

# Greyfriars Primary School

## Curriculum Statement and Policy for Learning

*At Greyfriars we provide a creative and inclusive curriculum that is underpinned by our vision, aims and values and focuses on all children 'ACHIEVING, CARING & ENJOYING'*

Every state funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experience of later life

Our school curriculum encompasses the values, knowledge, skills and understanding that the children need to make the most of life's opportunities and deal effectively with challenges.

Our school curriculum includes the statutory element (ie the requirements of the **national curriculum**). We aim for **mastery** of the **national curriculum** learning expectations of KS1 and KS2. **Mastery** means that a child develops a deeper understanding of the concepts and skills and is able to apply these independently in different contexts. In our school we measure this learning against KPIs (key performance indicators) for each year group.

In addition to the national curriculum requirements, our school curriculum encompasses additional learning and activities, both within and beyond the school day; it is planned and delivered to engage and meet the needs of our children, and their holistic development. Our curriculum is underpinned by our beliefs on learning, our policies and procedures and the ethos and environment that we create in order to ensure a good education for all our children.

**At Greyfriars we aim to create a Curriculum that:**

- Inspires, motivates, excites and engages children in their learning
- Provides purposeful thematic opportunities for enquiry based learning
- Encourages and responds to pupils own interests and enquiry
- Raises aspirations; provides challenges and develops a 'can do' attitude
- Develops excellent numeracy and literacy skills within meaningful contexts
- Provides opportunities and strategies to practise and consolidate learning
- Uses effective assessment and teacher responses to enable progress and deepen learning
- Provides a range of computing resources and focused opportunities to develop e-skills, e-safety and independence
- Develops emotional well-being, self-regulation and positive social interaction
- Develops caring individuals who appreciate and contribute to the school and broader communities

- Appreciates and values similarities and differences, and nurtures individual qualities
- Enables children to keep themselves safe and make healthy lifestyle choices
- Provides exciting opportunities within the Expressive Arts and Sport
- Provides a safe, effective learning environment and an ethos which focus on **Outstanding Learning** for all!

**We believe that Learning is an exciting, interactive and ongoing process.**

Learning involves developing understanding of concepts and acquiring skills. It is about making sense of our experiences, storing memories, practising skills and making links. Ultimately it is a process that enables us to gain and embed knowledge and skills that we can interrelate and use independently in different situations and contexts.

**At Greyfriars we are all committed to Outstanding Learning.**

Our curriculum and school ethos is aimed at developing learners who are

- Motivated and Enquiring
- Independent and Collaborative
- Resilient and Persevering
- Adaptable and Risk taking
- Confident Communicators
- Critical and Creative thinkers
- Respectful and Open minded
- Reflective and Responsible

MOTIVATED & ENQUIRING	
What does it look like?	How do we encourage it?
<p><b>Children are:</b>            Focused and engaged.            Eager to find out more.            Wanting to take learning further.            Eager and willing to 'have a go'            Taking the initiative.            Asking questions.            Exploring ideas.            Making connections in learning.            Intrinsically motivated-loving learning!            Challenging ideas.            Wanting to show and talk about their learning.            Wanting to bring in or take home things in relation to their learning.</p>	<p>Engaging thematic learning (topic work) and learning in purposeful contexts.            Child initiated learning.            Modelling and suggesting lines of enquiry.            Prompting and encouraging.            Discuss learning and how to learn.            Provide and model learning strategies.            Ask- 'What if?' Why do you think that?'            Challenge- "Prove it!"</p>

## INDEPENDENT & COLLABORATIVE

What does it look like?	How do we encourage it?
<p><b>Children are:</b>                      Selecting and using resources appropriately.                      Getting on without a fuss.                      Attempting tasks before seeking help.                      Understanding and applying the rules and expectations of the classroom.                      Staying on task and completing work.                      Applying learning in different contexts.                      Sharing ideas and listening to others.                      Sharing resources and supporting others.                      Respecting similarities and differences of others.                      Possibly developing leadership skills.                      Contributing and co-ordinating, rather than taking over!</p>	<p>Organise classroom and resources for independent access.                      Clear expectations about approaches to work and behaviours for learning.                      Plan opportunities for both independent and collaborative work.                      Opportunities to work in groups across the curriculum in both ability and mixed ability groupings.                      Opportunities for pupil selection for partners and groups.                      Modelling, identifying and praising positive independent and collaborative approaches.</p>

## RESILIENT & PERSEVERING

What does it look like?	How do we encourage it?
<p><b>Children are:</b>                      Keeping going- 'grappling!'                      Trying different ways to solve a problem.                      Not being afraid to get it wrong.                      Approach a challenge with a positive mind.                      Choosing to do something even when it presents difficulties.                      Concentrating on a task.                      Being confident in one's own opinions and choices.                      Not threatened by children who are thought to be 'better'                      Seeing failure as a 'First Attempt In Learning'                      Having strategies to deal with difficulties.                      Ready to learn despite personal 'barriers and baggage'                      Developing one's range of interest.</p>	<p>Modelling, identifying and praising these qualities.                      Modelling approaches and strategies to deal with difficulties.                      Praising/rewarding mistakes/attempts.                      Showing we are all human, whilst maintaining professionalism!                      Enabling children to teach others new skills and pass on learning.                      Giving emotional support where needed.                      Giving opportunities to discuss mistakes and misconceptions.</p>

