

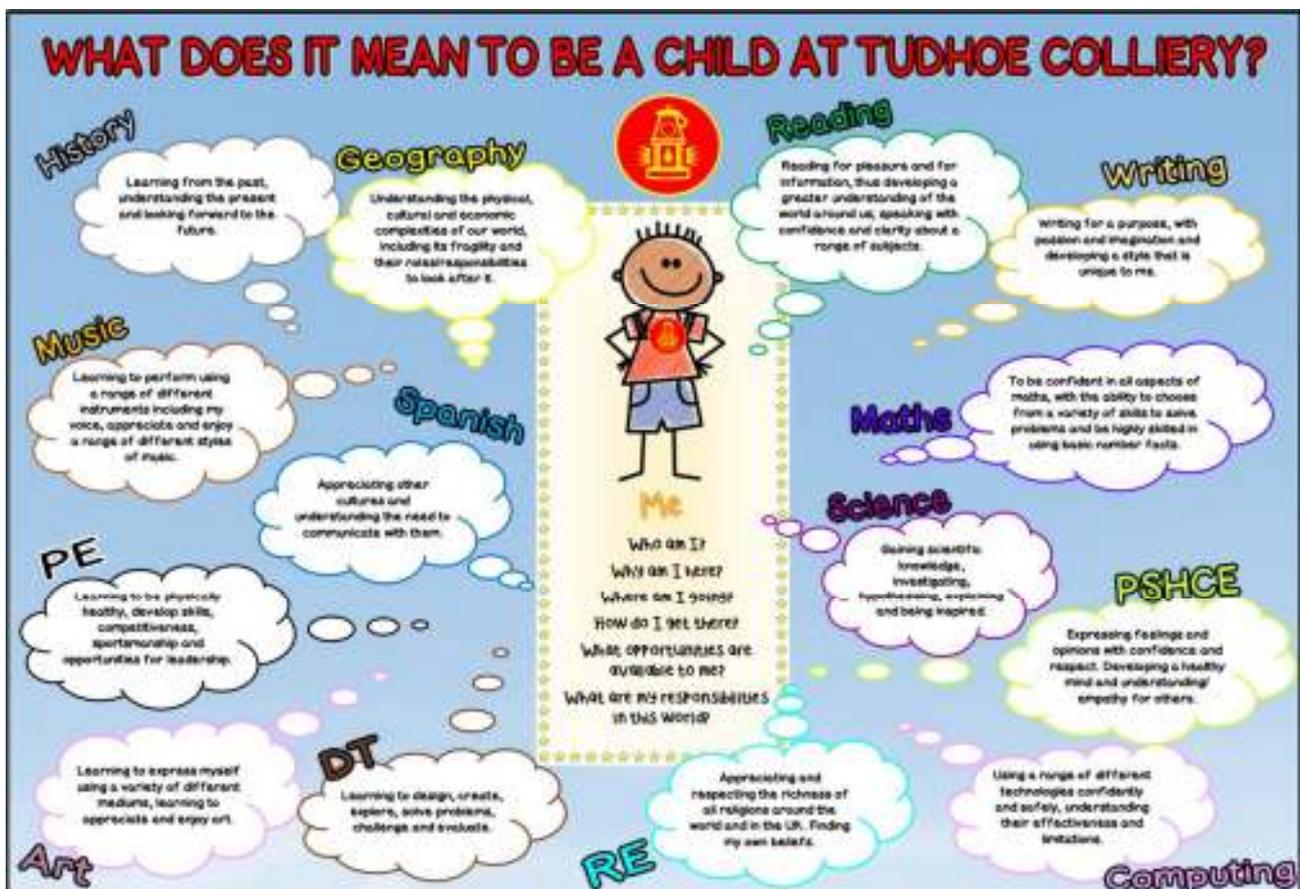


Our Time to Shine

Tudhoe Colliery Primary School Curriculum Policy

Our Curriculum

We believe our curriculum starts with the children of Tudhoe Colliery who mostly live in small ex-mining villages on the Spennymoor peninsula, close to the city of Durham. We believe that our children need to be able to answer a number of questions with regards to their place in the world...



PUPIL ENTITLEMENT

All academies in Tudhoe Learning Trust follow the 2014 National Curriculum. Our curriculum aims are informed by the School aims and objectives, which are in turn aligned to Tudhoe Learning Trust Values (see Ethos & Values document). 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 our website, but if you would like any further information about it, please contact Caroline Gray through the school email.**

CURRICULUM DELIVERY

Tudhoe Colliery Primary School recognises that **all** pupils are entitled to a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation and progression.

Breadth

A broad curriculum will ensure our pupils are taught the knowledge and skills to enable them to develop their cultural capital to the full.

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

Our curriculum is planned as a whole and embraces 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

We aim to ensure our pupils understand how the knowledge and skills learned throughout their primary career will help them through the next stages of their education and beyond.

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 a creative topic/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 Approaches

Tudhoe Colliery 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 a shared experience between teachers and learners, ensuring staff are up to date with current research. 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 (see CPD record).

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 & 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 literacy, maths, speaking and listening skills, the application of computing 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/country 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;
- Begin to prepare pupils for the next steps after primary school, including universities and the world of work;
- Regard assessment as an integral and valuable element of the learning process, in order to diagnose difficulties, plan lessons and chart progress.

ASSESSMENT, PROGRESSION AND RECORDING ACHIEVEMENT

Tudhoe Colliery Primary School will undertake the formal assessment of each pupil's achievement in relation 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. **Details of assessment can be found within our marking and assessment policy.**

ENRICHMENT

We believe that our children learn best when we make their learning irresistible. We try to achieve this through a range of experiences built into each topic as well as a number of additional opportunities through our Tudhoe 30.

Examples:

Trips - both class and whole school, chosen to enrich the children's experience of the curriculum and bring learning to life;

Local Area - as well as trips further afield, the children have regular opportunities to explore their local area, e.g. the woods, Durham, river Wear, local library, as well as the school grounds with wildlife garden and eco-garden;

Visitors - giving children an opportunity to speak to those who have experienced their learning context first hand, e.g. police, polar explorers;

Workshops - an opportunity for children to learn hands on, e.g. virtual reality workshops or escape rooms to immerse themselves in history.

We believe that cost should never be a barrier to children experiencing our curriculum. For this reason, we make every effort to fully fund school trips via school budget, use of Pupil Premium for disadvantaged children and money from the Friends of the school.