



Curriculum Policy 2019

Introduction

At Elm Tree we aim to promote experiential learning in all subject areas across both key stages to develop and enhance our children's learning potential. Learning through the use of many sources: Class visits, workshops, ICT, role play and Art help our pupils develop a deeper understanding and connection with the curricular topics. Our curriculum has been formulated to encourage diversity and variation which enables a 'best fit for learning' model for each class and child. This approach means we can create a person centred package inclusive for all pupils to learn, grow and achieve to the best of their potential.

At Elm Tree we aim build on the foundations laid by teaching the basics well, cementing learning with differentiated experiences to meet the needs of all individuals. Balancing the modelling and teaching of social skills and interactions with a varied curriculum and an outstanding enrichment package is one of our proudest achievements and we feel this offers all our pupil's a fantastic opportunity to grow and develop as a whole person. We now are a Thrive accredited school and feel that the implementation of this approach enhances the development of all our pupils socially, emotionally and educationally.

The Thrive Approach draws on insights from neuroscience, attachment theory and child development to provide a powerful way of working with children and young people that supports optimal social and emotional development. In addition, the Approach can equip us to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning

Our curriculum is carefully planned and adapted to meet the needs of different pupils and classrooms. We use a cross-curricular learning journey to link all areas around a theme/focus in order to immerse the pupils, encouraging motivation, imagination and enthusiasm to achieve and develop. We advocate a group learning strategy whereby small learning groups are supported by staff members in order to encourage peer-peer learning and consistency of approach. We feel that our pupils learn more effectively with this approach unless their specific needs require a different strategy.

Aims of approach

Facilitate active lessons with game/role-play focus to develop interaction and group learning.

To raise confidence, resilience and enthusiasm for the curriculum.

Enhance the natural abilities of our children and encourage their use and application in all areas.

Provide opportunities to write freely with passion and excitement using their imagination and experiences.

To question and investigate without limitation or restrictions from rigid lesson plans promoting deeper thinking.

To focus on practical learning through well organised and resourced lesson with room for pupil led extensions and investigations.

Create positive and long lasting memories and connections.

Promote pupil led learning by facilitating ideas and enquiry rewarding motivation and enthusiasm.

Raise standards of attainment in all core areas and actively increase enjoyment across the entire curriculum.

New focus

Developing the use of ICT and software packages across the curriculum to encourage and stimulate our pupils.

Encouraging and supporting pupil led learning in Science and Topic areas to extend and enthuse our learners.

Enhancing our students' own natural abilities in whatever area that may be and to celebrate these achievements.

Developing writing for fun/pleasure about experiences and memories without the limitations of rigid lesson aims and criteria.

Develop listening and verbal skills through learning, play and adult modelling.

To assess the learning styles of our children in order to help them understand how they will make the most progress.

Planning.

Planning is completed in line with our school planning policy but teachers have the freedom to plan lessons and collaborate with other teachers in order to provide their classes with engaging, relevant and unique lesson ideas. We use guidance from the Lancashire Grid for Learning and have recently purchased online educational packages to further enhance active learning in Mathematics English and Topic areas.

Teachers use assessment of the pupils' learning to inform future steps in planning and the school is working hard to utilise our new assessment tool Target Tracker which enables the teaching staff to monitor progress, inform planning and provide next steps guidance.

The curriculum policy is an ever evolving document which needs to be constantly updated and amended in line with a school's progress and application of targets. This will be done by the Senior Leadership team utilising the following strategies: -

Lesson observations, work and book scrutiny, student council feedback, learning environment assessment and moderation and levelling of work.