**Buckminster Primary School**



**Curriculum Policy**

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Approved by Staff on*: April 2020*

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1. **Introduction**

This policy is a statement of aims and principles relating to the school’s curriculum. It will be reviewed annually and presented to the Governing Body.

1. **Rationale**

Education influences and reflects the values of society, and the kind of society we want to be. It is important therefore, to recognise a set of common values and purposes that underpin the curriculum at Buckminster Primary School and enable the school to achieve its aims.

1. **School Aims**

Aim 1: To be respectful and responsible citizens

Aim 2: To be reflective and resourceful learners

Aim 3: To be resilient individuals

1. **Curriculum Statement**

At Buckminster School we provide an enriching, high quality curriculum. Creativity is encouraged; essential skills and knowledge are taught and applied in real life context and all children are viewed as lifelong learners.

The National Curriculum provides exciting opportunities for staff at our school to engage and inspire children to be the best they can be; to develop a sense of excitement and curiosity about the world around them and to equip children with the knowledge and skills to experiment, investigate, invent, create and imagine.

We develop curious minds by adopting a flexible approach to lesson design and structure. Inspirational teachers develop inspirational learners by employing creative teaching methods; developing learning processes; challenging thinking and concepts and developing a ‘can do’ attitude when children are faced with adversity.

We are a small rural school with a constantly evolving curriculum which responds to the needs of learners, their interests and the environment, by enhancing learning experiences and raising awareness from the local area to national and global arenas. Thus, we develop outward looking pupils who are able to engage in learning about themselves and have an understanding and respect of the wider world and its complex cultures.

Our school curriculum is not only the statutory subjects; it is the whole experience of education, to ensure our young people grow up to be **Respectful, Responsible, Reflective, Resourceful** and **Resilient.**

1. **Learning Behaviours**

These are the key traits and learning behaviours we want pupils to develop. We view the curriculum subjects and the learning behaviours as working together successfully to enable all learning in different subjects. The following learning behaviours we are teaching are as follows:

Respect Responsibility Reflectiveness Resourcefulness Resilience CuriosityCreativity Commitment Courage Risk taking Perseverance Teamwork

1. **Purposes**

The curriculum will:

• Be used as a tool for promoting a healthier lifestyle for pupil’s e.g. healthier snacks, Anti Bullying etc.

• Be used to increase pupils’ knowledge, skills and understanding as they grow and develop and become more aware of the world around them –local and global;

• Be carefully planned and structured to ensure that learning is continuous, and that pupils make good progress with the development of their learning;

• Engage the children’s interest, encourage, develop enquiring minds and motivate them to want to learn; it will link to topical issues when appropriate e.g. WW1, Olympics

• Be exciting and offer pupils first-hand experience to reinforce their learning and underpin their growing knowledge, skills and understanding e.g.

* theme days and enrichment activities
* use of local High School links e.g. languages
* Y6 residential trip
* Visits and visitors

• Encourage children to develop creativity and support their development in becoming independent individuals;

• Develop skills that give children confidence to succeed and will promote multiple intelligences – e.g. body, people, nature, number smart etc.

• The curriculum will be used to develop

o E safety skills

o Thinking skills

o Social and communication skills

o Extended writing skills

o Physical skills

o Peer tutoring/coaching skills

o Reflection skills

**7. Broad Guidelines**

***7.1 Planning***

The Reception Year follows the DfE Curriculum Guidance for the Foundation Stage which includes seven areas of learning:

Personal, social and emotional development Communication and Language Literacy Mathematics Understanding of the world Physical development Expressive arts and design

Year 1 to Year 6 pupils are taught:

The National Curriculum 2014; programmes of Study for the subjects of the National Curriculum are used as the basis for the long term and medium term plans.

• The teaching of RE follows Leicester Diocese agreed syllabus for RE based on Leicestershire’s agreed syllabus updated in 2016. The emphasis is on Understanding Christianity and the life of Jesus, but we also focus on other major faiths. We aim to encourage children to think about relationships with others, the role of the family, important moral issues and the role of faith and belief in people’s lives. Parents may exercise their right of withdrawal from religious worship and instruction.

• Cross-curricular links will be made between subjects where appropriate and the cross curricular themes including Citizenship, and PSHE (Personal, Social and Health Education) are planned for within the curriculum.

• An extensive range of high quality resources including IT equipment and technology is used to support the curriculum.

• Homework, relevant to each year group, will be set, to link the curriculum with learning at home.

• All children in key stage 2 are taught French or Spanish.

• From Reception through to Year 6, opportunities will be taken to extend the curriculum beyond the statutory requirements through the use of educational visits out of school, parents, visitors, musicians, and through the use of the school grounds, the locality and the wider environment.

