



FLORENCE MELLY COMMUNITY PRIMARY SCHOOL



CURRICULUM STATEMENT

RATIFIED: NOVEMBER 2017
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Curriculum Statement

November 2017

This statement sets out the school aims, principles and procedures for the delivery of the curriculum at Florence Melly Primary School. It is our intention to offer a curriculum which provides pupils with the essential knowledge and skills that they need to succeed, whilst also developing their curiosity and installing a lifelong love of learning.

This statement is intended to be used in conjunction with our long-term curriculum maps, subject specific curriculum maps and subject specific policies which provide more detailed information about what pupils in each year group will be taught and how they will develop specific knowledge, understanding and skills during each unit of work. Our teachers use these to develop exciting and stimulating lessons as part of the wider school curriculum.

1. Our School Vision

At Florence Melly Community Primary, we are committed to providing inspirational and innovative teaching and the highest quality learning experiences for all our pupils. We aim to create an environment which promotes curiosity, a love and thirst for learning and empowers our children to become independent, lifelong learners. Our children are the 'jewels in our crown' and we ensure every child is valued, challenged and encouraged to achieve their full potential.

Our aim is to equip our children with not the minimum statutory requirements of the curriculum but to prepare them for their role as active, responsible citizens. Our wide range of additional learning opportunities provide an opportunity for the children to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We celebrate success and build on disappointment in order to develop resilience. At Florence Melly, we offer a rich curriculum which is balanced and broadly based. A curriculum which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The curriculum at Florence Melly is based upon the Early Years Foundation Stage Curriculum, the National Curriculum, Liverpool City Council Curriculum Guidelines, the Chris Quigley 'Essentials' Curriculum and the school's individual subject policies.

2. Our Aims

- (1) To skilfully support and guide our pupils to become independent, resilient, motivated learners and challenge them to take responsibility for their learning.
- (2) To provide a safe, secure and stimulating environment which celebrates cultural diversity. An environment where everyone is valued and their efforts appreciated.
- (3) To develop learners who value themselves and their achievements and respect others and the environment in which they live.
- (4) To offer rich, personalised and unforgettable learning experiences which inspire and instil a love of learning.
- (5) To recognise the full potential of our children, encourage them to be ambitious and value the progress they make.
- (6) To promote and appreciate the cultural diversity of the school.
- (7) To foster mutually supportive partnerships between home, school and our community.

3. Our Core Values

We have six simple school values which permeate all aspects of life at Florence Melly Community Primary. These values are centred round the acronym: DREAMS. We believe that if you can dream it, you can do it!

- (1) **D** is for **Determination**. We believe that a dream doesn't become a reality through magic, it takes sweat, hard work and determination. At Florence Melly, that is reinforced everyday through our 'if first you don't succeed, try, try and try again' attitude. Our children are taught that determination is key to success and our equally determined staff work tirelessly to ensure that all of our pupils achieve the best outcomes possible. If you can dream it, with determination, you can do it. At Florence Melly Community Primary, we are **DETERMINED**.
- (2) **R** is for **Resilience**. At Florence Melly Community Primary, we value resilience and promote the importance of perseverance and courage when faced with a dilemma. Ensuring our children are resilient is an important priority at Florence Melly Community Primary. We ensure that our pupils are fully equipped to take on new challenges and confidently take risks to improve their learning experiences. They understand that to become independent learners they must develop strategies to cope with adversity and thrive when faced with a challenge. Our pupils don't give up at the first hurdle, instead they keep going and try new ways to overcome the barriers. At Florence Melly Community Primary, we are **RESILIENT**.
- (3) **E** is for **Empowerment**. We firmly believe that with support and encouragement, the children of Florence Melly Community Primary can achieve great things. We never settle for second best! We set high expectations for our children, staff and governors and encourage them to be the best they possibly can. We develop the skills, knowledge and attitudes of our pupils to promote ambition and a strong drive to succeed. We firmly believe that if you can dream it, you can do it! We want our pupils to be ready for a competitive world after their school lives. We want them to invest in their education and learning. All skills, strengths, interests and levels of ability are celebrated and built upon at our school, which helps ensure that all of our stakeholders feel empowered. Children are given the opportunity to discuss their views on a range of issues. They are regularly consulted on new developments within the school and have opportunities to express their opinions. After all, it is their school. At Florence Melly Community Primary, we are **EMPOWERED**.
- (4) **A** is for **Appreciation**. Ensuring that all members of the Florence Melly community feel appreciated and that they appreciate others, is fundamental at our school. Mutual respect is at the heart of our school's values. Children learn that their behaviours have an effect on their own rights and those of others. Our pupils are grateful for the opportunities they are given and they appreciate the hard work and commitment of our dedicated staff, volunteers and governors. They are empathetic towards others and we place a great emphasis on promoting and celebrating diversity. Our children are thankful for what they have and recognise that they have to take the opportunities presented to them and not waste their talents. At Florence Melly Community Primary, we are **APPRECIATIVE**.
- (5) **M** is for **Motivation**. At Florence Melly, we want our children to attend school, everyday, motivated and enthusiastic to learn. We achieve this by providing exciting, engaging activities which stimulate their curiosity and instil a love of learning. Our pupils' don't coast through lessons, picking up the minimum they need to learn, they strive to be the best they can be and challenge themselves. They recognise that they are responsible for their own learning. Our staff understand that each individual is unique and that they need motivating in different ways. That's why we personalise our pupils learning experiences to inspire them, so they feel motivated to learn and reach their full potential. At Florence Melly Community Primary, we are **MOTIVATED**.
- (6) **S** is for **Safety**. Keeping our children safe is our number one priority and everyone at Florence Melly is committed to ensuring we achieve this. Our children learn in a safe, caring and enriching environment. Our teachers and teaching assistants plan activities to ensure that the pupils are taught how to keep themselves safe, to develop positive and

healthy relationships and how to avoid situations where they might be at risk including by being exploited. We offer expert workshops to pupils and parents on topical safeguarding issues to provide them with the knowledge, skills and understanding needed to deal with these issues. Our Governors monitor and challenge school leaders and staff to ensure that the highest standards of safety are constantly maintained. At Florence Melly Community Primary, we are **SAFE**.

