



*"Inspiring minds to ignite lifelong learning"*



**Onchan Primary School**  
School Road, Onchan, Isle of Man IM3 4PD

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## Curriculum implementation

### Introduction

At Onchan School the design of our school curriculum has been carefully considered. As a staff we have researched widely and have made the decision to develop our own curricula that best meets the needs of our children. The academic journey that we started in 2020 has ensured that we have reached agreement regarding our vision, values, key drivers, ethos, purpose, knowledge, year group expectations (to be developed) and skills/ conceptual development.

Our school curriculum supports our Vision statement:

*"Inspiring minds to ignite life long learning"*

This is used widely across the school and is reflected and referred to within classrooms and across school activities.

The curriculum promotes learning, personal growth and development. It is inclusive, It includes, not only the formal requirements of the national curriculum and elements of Manx curricular guidance, but also a range of extra-curricular activities that the school organises in order to enrich the experiences of the children at Onchan.

It also includes the 'hidden curriculum' or what the children learn from the way they are treated and are expected to behave. (Embodied in our values which are reflected upon regularly through our PSHE curriculum, assemblies and learning). We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they can progress and achieve their personal goals and succeed in life.

### Values

Our school curriculum is underpinned by the values of our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge and skills needed to achieve their goals.

Our Values, which are reflected across learning are:

**Integrity**- to begin to understand the importance of integrity and how working with integrity enables fairness, empathy, tolerance, inclusion and understanding.

**Respect**- to show respect to all and to listen and to treat others as we would wish to be treated ourselves, having high expectations for our relationships with others, our attitudes and behaviours.

**Compassion** – to understand the importance of tolerance, care, love and empathy and to develop insights into the relevance of compassion in our world.

**Onchan School Values**

**Compassion - Integrity - Endeavour - Courage - Respect**



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**Courage-** to develop courage in our convictions, our individuality and our understanding of right and wrong

**Endeavour-** to be aspirational and to have high expectations for personal growth and progress by challenging ourselves in all we do

### **Purposes of the curriculum**

The IOM DESC Curriculum Policy states that: *The curriculum is everything which is learnt through the education system, both planned and incidental.*

*Our aspiration for all young people is that they should be:*

- *successful learners;*
- *responsible and aware individuals;*
- *confident and self assured people;*
- *purposeful contributors to Isle of Man society.*

*The curriculum should assist young people in their learning and their personal development. Some of the outcomes being aimed for in fulfilling our aspiration are described below.*

### **Successful Learners will:**

1. *learn and develop skills of enquiry*
2. *improve on performance;*
3. *have a keenness to achieve and be successful;*
4. *achieve well in relation to their ability;*
5. *make progress which reflects their interests and aspirations;*
6. *experience a satisfying and happy education;*
7. *develop and retain an ability and interest in continuing to learn;*
8. *experience high quality teaching and learning;*
9. *be articulate, literate and numerate using the key skills of communication, numeracy and Information Communication Technology,(ICT);*
10. *be reflective;*
11. *work with others.*

### **Responsible and Aware Individuals will:**

1. *develop their social, personal, spiritual and moral awareness;*
2. *possess a clear code of personal behaviour which includes respect and compassion in their treatment of others;*
3. *know that their behaviour has consequences;*
4. *appreciate the diversity of people's beliefs and cultures;*
5. *understand the importance of equal opportunities.*

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### **Confident and Self Assured People will:**

1. *have a clear understanding of their own and others' safety and in addition, of the importance of physical fitness and health;*
2. *develop leadership skills and a determination to seek solutions;*
3. *display reliability in terms of attendance and the fulfilment of a commitment;*
4. *show flexibility and adaptability in approach;*
5. *have confidence to apply their skills creatively.*

### **Purposeful Contributors to Isle of Man Society will:**

1. *be integrated into Isle of Man society and their own schools;*
2. *make a positive contribution to the community;*
3. *experience a workplace environment;*
4. *have a knowledge of the importance of economic well being, enterprise and the Isle of Man economy and of their contribution to it;*
5. *understand the society in which they live, including Manx culture, but also the wider European and world context.*

Reference is made to the 6Rs across the school as identified within the Freedom to Flourish (IOM Curriculum for achievement) which support the school values. Resourcefulness, Reflectiveness, Relationships, Resilience, Remembering skills and Readiness to learn.

