

Broadbottom C of E Primary School



Curriculum Policy

October 2020

Signed.....

Dated

MISSION STATEMENT

At Broadbottom CE Primary we are extremely proud of our Christian Community School. We welcome everyone, embrace individuality and nurture and empower our pupils. We do this through an engaging curriculum that promotes faith, understanding and skills and is underpinned by Christian and British Values.

We...

- ✓ Love God, the world, each other and ourselves.
- ✓ Cherish our pupils and act as their champions.
- ✓ Provide safe yet challenging opportunities to learn, blossom and grow.
- ✓ Surround ourselves with fun, laughter, positivity and happiness, creating a place where memories are made.
- ✓ Trust each other to act with integrity and to forgive when we make mistakes.
- ✓ Love Learning and Love Life.
- ✓ Are creative in our thinking, outlook and approach
- ✓ Communicate effectively
- ✓ Have time and patience to develop minds
- ✓ Discover individual sparks to let everyone's light shine.
- ✓ Nurture a love of learning and a belief in oneself.

School Vision

Broadbottom CE Primary School promises to provide a happy, safe, Christian environment for all pupils to flourish and develop talents, interests, excellent learning attitudes and behaviours.

Our intention is for the learning journey to maximise full academic, social, emotional and physical potentials. We aim to develop life skills, tolerance and resilience, in a school environment that cherishes individuality and positively encourages pupils to shine.

"Let your light shine," Matthew 5:16

With Christianity at the heart of our intentions, we aim to:

- Strengthen the spirituality of staff and pupils, whilst creating a culture of high expectations, that is mindful of health and wellbeing
- Provide high quality teaching and learning, that develops individual potential and enriches pupil's lives
- Engage in partnerships that support and serve the school community
- Continue to review and challenge the curriculum for our pupils, to ensure it is relevant for their future workforce needs
- Continually improve performance through evaluation of practice
- Equip children and families with the knowledge, skills, independence and resilience to face future challenges
- Instil traditional values of hard work, courtesy, respect and good behaviour
- Nurture an understanding of how special and unique we are in the eyes of God
- Broaden our knowledge and understanding of world issues and develop courageous advocates who will help others shine
- Link our heritage with overseas charities to support others, as our local community has been supported in the past

Rational

At Broadbottom Church of England Primary School we believe that learning should be a rewarding and enjoyable experience for everyone. This policy is rooted in our school values and church ethos (Matthew 5:16) 'let your light shine' where we believe that all children have potential, which we aim to unlock. By providing exciting learning experiences, challenge and inspiring children to succeed, we are active partners in their learning and enabling them to 'shine'. The learning environment we provide promotes love and care where resilience, esteem, confidence, respect and positive relationships are nurtured.

Aims of the Curriculum

- To ensure that coverage is robust and sequential so that all pupils will have the opportunity to acquire and apply knowledge.
- To ensure all pupils achieve well in all aspects of the curriculum, making appropriate rates of personal progress so they are fully prepared for the next stage in their education when they leave us.
- To provide equal access to learning, with high expectations for all pupils and appropriate levels of support and challenge.
- To equip the children with the knowledge and cultural capital they need to succeed in life.
- To promote positive attitudes towards learning, enabling pupils to become confident, resourceful, motivated, enquiring and independent learners for life.
- To help pupils acquire a range of skills, which they are able to apply to different situations and to enable them to meet all future challenges with confidence.
- To have high academic ambition for all pupils.
- To support pupils' spiritual, moral and cultural development and foster an understanding and respect for other faiths and to become responsible citizens.
- To work in partnership with children, parents/carers, governors and staff, in order to raise academic standards and promote the wellbeing of learners.
- To provide a broad and balanced education that is sequenced to enable knowledge and skills to be built upon for future learning.
- To provide a curriculum that addresses the needs of a future workforce built on evidence and research of STEM based employment skills.
- To support pupils' in their physical development, encouraging them to be active and have responsibility for their own health.
- To promote the learning and development of our youngest children and ensure they are ready for Key Stage 1.
- To develop a collectively inspirational learning community amongst both pupils and adults through the way the curriculum is developed, enhanced and celebrated.