DREAMS - if you can dream it, you can do it!

Our curriculum is based on these core values which are of equal importance.

4. Our Curriculum Vision - Creating a Love of Learning

- (1) At Florence Melly, we pride ourselves on providing our pupils with a range of exciting opportunities and experiences making them keen to learn the essential knowledge, develop skills and understand key concepts. We firmly believe that is not just about what happens in the classroom, it is also about the added value we offer to really inspire our children.
- (2) We enrich our curriculum and hook the pupils' interest through educational visits, by holding special themed days or weeks or by inviting specialists and experts into our school.
- (3) We want all the pupils in Florence Melly Community Primary School to have high aspirations. We want them to be ambitious and really believe in our core values. We firmly believe that: "if you can DREAM it, you can do it".

5. Curriculum Outcomes

Our curriculum will:

- (1) Fulfil statutory requirements set out in the National Curriculum (2014) and include the characteristics of breadth, balance, relevance, differentiation, progression, continuity and coherence.
- (2) Enable all learners to achieve their full potential.
- (3) Meet the needs of children of all abilities at the school.
- (4) Provide equal opportunities for all pupils to a full range of learning experiences beyond statutory guidelines.
- (5) Help pupils to develop lively, enquiring minds, the ability to question, argue rationally and apply themselves to tasks and physical skills.
- (6) Ensure continuity and progression across the school.

6. Curriculum Organisation and Planning

We empower our staff to organise their curriculum as they see fit to best suit the needs of the pupils in their care. They are best placed to make these judgements. Staff develop long term curriculum maps which identify when the different subjects and topics will be taught across the academic year. The vast majority of subjects are taught discretely in blocks but where possible, staff are encouraged to join topics in a cross-curricular fashion.

Our short term plans are produced on a weekly and daily basis. We use these to set out the learning objectives for each lesson, identifying engaging activities and resources which will be used to achieve them. Staff are encouraged to use an agreed proforma to plan but this is not a necessity.

7. Promoting Fundamental British Values

The DfE set out that maintained schools have the obligation under section 78 of the Education Act (2002) to promote the spiritual, moral, cultural, mental and physical development of pupils at school and of society. This guidance relates specifically to the requirements to actively promote

fundamental British values. Promoting fundamental British values through SMSC is at the very heart of the curriculum at Florence Melly. Our whole-school curriculum maps clearly demonstrate how we are actively promoting fundamental British values.

How this is achieved:

- (1) An SMSC/British Value theme is taught for a minimum of one hour per week, by the class teacher.
- (2) The theme of the weekly lesson/collective worship is taken from the whole-school long-term curriculum map, which sets out the themes for each week across the entire year for the whole school.
- (3) Children are provided with SMSC exercise books to evidence the work undertaken in the weekly lessons.
- (4) To support the weekly, hour long SMSC/British Values lesson, pupils are introduced to the SMSC/British Values theme for the week through collective worship, held on a Monday morning. These key stage assemblies are led by the class teachers, on a rota basis.
- (5) A member of the SLT draws together what the children have learnt and celebrate the pupils' achievements through an end of week, key-stage assembly, held on a Friday afternoon.
- (6) In addition to the weekly SMSC lesson, each year group explores three themed days per academic year (one per term), using the 'themed days' identified on the whole-school curriculum map e.g. John Lennon Day. These are decided by the class teachers at the beginning of the academic year.
- (7) Each year group offers one year group assembly per year, where parents/carers are invited into school. The children demonstrate what they have learnt during either an SMSC/British Values lesson or themed day. These assemblies are held on a Wednesday afternoon.
- (8) Each year group provides three educational visits per year (one per term), to places of special interest, linked to the whole-school SMSC themes or special themed days (identified on the whole-school curriculum map).
- (9) The Pastoral team provides weekly educational visits, for up to 12 children, linked to the SMSC/British Values themes/themed days.
- (10) SMSC/British Values display areas are present in each year group base. Staff may also wish to have an additional display in their own classrooms. These displays are updated on a regular basis. Generic, whole-school resources are provided to support the creation of these displays e.g. DREAMS and Florence Melly School Rules posters.
- (11) Staff are asked to contribute pupils' work to the whole-school communal display foci, identified on the whole-school curriculum map.

8. Monitoring and Review

Our Governing Body has a Curriculum Committee who are responsible for monitoring the way our school curriculum is planned, taught and assessed. Governors are linked to subjects and liaise regularly with Subject Leaders through review meetings, challenge boards and participating in school events. Subject Leaders report to the Curriculum Committee on:

- (1) The standards in subjects across the school.
- (2) The standards achieved at the end of each year group taking into account any significant variations between groups of pupils, subjects and trends over time.
- (3) Any initiatives, projects or quality marks which the school is working towards.

The Headteacher and SLT are responsible for the day to day organisation of the curriculum and the monitoring of individual subject areas. These are identified on the whole-school monitoring cycle, which is shared with all staff at the start of the academic year. Monitoring in these areas includes:

- (1) Lesson observations,
- (2) Learning walks,

- (3) Learning environments,
- (4) Book or work scrutiny,
- (5) Pupil interviews.