### **Our Curriculum Drivers**

Through research, trial and application we have developed four key curriculum drivers which underpin aspects of learning that are applied across the school and support our curriculum. They are an intrinsic part of our curriculum and should be evident in our planning and delivery.

**The use of Big Questions** to challenge deeper, open ended thinking that can be used at different stages of learning.

**The Sustainable Development Goals and global dimensions** which are woven into many aspects of scientific development and discussion as well as stand alone questions. These Big Questions often take the form of concepts such as quality education, poverty and homelessness. As a school we agreed that to prepare our school community to be compassionate and have integrity that these concepts should be woven through our curriculum.

**Outdoor learning** through the immediate environment including the outdoor learning area and planned sessions off site.

**Blended learning**- developing the use of technology to engage all learners through personalised, collaborative and integrated learning experiences across home and school.

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## **Skills, Knowledge and Concepts**

In designing our curriculum we have identified what is important for our children, the knowledge they needed to acquire through their time at Onchan, the skills they should develop for employability and transition beyond Onchan School and to develop as an effective learner, and the concepts that are required to ensure that each child grows up with the values that underpin our school community.

Learning is not simply the acquisition of facts. We have designed our curriculum to encourage the development of knowledge that reflects key information that, through research, is identified as essential to understand our place in the world. This is not exhaustive and will be reviewed annually. We allow for spontaneous learning that is driven by key events or interests and as a school we aim to develop robust knowledge development.

The development of skills is vital for every child. Learning to be an adaptable learner, able to question, reason, investigate and collaborate are essential as we develop learners for the 21<sup>st</sup> century. Through discussion we identified key skills that form the underpinning skills that we are aiming that all children to develop over their time with us, the aim that by the end of Year 6 this is an Onchan child, ready to transition to High School.

### **Basic**

- To use technology confidently, accurately and with purpose
- To speak clearly and convey ideas confidently
- To communicate effectively through reading and writing
- To express themselves creatively in a range of settings with a range of tools and media
- To identify and use resources appropriately

### **Self Management**

- To work independently and collaboratively appropriate to the task
- To develop confidence and understand that losing provides new challenges
- To develop a passion for learning and explore new ideas
- To manage feelings and emotions

### **Social Intelligence**

- To understand the value of community and develop a sense of belonging
- To be able to show compassion and empathy to others
- To demonstrate resilience and overcome barriers by developing alternate methods when learning

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- To reflect on learning
- To be curious
- To adapt to challenge and understand how this feels

### **Innovation**

- To develop curiosity about the world and challenge our thinking and ideas
- To be able to adapt to new learning and make connections of ideas and experiences
- To solve problems and discuss alternate ideas

### **The Manx Element**

It is vital that we make use of the resources that we have available to us, our community, people, skills, history, nature, charities and geography. We aim to ensure that all children grow with a clear sense of identity and belonging. Within many aspects of our curriculum we expect these links to be made.

### **Planning for Engaging Learning**

The decision to not plan and teach from one curriculum model is to encourage teachers to teach creatively. To utilise research and learning sequences available to them to inspire and generate excitement in learning. We believe that this develops the skills of teachers and encourages collaboration and conversation about learning effectively.

### **Organisation and Planning**

We plan our curriculum in three phases.

The **Long Term Plan** which is agreed for each Key Stage. This plan indicates what topic is to be taught in each term. We review our long term plan on an annual basis. Developing a strong curriculum which meets the needs of our pupils has been a focus of our School Improvement Priorities in recent years. Following consultation with staff the long term plan ensures that the following breakdown is adhered to:

- Literacy- Supported across the school by the Literacy Tree Curriculum
- Phonics- Supported by the Onchan Phonics Scheme
- Spelling- Supported by the Onchan Framework
- Maths- Supported by Teaching for Mathematical Understanding (TMU) and White Rose Maths
- Science- Supported by the Onchan Science Curriculum
- ICT- Supported by the IOM Digital Strategy
- History/ Geography- Supported by the Onchan Humanities Curriculum and skills development
- D & T- Supported by Twinkl Planit scheme
- Art- Supported by the Onchan art Curriculum and skills development

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- PE- Supported by the Onchan PE Curriculum and skills document
- Music- Supported by Kapow
- RE- Supported by the IOM RE Syllabus
- PSHE- Supported by the Onchan Curriculum content

All guidance can be found within Teams.