- To develop curriculum content that ensures all pupils learning, knowledge and understanding is maximised across all subjects and enables pupils to demonstrate increasing fluency and independence.

It is important that our curriculum for Key stage 1 builds on the child initiated ethos of the Early Years/Foundation Stage principles. Pupils should be active partners in developing the curriculum. Their questions, interests and ideas will be utilised to develop an enhanced planned learning experience.

Throughout Key Stage 1 and 2, a wide variety of teaching and learning approaches and styles are used to promote pupil engagement. Staff regularly utilise/offer a range of resources to encourage independent learning and inspire pupils. The use of the whole school, both inside and outside, is used to enrich the curriculum. We take advantage of partnerships with local, national and global communities where these will create real and meaningful contexts within the curriculum for the pupils.

Learning Journey

1. The Learning Journey starts with an exciting, engaging **Hook**.
2. Next, there is a sharing/discussion of **Questions** which need to be explored or solved throughout the topic area.
3. Then, pupils **Research/Find Out** through a series of activities, which develop knowledge, interest and deeper understanding, whilst meeting the national Curriculum expectations.
4. Pupils are then given **My Time** to explore and investigate any unanswered questions.
5. Next, pupils **Check** what they have learnt and reflect on their **Learning Journey**.
6. Finally, pupils are given the opportunity to showcase their new knowledge/skills through in-class **Celebration**, display or pride assembly.

National curriculum

The curriculum provided for our pupils will cover the following:

- English
- Mathematics
- Science
- Art and design
- Computing
- Design technology
- Geography
- History
- Music
- RE (for which we follow the Tameside and Trafford agreed syllabus incorporating Understanding Christianity)

- MFL (German KS2)
- PSHE
- PE

We recognise the key importance of the core subjects and developing the pupils' expertise in reading, writing and maths including key skills. We aim to provide a balance between the National Curriculum and enrichment opportunities. This offers pupils a broad and balanced learning journey that caters for well-being and holistic development.

SMSC, School Values, British Values, Well-being, PSHE

As part of the process of designing the curriculum for each half term, staff consider our school values and how they can be lived out through teaching and learning. SMSC development is woven through all areas of the curriculum alongside specific lessons and worship. PSHE is taught separately, as well as integrated into topics. Social development is promoted through collaborative learning experiences and opportunities for pupils' voices to be heard. Planning is carefully thought out to include links with British Values. The well-being of our pupils is given precedence when designing the curriculum content and delivery styles.

Roles and Responsibilities

A collaborative approach to curriculum leadership has been adopted and includes the senior leadership team and all teaching staff. Specific named staff lead on subject area training and keep abreast of new developments within their subject. All teaching staff participate in the monitoring of subjects and tracking of progress and attainment.

Curriculum teams have ensured that all aspects of the National Curriculum content are covered within long term plans which provide consistency through sequential planning of subject themes. These robust plans have been developed as an overview of a year group covering all subjects and also an overview of individual subjects across all year groups to provide an inclusive curriculum.

Action plans have been developed for all curriculum subjects in a team approach to address priority areas, monitor pupil progress and track pupil attainment.

We use Focus Education, Rising Stars, NFER and Teacher Assessment Frameworks to identify the objectives which will be covered and assessed in each year group.

Class Teachers have the final responsibility to produce class specific medium and short term planning. They have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning.

Monitoring Arrangements

The Headteacher has the overall responsibility for the quality of provision provided for the pupils and the outcomes in terms of both attainment and progress. Monitoring and evaluation tasks are undertaken by the senior leadership team and targets and data shared with the curriculum teams. These tasks link into a programme of monitoring, Strategic Development Plan priorities and actions and performance management of teaching staff. The Headteacher will regularly provide updates to the governing body and provide constructive feedback to all staff.

Governance

The Governing Body monitors the effectiveness of this policy and holds the Headteacher to account for its implementation.

The Governing Body will ensure that:

- A robust framework is in place setting curriculum priorities and aspirational targets.
- Adequate time is allocated to ensure that the National Curriculum coverage takes place and other statutory requirements.
- Provision is made for pupils with different abilities and needs including children with SEND.
- The school implements the necessary statutory assessment arrangements.
- Its fulfils its role in processes to disapply pupils from all, or part, of the National Curriculum where appropriate and in any subsequent appeals.

Headteacher

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

- The aims and objectives of the curriculum reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The balance of time allocated to each subject is adequate to cover the curriculum.
- Pupils with individual needs are met through permanent, or temporary, disapplication from part, or all, of the National Curriculum tests.
- They manage requests to withdraw pupils from curriculum subjects, and worship, where appropriate.
- School's assessment procedures meet all legal requirements.

- The Governing Body is fully advised on the processes that relate to the development of the curriculum.
- The Governing Body is advised on whole school targets in order to make informed decisions.
- Provision in place for pupils with different abilities and needs, including those with SEND.

Other Staff

Other staff will be aware of the content of this policy and ensure that the school curriculum is implemented in accordance with it.

Organisation and Planning

We aim to provide a good quality of education, through an inclusive curriculum, that is ambitious and interesting. The intention is to develop well educated, resilient and courageous individuals for a future workforce. The implementation of the following actions, we believe meets these intentions and has a good impact on all learners.

- **The Design** All subjects are blocked over a half term period to ensure maximum coverage. This ensures all pupils' learning, knowledge and understanding is maximised across all subjects and enables pupils to demonstrate increasing fluency with opportunity for deeper thinking. Subjects have been sequenced to provide consistency across year groups and subject themes. Medium term planning includes a set of sequenced lessons where the intent is clearly defined against national Curriculum objectives. The implementation demonstrates how the objective will be met, including any modifications for groups of learners. The impact assesses the effectiveness of the lesson, taking account of next steps. All medium term plans also ensure that SMSC, PHSE, British values, well-being and the school values are addressed in daily teaching, where appropriate.
- **The Implementation** Each half term block commences with Science which is a key priority area for the school development plan and acquisition of STEM skills for our pupils. Humanities is given next priority and opportunities to link art/DT into this subject may arise but must not take away from the key objectives set out in the National Curriculum for History and Geography. Art, Re, Computing and DT are given their own slot within the half term block with minimum lesson times suggested. MFL is taught throughout KS2 weekly and focuses on German language and culture. PE and music are delivered by the local authority music and sport services weekly throughout all key stages, with musical instruments taught throughout school.

- **Responding to Interest** Many of our pupils come from homes where learning a musical instrument is integral to family life. To enrich the lives of our pupils, and respond to family interest, we aim to ensure that all pupils have good quality music lessons and learn either woodwind or brass instruments throughout Key Stage 2. In addition, we support private tuition within the school day and welcome the music service into school to provide lessons for those pupils who wish to participate. Pupil Premium children who wish to participate will be supported via the school budget. Broadbottom is co-located with the cricket club and links within this community are strong. It is the intention of school to maintain this relationship and embrace the enjoyment that pupils demonstrate in this sport by participating in competitions, additional cricket coaching and use of the cricket pitch.
Broadbottom school is in a semi-rural setting offering many features that can be incorporated into the curriculum. We aim to take advantage of the setting and local environment to enhance experiences for pupils which is cost effective.
- **Resources** Topic boxes are well-organised for each area of the curriculum, including an inventory of content, to assist staff and minimise time spent looking for equipment.
- **School Development Plan Priorities** Curriculum areas are identified and actions required which are then linked directly to expenditure and the budget. This ensures that adequate provision and funding is allocated to the development and enrichment of the curriculum.

EYFS

See the EYFS policy for information on how the early year's curriculum is delivered.

Inclusion

This policy bases the provision of inclusion on the National Curriculum statement for maintained schools to ensure that we aim to:

- Set high expectations for all pupils.
- Use appropriate assessment to set ambitious targets.
- Plan challenging work for all groups including pupils who are more-able, have low prior attainment, are from disadvantaged backgrounds, with SEN or with English as an additional language.
- Remove all barriers to learning, to provide a full entitlement to every National Curriculum subject where possible enabling all pupils to 'shine'.
- 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 them to take part in all subjects.

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](#).

Links with other Policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy
- Equality policy