



THE PIGGOTT SCHOOL

'Go and do Likewise' Luke 10:25-37, The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

The Piggott School: Charvil Primary Curriculum Policy

The Primary Curriculum

The primary curriculum has been developed to help the school to fulfil the following vision, aims and mission.

Our Vision:

To be a world class learning community

Our Aims:

To provide a caring environment based on Christian values
To develop enquiring minds capable of independent thought
To promote the value of lifelong learning
To be open to new ideas
To encourage respect and tolerance

Our Mission:

To be a school which inspires and encourages the highest achievement.

Curriculum Design

Our curriculum has been designed by Senior Leaders and Teachers to provide learners at The Piggott School: Charvil Primary with opportunities, supported by experiences, which enable pupils to be prepared educationally, morally, socially and physically both now and in the future. We therefore see the curriculum as ever-evolving in order to allow local, national and global contexts to provide topical learning opportunities; to keep up to date with new technologies; and to ensure that current educational research and best practice is used to provide the best teaching which will ensure that high standards are met by staff, pupils and the wider school community.

Curriculum Drivers and Threshold Concepts

The following drivers have been chosen to support pupils in developing the relevant skills, knowledge and information, based on our context, to achieve our aims:

- Character
- Coaching
- Communities
- Conservation
- Curiosity



Within each subject, Threshold Concepts have been identified which support pupils in acquiring and linking skills, knowledge and information to develop understanding and make progress.

Learning, planning and teaching

At The Piggott School: Charvil Primary, we believe that learning is a change in long-term memory, leading to the development of knowledge, skills and understanding. The curriculum is planned in such a way that units of work support children to develop this change in long-term memory by providing opportunities for children to experience and re-engage with information so that it is transferred from the working memory into the long-term memory but used frequently enough to ensure that this process occurs.

Subjects have been planned across the school to ensure that there are opportunities for progression and review between relevant concepts and information to ensure that pupils develop schema (the organisation of information and the relationships between them) over time as well as within individual programmes of study. Teachers are supported by Subject Leaders through monitoring of the curriculum, co-planning, co-teaching and coaching to ensure that the curriculum has the desired effect on the learning of individuals and groups.

Monitoring and Review

Subject leaders have responsibility for reviewing the curriculum alongside teachers, in order to ensure that the best learning opportunities are provided, based on the way that previous learners, both groups and individuals, have responded to the curriculum provided to them. This ongoing development ensures that all pupils attending Charvil Primary receive the best education available. The Deputy Headteachers are responsible for the Primary Curriculum and have complete oversight through weekly monitoring, the appraisal process and line management of key personnel. Relevant and purposeful information is provided to the Headteacher and to the Governing Board, particularly to the SALT committee.

Related Policies

Assessment Policy
Calculation Policy
EYFS Curriculum Policy
Marking Policy
Phonics Policy
More and Most Able Policy Primary
Relationships and Sex Education Policy
Religious Education Policy
SEN Policy
Teaching and Learning Policy