

# *Curriculum policy 2018/19*

## *Brackensdale Primary School*



Approved by: David Hall

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## Rationale

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within Brackensdale Primary School. The policy aims to take into account diversity and provide equality of opportunity. We offer breadth allowing opportunities to do the same things in a range of different ways. Providing children with so many different experiences. We offer depth of the curriculum, allowing children to learn well and use what they have learnt in a range of contexts.

## Introduction

The curriculum is all the planned activities which we organize in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also takes account of the agreed views of the stakeholders on the learning opportunities that they want our children to experience. It develops the independence and responsibility of all of our pupils. We ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. The curriculum will develop in order to take account of an ever-changing world. We aim to teach our pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their full potential.

## 1. Aims

Our curriculum aims to:

- *Provide a broad and balanced education for all pupils*
- *Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations*
- *Support pupils' spiritual, moral, social and cultural development*
- *Support pupils' physical development and responsibility for their own health, and enable them to be active*
- *Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support*
- *To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.*
- *To create and maintain an exciting and stimulating learning environment where all pupils are encouraged to be risk takers and develop creative thinking.*
- *Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1*
- *To develop pupil's resilience in a happy and safe learning environment.*
- *To ensure that each child's education has continuity and progression.*
- *To enable children to be positive citizen's in society.*
- *To enable all children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.*
- *To recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process;*
- *To deliver a curriculum that encourages respect for the environment and society.*

## 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

### Key Skills

*We believe the following skills and attributes are key within pupil development, and these are promoted through our creative curriculum:*

*Skills to include:*

*Communication • Application • Information Technology • Working with others • Improving own learning and performance • Problem solving Attributes • Try new things • Work hard • Concentrate • Push themselves • Imagine • Improve • Understand others • Not give up*

*A thematic approach There is evidence that teaching subject knowledge and skills as part of a wider topic-based curriculum allows pupils to make useful links between areas of learning, and consolidate skills. Children are also likely to be more engaged in their learning if it has a context and theme that runs through it.*

The Thematic curriculum has the following structure:

- Half termly cross curricular topics for all year groups from FS1 through to KS2 which can be informed by Cornerstones but not exclusively.
- Each topic is led by a different curriculum area (but most subjects will be taught each half term) and a quality first text will be incorporated into every topic.
- The combination of topics planned over a year will teach the statutory programme of study for the new National Curriculum

For each year group there is a detailed topic overview showing each half termly topic and the areas of learning covered. This plan also shows the quality first texts, possible trips, key school events etc. These are created by teachers and are shared with the parents on the school website as well as a paper copy being sent home each half term.

Although teachers are able to organize their topic teaching to best suit the subject areas and activities taking place, a general sense of proportion over a school year is useful, to ensure coverage of the curriculum and to avoid focusing too much on one subject area.

### Timetables

The school has a timetable with non-negotiable allocations for various aspects of the curriculum, including English, Maths, daily reading (from an adult) and phonics.

- English and Maths will be the focus of the morning sessions.
- Some subjects will be taught discretely in weekly sessions eg PHSE, RE etc

Teachers are free to arrange their afternoon timetables to make the most of cross-curricular opportunities and the needs of pupils. Sometimes subjects and activities might be 'blocked' or run over successive afternoons, to support pupils to keep focused on concepts or to consolidate skills and to allow practical work to flow. Other areas might be dependent on hall/room bookings and happen at a regular time each week. Teachers can also hold creative days/ 'wow' events to cover a range of skills which can be progressed in one day and then visited again within the year.

## **Assessment**

At the end of every term class teachers will complete their assessment grids and enter the relevant information on to O Track. This will include teacher assessment informed by the whole school assessment grids and standardized tests through Cornerstones.

These assessment grids assess whether pupils are working below standards, emerging standards, at expected standards or above expected standards. Progress matrices from pupils individual starting points will be used to inform pupil progress meetings and further support/intervention for specific pupils.

## **Evaluating and updating the Thematic Curriculum**

Evaluating the Curriculum will be an on -going process during staff training. We can change the way topics are approached and delivered as we see how they work in practice. Following annual Curriculum review, the curriculum will be updated accordingly, thus ensuring that we are meeting the needs and interest of our children. There are many opportunities for children to participate and contribute to the life of the school and we encourage them to take responsibility and become active citizens of our school community, our local community and the wider world.

### **3. Roles and responsibilities**

#### **3.1 The governing board**

The governing board will monitor the effectiveness of this policy and hold the principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

#### **3.2 Principal**

The principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

#### **3.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Supported by senior leaders the middle leaders will lead on their curriculum areas across the school and through planning and book scrutiny alongside learning walks and analysis of data will ensure the curriculum is fit for purpose. The curriculum will be evaluated annually to ensure it still meets the needs of our ever changing world, particularly with regards to technology.

#### 4. Organisation and planning

The curriculum at Brackensdale is followed using a thematic approach on a 2 yearly cycle as mentioned earlier in this policy.

This policy should be read in conjunction with the following:

Teaching and Learning Handbook

British Values

Spiritual, Moral Social & Cultural development

Subject specific policies: Literacy/Maths/Science

See our EYFS policy for information on how our early years curriculum is delivered.

#### 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

#### 6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Monitoring visits- learning walks, book scrutiny & meetings with the school council (see the [Monitoring and Evaluation file](#) for further detail)

Middle leaders and other curriculum leaders monitor the way their subject is taught throughout the school by:

- Planning scrutiny
- Book scrutiny
- Learning walks
- Pupil voice
- Staff/Parent questionnaires

This policy will be reviewed annually by the principal and governor responsible for curriculum:

At every review, the policy will be shared with the full governing board.

This policy also links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Pupil premium
- Subject action plans for literacy/maths/science

Review date: