



Curriculum Policy

March 2020

Ratified by Governors	March 2020
Signed - Headteacher	
Signed – Chair of Governors	
Next Review Date	March 2023

Beckley Church of England Primary School

Curriculum Policy

At Beckley Church of England Primary School we work within an inclusive, environment promoting Christian values including Kindness, Honesty and Respect. These permeate all aspects of school life enabling every child to achieve their full potential by equipping them with a feeling of self-worth, a respectful attitude towards others, an excitement for learning and an enthusiasm for life. We equip children with the skills, knowledge and understanding necessary to be able to make informed choices, enabling them to lead happy and rewarding lives.

Our school curriculum is underpinned by the Christian Values that we share. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills they need in order to lead fulfilling lives.

The curriculum is all the planned activities we organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities which the school organises, in order to enrich the experience of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to develop the whole person in order that they achieve their full potential to grow into positive, responsible people, who can work together and co-operate with each other and the whole school community.

Our Values

We value the way in which all children are unique. Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the rights enjoyed by each person in our society. We respect each child in our school for who they are and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.

We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

Staff and children strive for excellence in all areas of school life. Every child is encouraged and supported to acquire new skills and achieve high standards in everything they do.

Curriculum Intent

Each child will start learning – seeking knowledge and developing skills – to prepare them

to make their way and to contribute,
to make changes and to thrive

in our changing world of challenge and delight.

In this we aim to...

- Develop foundations and individual enthusiasm for life-long learning.
- Inspire curiosity, confidence and creativity in all children.
- Teach the children with their strengths and interests in mind.
- Create many opportunities to spark interest for all children.
- Encourage a secure and positive attitude towards others and the environment.
- Be ambitious for every child, whatever their prior attainment or need.
- Encourage resilience through understanding the importance of making mistakes, listening and responding to feedback and being open-minded.

One of our core *Behaviours and Attitudes* is our approach to Learning:

We are keen to learn and stretch ourselves. We try hard in all we do including academic subjects, arts, sports, play and our own personal development. We learn to try again.

“An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge” Proverbs 18:15

Curriculum Implementation

Our curriculum at Beckley School is delivered in a three-year cycle model and allows for the acquisition and accumulation of knowledge and skills, for the children to build on what they know and embed knowledge to enter the long-term memory – making it stick!

Each term of the three-year cycle for each class follows an overall theme, such as *Great Britain and Northern Ireland*. These themes have been planned with the children’s needs in mind, ensuring that the local community plays a part alongside the wider world. In order to broaden the children’s experiences, visits and visitors are carefully planned to support and inspire the learning.

Topics ensure curriculum coherence and motivate the children to seek patterns across subjects. As part of our planning, we ensure regular recaps of subject content and an opportunity to deepen the children’s understanding of their learning.

Curriculum Impact

Our cohesive curriculum places the learners at the centre and allows them to make connections in their knowledge, skills and understanding that are vital across all subjects.

At Beckley School, we strive to ensure that our children’s attainment in core and foundation subjects is in line with or exceeding age-related expectations. We intend that our children will be fully prepared for their next stage of education and ready to contribute positively to society as a whole.

Our work on promoting social skills, including values, resilience and well-being enables the children to become the very best version of themselves.

As learning is a change to long term memory, it is not always possible to see impact in the very short term. However, we use a range of procedures to assess impact including feedback as part of the Marking and Feedback policy, formal and informal assessments. In writing, for example, we use ‘No More Marking’, an online platform that facilitates comparative judgement of children’s writing against 700+ schools nationally.

Planning

Our medium term plans show the objectives being taught and how the children will learn, i.e. the activities that they will undertake and the skills that they will develop.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Weekly plans are written for English and Maths, showing differentiation for groups of children with different levels of current attainment. A weekly plan shows what other areas of the curriculum and objectives are being covered. They also show the teaching activities and differentiation within these lessons. Short term plans are shared with Teaching assistants who contribute to the learning that takes place in the lesson.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school.

If a child has a special need, we comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, the class teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Children's special educational needs may be met by the use of intervention groups or one-to-one support from teachers and Teaching Assistants.

The school provides a profile for each of the children who are on the special needs register. This sets out the analysis of the need, strengths and areas for development and how these will be supported. Advice from the appropriate external agencies is incorporated into the profile.

If it is necessary to adapt the curriculum to meet the needs of individual children, then we would do so in consultation with external agencies and the child's parents.

Early Years

The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Years Development criteria and on developing children's skills and experiences, as set out in this document. We use Letters and Sounds to teach phonics and a variety of schemes to teach reading.

Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Reception class builds on the experiences of the children in their pre-school learning.

Once the child has settled in Reception, their teacher records a baseline assessment of each child and continues to track progress throughout the year. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is completed at the end of the summer term.

We are well aware that all children need the 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 each child is progressing.

Subject Leadership

The role of the subject leader at Beckley Church of England Primary School is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil attainment progress in that subject area;
- provide efficient resource management for the subject.

The school gives core subject leaders non-contact time when necessary, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned.

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher and senior staff monitor the plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.