**ADAPTABLE & RISK TAKING**

What does it look like?	How do we encourage it?
<p>Ready to try different strategies and approaches.                      Not being set in their ways.                      Setting own challenge and challenging own learning.                      Stepping outside one’s comfort zone.                      Willing and eager to ‘have a go’ and not frightened/worried to get it wrong.                      Seeing failure as a ‘First Attempt In Learning’                      Putting hand -up in class, even when not sure.</p>	<p>Modelling different approaches and strategies.                      Encourage and praise ‘risk taking’ and ‘having a go’                      Providing an environment where it is ok to make mistakes and positive in our learning!                      Modelling risk taking and mistake making to move on learning.                      Giving opportunities to discuss mistakes and misconceptions.</p>

**CONFIDENT COMMUNICATORS**

What does it look like?	How do we encourage it?
<p>Speaking confidently and articulately. Developing appropriate and effective vocabulary.                      Willing to speak in pairs, small groups and whole class situations.                      Able to share views and opinions appropriately.                      Being effective listeners and responding appropriately.                      Able to communicate clearly in writing for a range of purposes.</p>	<p>Modelling orally and in writing.                      Identify and praise good oral and written communication.                      Have high expectations of oral and written communication and correct as necessary.                      Talk 4 Writing.                      Opportunities to develop vocabulary.                      PATHS                      Language Club and Debating Club.                      School Performances.                      Class and School Council.</p>

**CRITICAL & CREATIVE THINKERS**

What does it look like?	How do we encourage it?
<p>Applying thinking skills to solve a problem.                      Looking below the surface.                      Using reasoning based on logic and deduction.                      Thinking outside the box.                      Developing own ideas.                      Suggesting hypotheses.                      Applying imagination.                      Looking for alternative and original solutions.</p>	<p>Model using logical thinking in problem solving situations.                      Focus children’s thinking through questioning.                      Provide problem solving opportunities.                      Encourage children to make and explain hypotheses.                      Encourage use of imagination.                      Model, identify and praise original and innovative solutions to problems.</p>

**RESPECTFUL & OPEN MINDED**

What does it look like?	How do we encourage it?
<p>Courtesy and good manners.                      Listening to each other and respecting different viewpoints.                      Understanding that we are all unique.                      Understanding that different cultures may have different values and beliefs and respecting these.                      Look at issues from different perspectives.                      Changing opinion.</p>	<p>Modelling, identifying and praising.                      PATHS.                      Providing opportunities to role play different opinions and viewpoints on an issue. .Encouraging to consider issues from different viewpoints.                      Finding out about values and beliefs of different cultures, etc.                      Providing books and resources to develop understanding, eg of different family make-up, gender and culture.                      Discussion of thoughts and opinions.</p>

**REFLECTIVE & RESPONSIBLE**

What does it look like?	How do we encourage it?
<p>Self-correcting and improving work.                      Reading and responding to teacher’s feedback.                      Thinking carefully about what they have been asked to do.                      Looking back at work and considering it against the success criteria.                      Making thoughtful/meaningful comments when completing LO slips.                      Setting own targets and having high expectations.                      Knowing what they need to do to improve and acting on it.                      Using strategies to help them learn.                      Asking questions to help them learn.                      Responsible behaviour and attitudes towards learning.                      Choosing own resources and equipment appropriately and using these responsibly..                      Identifying and making links with previous learning.                      Putting learning into different contexts independently.</p>	<p>Provide time and opportunities for children to be reflective.                      Model, identify and praise positive reflection and responsible learning.                      Encourage reflection.                      Discussion around LO slips.                      PATHS                      Provide choice of resources- model appropriate use.                      Identify and reinforce links with previous learning.                      Highlight successful learning and strategies for learning.                      Model strategies for learning.                      Encourage an ethos that we are all learners and responsible for our own learning.</p>

We have agreed some **Non-Negotiables** (things that we expect to see in every lesson) to make sure that we have the best learning in our lessons!

- **Lesson purpose**- Children understand what they are learning and how they will know if they are successful
- **Engagement**- children are engaged with their learning- focused, participating, trying their best, asking questions, wanting to succeed!
- **Challenge** is 'just right' to consolidate or deepen learning
- **Assessment**- effective formative assessment; including questioning and response to children's answers, approaches and outcomes to ensure appropriate next steps in learning (eg changing method of teaching, looking at 'plugging gaps', deepening learning). Children reflecting on own learning, and what they will do to improve further. Effective oral and written feedback enabling children to make progress.
- **Visible Progress**- practising learning, making links, applying learning independently
- **Growth Mindset**- children and adults have high expectations of learning and 'can do' attitudes, an ethos of 'it's good to take risks and ok to get it wrong... that's how we learn!'
- **Environment**- celebratory and informative displays, displays that remind and consolidate learning, resources that support learning and encourage independence, a tidy and ordered working area

Agreed by staff:

Approved by governors:

Chair of Governors: