

Bincombe Valley Primary School

BINCOMBE VALLEY PRIMARY SCHOOL AND COMMUNITY NURSERY
CURRICULUM POLICY



Overview of contents of this policy

1.0	Introduction
2.0	Values
3.0	Aims
4.0	Organisation and Planning
5.0	The Curriculum and Inclusion
6.0	The Foundation Stage
7.0	Key Skills and Knowledge
8.0	The Role of the Core Subject Leaders
9.0	Monitoring and Review

Safeguarding Statement: The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Equality Statement: We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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Appropriate Governing Body Committee: SCC Committee

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Signed: L.Marsden (SCC Committee Chair)

1 Introduction

Our school's curriculum is all the planned activities that we organise to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and co-operate with others while at the same time developing their knowledge and skills, to achieve their true potential.

We seek to deliver a curriculum that connects learning across a range of subjects and is broad, balanced and relevant to the interest and abilities of the pupils. We seek the highest standards of attainment from all our children. We aim to foster creativity in our children and make all learning enjoyable while at the same time, to help them become independent learners, we encourage personal application and positive working habits. We then monitor the retention of this knowledge through regular checks at the end of each unit and beyond to ensure success of the curriculum.

2 Values

2.1 Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

2.2 Our school is in full agreement with the 'values statement' included in the introduction to the National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.**
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.**
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, co-operation and understanding among all members of our community.**
- 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 want to enable each person to be successful, and we provide equal opportunities for all our pupils.**
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.**
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.**

3 Aims

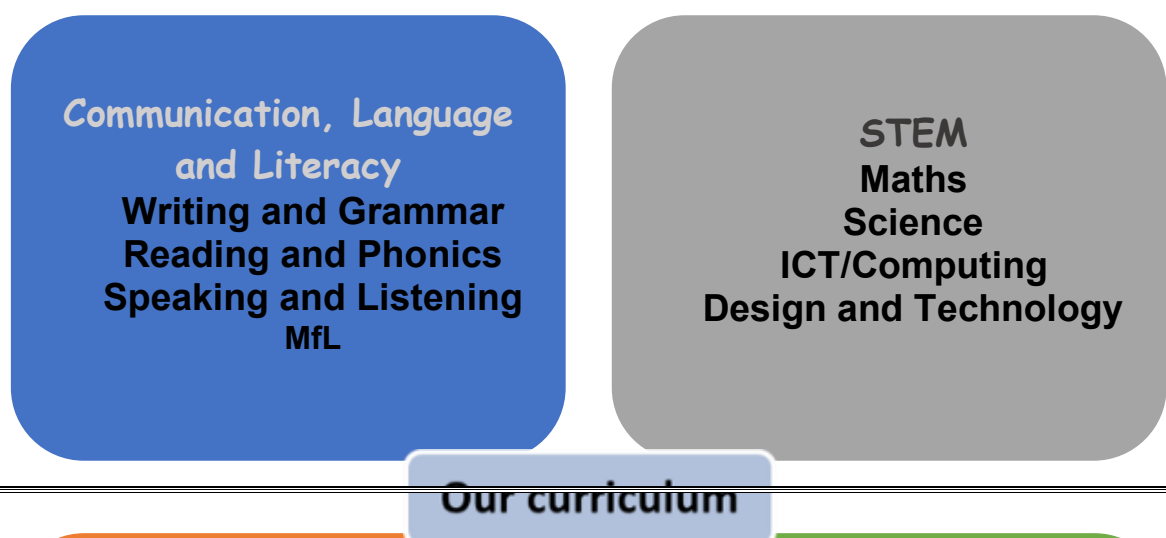
3.1 The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and information and communication technology (ICT);
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to fulfil all the requirements of the National Curriculum, the Locally Agreed Syllabus for Religious Education and the requirements set out to teach Relationships and Sex Education (RSE);
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work co-operatively with others.

4 Organisation and planning

4.1 Our curriculum subject. We have curriculum teams for grouped subject areas. The rationale behind this is twofold; one to work with the exiting skills of the teaching team (across all phases) and two to build on the interests of the pupils. We plan our curriculum in three phases; each based on the National Curriculum (2014). We agree a long-term map for each key stage (bi-annual curriculum map to cater for mixed-age classes). This indicates what units are to be taught in each term in each subject, and to which groups of children. We review this long-term plan on a regular basis. Each subject has a subject leader who will also be responsible for providing medium term plans and monitoring their subject area.

The current teams are organised as follows;



4.2 Through our medium-term plans we give clear guidance on the objectives and golden threads which run throughout the whole curriculum in each subject. For some subjects we use national schemes of work for planning such as Jigsaw for RE and PSHE.

4.3 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.

4.4 In the Foundation Stage, we adopt an inter-disciplinary topic approach to curriculum planning and provide continuous provision to enhance child-initiated learning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

4.5 In Key Stage 1 and 2 though we teach the foundation subjects separately. In due course, each child can experience the full range of National Curriculum subjects.

5 The curriculum and inclusion

5.1 The curriculum in our school is designed to be accessed by all children who attend the school. There are occasions when we deem it necessary to modify some children's access to the curriculum, in order to meet their needs. Where it is appropriate to do so, we discuss curriculum amendments with parents.

5.2 If children have special educational needs or disabilities (hereafter referred to as SEND), our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having SEND, then his/her teacher assesses this need. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation.

If a child's need is more severe, we consider the child for an Education Healthcare Plan (EHCP), and we involve the appropriate external agencies in making an

assessment. We always strive to provide additional resources and support for children with SEND.

5.3 The school provides an Individual Educational Plan (IEP) for each of the children who are on the SEND register. This sets out the nature of the SEND and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

5.4 Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the Equality Act (2010). All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

6 The Foundation Stage

6.1 The curriculum that we teach in the nursery and reception class meets the requirements set out in the revised Early Years Curriculum. Our curriculum planning focuses on developing children's understanding, knowledge and skills and experiences across a broad range.

6.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the nursery and other pre-school providers in the area.

6.3 Each term in the reception class, the teacher will assess the skill development of each child, and record this in the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

6.4 All children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

7 Key skills and Knowledge

7.1 The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication;**
- application of number;**
- information technology;**
- working with others;**
- improving one's own learning and performance;**
- problem-solving.**

7.2 In our curriculum planning we emphasise these skills, so that the children's progress in all these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

Knowledge

7.3 In each subject the Medium-Term plan outlines the key knowledge that a child is expected to know as part of each unit. This will involve a sequence of knowledge that will build on prior learning. The subject leader will ensure that this sequence is age appropriate and there are opportunities built in to recap what has been taught with prior knowledge tested with think backs at the start of each new unit.

8 The role of the core subject leader

8.1 The role of the core subject leader is to:

- provide a strategic lead and direction for the subject;
- Create long- and medium-term plans for each year group;
- Create the golden threads that will run through the whole school;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.
- Monitor and run CPD for their subject to pass important information to teachers about their subject.
- Complete SEF documents annually to monitor their subject.
- Conduct pupil voice meetings and use as evaluation of their subject.
- Meet with other subject leaders from the other school in the 7SP

8.2 The school gives core subject leaders non-contact time in line with the current School Development Plan so that they can carry out monitoring activities. It is the role of each core 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 the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work. The core subject leader may also keep a portfolio of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

9 Monitoring and review

9.1 Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee has set up a buddy system where governors are linked to subject leaders.

Subject	Subject Lead Staff	Link Governor
English	Nicky Matthews	Liz Marsden
Maths	Matt Smith	Peter Marsden
Science	Jade McAuley and Sarah Reader	Peter Marsden

French	?	Liz Marsden
RE	Tim Upton	Michele Pettinger
PE	Tim Upton	Michele Pettinger
Art	Kim Smith	
DT	Leif Pallister	Peter Marsden
History	Kavita Varatheesan	Irene Robinson
Geography	Claire Wicks	Irene Robinson
PSHE	Kate Roke	Michele Pettinger
Music	Tamsin McIntyre	Irene Robinson

9.2 There are named governors assigned to each area of the curriculum. These governors liaise with the respective subject leaders and monitor closely the way these subjects are taught. There is also a named governor assigned to special needs, who liaises with the SEN co-ordinator, and monitors the ways in which special needs are addressed.

9.3 The headteacher is responsible for the day-to-day organisation of the curriculum. The head teacher monitors long and medium-term plans in liaison with senior leaders and core subject leaders ensure that all classes are taught the full requirements of the National Curriculum.

Curriculum Teams monitor the way their subjects are taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies (AfL, BfL) are used. Progression in skills, knowledge and understanding are also mapped across all subject areas. Curriculum Teams also have responsibility for monitoring the way in which resources are stored and managed. Senior leaders monitor the impact of curriculum planning on pupil learning and hold regular meetings with their team to review and evaluate provision.

9.4 As part of the Chesil 7 schools' group we meet regularly as subject leaders to review our subject and discuss best practise.

9.5 This policy is monitored by the Governing Body and reviewed every two years, or before if necessary.