Our expectations are that all children will be taught all aspects of the curriculum each year. Learning sequences will vary to maximise the children's learning time but on a broad level the children will be taught the following each week:

- 4 x Maths sessions
- 4 x Literacy sessions
- 1 x Science session
- 5 x Phonics Sessions (FS/ KS1)
- 2 x PE sessions (including swimming in KS2)
- 1 x ICT session
- 1x afternoon Thematic Learning
- 1 x session RE
- 1x session PSHE
- Art/ DT/Music- May be blocked

Our **Medium Term Plans** break down each term into weekly overviews for all subjects. Teachers plan using the agreed Onchan format. Medium term planning is completed each half term. Timeframes are taken into consideration and the needs of the pupils within each year group.

A **pre planning activity** is undertaken by teachers prior to learning taking place to determine what is already known. This ensures that learning that is planned is new learning which aims to challenge and excite the children, thus ensuring that the children are motivated and eager to learn.

At the end of each cycle a post teaching reflection is completed for each year group that identifies any gaps in teaching or additional foci.

Within our medium term planning, Big Questions are identified (SOLE), links with the SDG and outdoor learning opportunities.

Medium term planning is annotated to show reflection during the learning cycle.

Our **Short Term Plans** are those that our teachers write on a weekly basis. We use these to set our learning objectives for each session and to identify the resources and activities we going to use in the lesson. We are beginning to make clear links with ICT in lessons to support and enhance the work in class. Teachers use a variety of formats to record their short term planning and whilst there is not an expectation that these will be monitored it is essential that short term plans are able to reflect the learning intention to keep learning focussed and rigorous.

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In the Foundation Stage we adapt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and Early Learning Goals and there is planned progression in all curriculum areas.

### **Developing the impact of "Experts"**

We acknowledge that all teachers have strengths, areas of learning which they adapt to quickly, and quickly inspire enjoyment and participation. We regularly utilise external providers when teaching PE and D&T through a Sports Coach and Young Engineers- who support learning in KS2.

### **French, Manx and Music**

Acknowledging that some children have skills and interests beyond the statutory curriculum is an important part of learning. We access through DESC the Peripatetic teachers of Musical instruments and Manx to enrich the curriculum further if this is requested by Parents and a place is available. French lessons can be accessed at a Parental cost from La Jolie Ronde during a lunchtime Extra Curricular Club from Year 3 onwards.

### **Inclusion**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted. Occasionally it may be necessary to implement a Personalised Education Plan which looks different to the usual learning arrangements. Further information related to this can be found within the AEN Policy.

We aim to be an effective school in which all pupils, whatever their educational needs or personal circumstances, experience a curriculum that is fully inclusive. We offer a curriculum that is broad, balanced and that provides effective opportunities for all children to learn and achieve.

We use key principles that relate to how teachers plan and teach the curriculum through:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.

We have high expectations of all our children in an educational, social and behavioural capacity. We aim to provide positive role models.



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## **The Foundation Stage**

The curriculum that we teach in the Reception classes meet the requirements set out in the revised Development Matters Framework. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills, language, knowledge and learning habits through first hand experiences

We know that children need support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well their child is progressing. Annual meetings are held for prospective Reception parents in the summer term. There are three formal opportunities to meet with parents during the course of the year to discuss pupil progress.

## **Specialist Provision**

Children who attend the SPC access the Equals Curriculum which focuses upon life skills, very small developmental markers. The Equals Curriculum is a multi-tiered curriculum approach, recognising that the Mainstream curriculum is not sufficient to meet the needs of pupils and students with profound, complex, severe or global learning difficulties. **Within the SPC the curricula need to be different rather than differentiated**

Within Equals there are six schemes of work, My Communication, My Sensory Play, My Physical Wellbeing, My Independence, My Creativity and My Outdoor Learning. Learning is taken as a whole rather than through teaching specific skills through individualised targets.

An importance is placed upon developing secure relationships with adults, maintaining and consolidating individual steps in learning and developing secure behaviours which will support inclusion in the wider school environment.

Further information can be found within the SPC suite of policies

## **Monitoring and review**

This policy will be reviewed annually.

## **Links with other policies**

This policy should be read with all curricula subject policies held at Onchan School and others eg Equal Opportunities, Behaviour, AEN, EYFS Foundation Stage, SPC.

January 2024