources to aid learning. The work is differentiated based on each individual child's attainment and progress. From September 2014 all children are baselined using RisingStars progress tests for mathematics. All teachers follow the Alder Brook medium term plan where the units are matched through all stages to allow for all children within a class to be working on the same topic but differentiated to their given stage. Children are included in tracking their own progress and achievements with the use of learning objective ladders. At the beginning of each unit the learning objectives to be taught to the child over the week or two weeks is stuck in their maths book. At the end of the unit the learning objectives achieved are highlighted and recorded. Half termly teacher assessment is recorded on classroom monitor through updating each child's markbook based on the learning objectives they have achieved. Children are summatively assessed at the end of each term using Risingstars progress. Children working under age related or making poor to no progress are put on Individual Pupil Plans with specific maths targets. Interventions are planned and run during the Earlybird sessions every morning to achieve the SMART individual pupil plan target.

Science

Social, Moral, Spiritual, & Cultural

Computing

Modern Foreign Languages

SEN & Inclusion

All children who attend Alder Brook are placed at a SIB level (SA/SA+) due to needing additional to or different provisions to meet their needs. Some of the children require an Educational Health Care Plan as high level of support and resources are needed in meeting their needs. All children access the curriculum being taught at Alder Brook and all children have Individual Pupil Plans where by SMART targets are set for social, behavioural and learning areas. IPP targets are for at least 6 weeks whereby individualized intervention is planned and learning interventions run every morning during the Early bird sessions. After six weeks the targets are reviewed and new targets are set.

Dyslexia Friendly

Extended School activities

Assessment

Reporting on pupil attainment

Roles and Responsibilities

The Headteacher takes overall responsibility for the curriculum. Subject Leaders in the core subjects [Literacy, Mathematics, Science, SMSC, and Computing] monitor their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies.

Conclusion

We believe that it is vital children enjoy their school and develop a love of learning. Therefore we make the curriculum as exciting and interactive as possible – as a small school we are in an ideal position to do this.

All Children's work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute to the ethos.

Signed:

Date:

Signed:

Date: