

Brown Clee C.E.Primary School

Curriculum



Policy Document

Reviewed September 2018
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Aspire, Believe, Persevere, Succeed

CURRICULUM POLICY

At Brown Clee C.E. Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception.

Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

As a Church of England School we recognise that Christian schools help those entrusted to their care to understand the meaning of life and to recognise and fulfil their potential in the service of Christ. To support this, the maintenance of high standards of behaviour is essential; this is the responsibility of all in our community; staff, students and parents/carers.

Introduction

The curriculum is all the planned activities that we as a school 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 that the school organises in order to enrich the experiences 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 teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Values

At Brown Clee C.E. Primary School we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We believe that all children can achieve. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Please see [Preparing Children for Life in Modern Britain](#) for more information about this.

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 organise our curriculum so that we promote co-operation and understanding between all members of our community. We are fortunate at Brown Clee to have a spacious learning environment. This is respected and used by all in school and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

At Brown Clee our values permeate all areas of school life and are reflected by the schools simple motto: *Aspire, Believe, Persevere, Succeed*

Principles

Our Curriculum is founded on basic principles. The curriculum aims to be:

- Relevant:** teaching subjects in a way that relates to childrens' lives and experiences, now and in the future, and offer thought-provoking and real-life contexts for learning.
- Inspiring:** providing memorable, exciting experiences that promotes high levels of engagement and offers opportunities which lead to high quality and deep learning.
- Challenging:** aims high and raises aspirations within a supportive community that encourages independent thinking and resilience.
- Holistic:** follows the belief that all children can succeed within a positive and nurturing environment, and inspires the development of the whole child by providing personalised learning opportunities that encourage children to achieve academically, socially and emotionally.

Our Christian Values

Brown Clee CE Primary School is a Church of England primary school that offers a distinctly Christian education in an inclusive environment where we encourage all children and young people to learn, enquire and grow.

The distinctive nature of our approach to education can be found in our explicit Christian values such as collective worship, a grounded Christian ethos and in our Religious Education lessons.

Children and staff of all faiths and none are welcome at our school and our aims are to promote understanding and tolerance between those of different faith traditions.

'Church schools should nourish Christians in their faith, encourage those of other faiths and challenge those of no faith'

Robert Runcie, Archbishop of Canterbury 1980 – 1991

As a community, we have identified six values that are woven into the very fabric of the school which we expect all members of the school community – children, staff, governors and clergy – to model:

Friendship
Forgiveness
Thankfulness
Respect
Compassion
Courage

Aims

At Brown Clee Primary School, we aim to offer a balanced and broad based curriculum which enables all pupils to:

- Enjoy learning
- Feel successful in their learning and to promote high self esteem
- Become creative, independent learners
- Be given significant time to learn new skills and have time to practise those skills
- Have the flexibility to decide how best to learn in different situations
- Have the flexibility to decide what they are going to learn and how
- Be given the opportunity to decide upon the final outcome of their learning
- Be able to set own targets for learning
- Know what their strengths are and which areas they need to develop
- Become successful lifelong learners who are able to reach their full potential
- Be able to evaluate and assess their own learning
- Develop their critical thinking
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working co-operatively with one another
- Help children understand Britain's cultural heritage
- Explore their spiritual, moral, cultural, mental and physical development.
- Learn and practise the basic skills of English, Mathematics and Computing
- Makes learning more meaningful by putting it into context
- Challenge themselves and engage themselves in deeper learning

Organisation and Planning

At Brown Clee Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception.

[2014 National Curriculum for Key Stages 1 & 2](#)
[Early Years 2012 Framework in Reception](#)

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (For more details please refer to the separate subject policies).

Separate subject policies:

English

Maths

Science

PE

Music

Humanities

RE

Computing

PSHE and SRE

MFL (French)

Art

Design Technology

The Reception curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and is guided by the children's interests. In KS1 our curriculum is all planned on a yearly cycle.

Information Technology underpins our learning at Brown Clee. Click the link to view how we ensure pupils safety.

[E-Safety Policy Link](#)

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers write medium term plans to achieve balance and coverage over a term or half term. The more detailed weekly/fortnightly short term planning will focus on the teaching process. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups.

Short term plans outline the individual lessons and adaptations made for individual classes and children along with assessment opportunities and expected outcomes. Particular attention is given to clear and appropriate differentiation, progression and attainment at this point in the planning process. At Burley Oaks we use the Focus Education 2014 Focus on Assessment document written by Simon Camby and Focus Education (UK) Ltd. This document supports us to ensure clear learning intentions and progression across the year groups. Curriculum coverage is mapped against long term plans to ensure there are no gaps in our curriculum.

Assessment, Recording, Monitoring and Evaluation

Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan nextsteps for learning.

Formative assessments take many different forms and are reflected in the pupil's books/work in the detailed marking and provision of constructive feedback. Feedback follows the school's policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve. Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils. These are used to help prepare children though the year groups for the end of key stage testing as required by law.

Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

For further information about assessment, recording and reporting as well as marking and feedback click the policy link below:

[Feedback Policy and Assessment for Learning Policy](#)

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

The roles of the Subject Leaders and Curriculum Leader

It is the role of each subject leader and the curriculum 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 into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment. Where appropriate, a team or pair of teachers will share responsibility for a subject area or indeed for the cross-subject implementation of the thematic curriculum.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teacher's planning and teaching;
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update
- to liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects
- provide efficient resource management for the subject.
- map coverage of the curriculum to long term plans

The curriculum leader has responsibility for the day to day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum. Their role is to share good practice and ensure that fun, laughter and hard work underpin Brown Clee's curriculum development.

Risk Assessment

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations. For further guidance reference needs to be made to:

[The school's Health and Safety Policy](#)

Inclusion and Differentiation

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their

understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for differentiated activities. Our curriculum is inclusive and promotes a growth mind set in all our children linking back to our school motto – *Aspire, Believe, Persevere, Succeed*. Extra support and interventions are provided for children as necessary and in line with our SEND policy.

[SEND Policy](#)

Mastery

Our curriculum is broad and balanced focusing on depth of learning and mastery of content. Mastery learning is a specific approach in which learning is broken down into discrete units and presented in logical order. Pupils are required to demonstrate mastery of the learning from each unit before being allowed to move on to the next, with the assumption that all pupils will achieve this level of mastery if they are appropriately supported. This enables teachers to remain with subject or topic for longer ensuring pupils have mastered the content before accelerating into new material. Some children may take longer and need more help, but all will get there in the end. We use a range of planning resources to support this method of teaching.

A RICH Curriculum – Organisation

Teachers follow a clear planning structure for our RICH Curriculum.

A 2 year Curriculum Map is produced to ensure the correct National Curriculum coverage and to outline the key learning objectives for each term.

Class 1 (EYFS/Y1) Curriculum Map

Class 2 (Y1/Y2) Curriculum Map

Class 3 (Y3/Y4/Y5) Curriculum Map

Class 4 (Y5/Y6) Curriculum Map

Medium term plans allow the teachers to structure teaching and learning to ensure not only National Curriculum coverage but that it meets the needs of our children by reflecting on the aims and vision of our school - Learn to Learn, environment, enterprise, community, oracy and presentation. At this stage thought will be given to the learning opportunities provided and the desired learning outcomes.

Curriculum Communication to Parents

Communication with our parents' about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- Formal reporting to parents three times a year either in the form of a written report or a parent consultation evening where parents' make an appointment to meet with their children's teachers and discuss their progress.
- School website and year group pages inform parents what has been happening in the wider curriculum.
- The schools Twitter feed informs parents instantly of whole school or enhanced activities which are taking place.
- Home/School link books in Class 1 provide weekly information about what the children are learning in class.
- Termly Class curriculum information for parents
- Weekly Well Done Assemblies encourage children to talk about their learning in school that week.

Teachers are of course also available at the start and end of each day for any necessary communications.

Homework

The Governors and staff of Brown Clee Primary school believe that homework should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict it ceases to be a constructive aspect of teaching and learning.

It is very important to us that the children are happy and experience the best education possible. We value strong links and a close partnership between home, church and school and recognise the importance of trust and shared responsibility in education.

We define homework as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. At Brown Clee Primary School we have a strong commitment to parental involvement and see homework as one way of developing this partnership. Please see our Homework Policy for further information.

Enhanced Provision

We aim to enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, sporting events etc). In addition we seek to enhance our pupils' learning through developing positive two-way relationships with our local community.

Resources

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to subject leaders and budgets spent with these in mind to ensure a high quality delivery of our curriculum.

Our governing body's school improvement committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews curriculum development via the Headteacher's report.

We have named governors for Special Educational Needs and Assessment. We also have link governors for each class who follow a strategic annual plan to ensure awareness of SDP priorities within each class.