**The current foci for the school are:**

1. *Curriculum*

To develop an inspiring curriculum that provides the knowledge, skills and context for pupils to be able to make a difference in the future

Implement statutory requirements for teaching RSE

Develop a more robust and creative science and computing curriculum

Create an overarching framework of a whole school approach to mental health

1. *Assessment*  Continue to develop the school’s systems for marking children’s work and providing adequate feedback to enable children to understand their next steps

***7.2 Delivery***

The school day provides a weekly teaching time of 25 hours for Key Stage 1 and 2. The curriculum is planned in such a way that it can be delivered over 38 weeks. All lessons are taught in mixed ability classes throughout the school. All aspects of the curriculum are taught in classes according to age, with differentiation as necessary.

***7.3 Assessment***

The school has an assessment policy which has been recently updated (March 2020).

***7.4 Reporting on pupil attainment***

All work carried out by the children is monitored and evaluated.

All pupils receive an end of year report in the summer term.

Parents are invited to Parent Consultation meetings each term. In addition meetings with teachers can be arranged by making an appointment through the school office.

The Governing Body receives regular reports on pupil attainment compared to the national picture, and pupils` prior attainment.

1. **Roles and Responsibilities**

The Headteacher takes overall responsibility for the curriculum. Subject leaders monitor their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies and should:

• provide a strategic lead and direction for the subject;

• support and offer advice to colleagues on issues related to the subject;

• monitor pupil progress in that subject area;

• provide efficient resource management for the subject.

Opinions relating to the curriculum are sought from parents through informal feedback, from pupils through the class and school councils, and from staff and governors at their regular meetings.

Subject leaders for English, maths and science keep a dashboard: a document which records attainment and progress of specific groups in these areas, noting the strengths and development points of each subject. It is developed throughout the year but it is intended to be an easily accessible way of giving a snapshot of the core subjects and the direction in which they are heading.

1. **Provision for pupils with additional educational needs and high achievers.**

Teachers plan to meet the needs of such pupils by ensuring learning is focused on individual pupils` needs and abilities. Outcomes from day to day assessment enable teachers to set targets which reflect individual pupils` skills, abilities and potential. In line with DfE guidance, the school has developed a model of intervention for children experiencing difficulties in literacy, mathematics and/or social communication difficulties based on three waves:

**Wave One**: The effective inclusion of all pupils through quality first teaching across the curriculum.

**Wave Two**: Small group interventions e.g. Early Literacy support and booster groups.

**Wave Three**: Specific targeted intervention for pupils identified as requiring special educational needs support e.g. Nessy

1. **Relationship and Sex Education (RSE)**

The Governing Body has an agreed policy for SRE which is implemented throughout the school. Parents of pupils in Year 5 and Year 6 are given an opportunity to preview the resources used as the basis for the sex education and puberty programme set out in the science curriculum. Parents cannot withdrawal their children from these lessons.

**11. Spiritual, Moral, Social and Cultural Opportunities**

The staff and governors are keen that all pupils are provided with SMSC opportunities both within the planned curriculum and through current affairs, independent study, extra events and experiences.

1. **Extra curricular activities**

A wide range of activities are offered. Most children have access to this provision at some stage during the year. These include a variety of sports clubs, yoga, choir, recorders, French, gardening and chess for example.

1. **National Curriculum**

The curriculum provided for our pupils will cover the following National Curriculum subjects:

|  |  |
| --- | --- |
| Core Subjects | Foundation Subjects |
| English  Maths  Science | Art and Design  Computing  Design Technology  Geography  History  Music  PE  RE (for which we follow the Liecestershire agreed syllabus)  • Languages (French/Spanish) (in Key Stage 2)  • PSHE |

We recognise and promote the key importance of the core subjects and developing the pupils’ expertise in reading, writing and maths. We aim to activate the pupils’ learning in these subjects in innovative, creative and exciting ways. We firmly believe that this should be balanced within both the whole National Curriculum and the wider school curriculum.

The curriculum should not fully prioritise Core subject learning at the expense of a broad and balanced curriculum or pupils’ holistic development, but each should support and enhance the other aspects.

We plan for the National Curriculum content to be covered in less than 100% of the teaching time, to allow for Thinking and Improvement Time following feedback which will ensure feedback is acted upon. This should also allow time for additional learning events to take place and for pupils’ ideas and interests to be utilised and explored.

1. **Conclusion**

Children’s work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute to the ethos.

This Policy is reviewed every year.

1. **Other documentation which supports this policy –**

Teaching and Learning Policy Early Years Policy Special Educational Needs and Disability Policy Monitoring Policy Marking policy Assessment Policy Homework Policy Sex and Relationship Education Policy Equal Opportunities Policy E Safety Policy School Improvement Plan Internal monitoring documents including Subject Leader Files

1. **Equal Opportunities Statement**

We will promote equality of opportunity and good relations between people from different groups (pupil, parent or carer, staff, governors or visitors) regardless of their race, religion, background, gender, gender reassignment, age, sexual orientation or disability. We will reinforce positive attitudes to diversity