



Beechwood Primary School

Ambleside Close, Woodley, Berkshire, RG5 4JJ

Tel: (0118) 969 5976 Fax: (0118) 969 3578

Website: www.beechwood-primary.ik.org

E-mail: admin@beechwood.wokingham.sch.uk

Head teacher: Mr Gordon Davies

Curriculum Statement

Introduction

The curriculum is the totality of pupils' learning experiences. It is all the planned activities that we organise in order to promote learning and personal growth and development.

At Beechwood Primary School we believe that our curriculum should be broad, balanced and relevant and meet the needs of all pupils whatever their ability. The taught curriculum is comprised of the National Curriculum, Early Years Foundation Stage Framework and the wide range of extra-curricular activities that the school organises in order to enrich the experiences of the pupils.

We have spent considerable time rewriting our whole school curriculum to provide pupils with exciting and engaging theme-based learning opportunities. We follow the requirements of the new 2014 National Curriculum whilst also incorporating our own school 'curriculum drivers', through which we aim to develop the following key skills:

Enterprise - pupils who show initiative, resilience and are independent in their learning

Global diversity - pupils who are knowledgeable about the world around them and the types of lifestyles of those who live in it

Community - pupils who see their school as a central part of the local community

We aim to ensure that pupils have a range of learning experiences that challenge, stimulate and promote thinking and learning. This encompasses all foundation subjects and enables us to provide a high standard of teaching and learning.

Aims of the Curriculum

To provide an enjoyable curriculum that is centred on meaningful learning and that focuses on the development of skills.

To equip pupils with the skills and personal qualities to enable them to become successful and effective members of society in the 21st century.

To promote pupils' spiritual, moral, social and cultural development, linking 'real life' with their learning to prepare all pupils for the opportunities, responsibilities and experiences of later life.

To underpin foundation subjects with literacy and numeracy skills.

To develop independent thinkers/learners who are able to seek solutions creatively and cooperatively by having an 'enquiring' mind and by asking questions.

Management of the Curriculum

1. Time Allocations:

The way time is allocated will depend on our analysis of pupils' needs and also on the aims and priorities of the school. The school will take into account national initiatives to raise standards of attainment and to strengthen learning and teaching. Currently, a minimum of one hour per day is allocated to each of the core curriculum areas of English and Mathematics.

The time allocated to a subject will result from discussions between the Head Teacher, Deputy Head responsible for Curriculum and teaching staff, taking account of priorities identified by the school. Time allocated to subjects may vary slightly between year groups in the school. In addition, there may be separate time allocations for individual pupils or groups of pupils, in order to help them meet their particular learning needs.

2. Curriculum Planning:

We plan our curriculum in three phases.

A whole school overview is agreed for the themes to be taught in the classes of each key stage team (Foundation Stage, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2). Each curriculum area is outlined, thus creating a long-term plan for each subject. Our curriculum overview is comprised of a rolling two-year cycle for KS1, LKS2 and UKS2 (where pupils are taught in mixed-age classes) and is reviewed and amended, as required, on a biennial basis.

Medium-term planning takes the form of schemes of work written for individual curriculum themes, to include each foundation subject. These plans give clear guidance on the objectives, teaching strategies and 'milestones' of progress used when teaching each topic. We use the 'Essentials Full Spectrum Curriculum' by Chris Quigley to ensure that foundation subjects are planned with clear, consistent objectives and skills-based outcomes. Our English medium-term planning is taken directly from the Read Write Inc. Phonics and Literacy & Language programmes, and the Broadbent Maths Planning tools are used for Mathematics.

Our short-term plans are those that our teachers write on a weekly or daily basis. These are mainly used for English and Mathematics planning, using them to set out the learning objectives for each session and to identify what resources and activities are going to be used in the lesson, as well as identifying potential mathematical misconceptions held by the pupils and documenting the type of feedback to be given to the learners.

In the Early Years Foundation Stage we adopt a continuous provision approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the early learning goals/development matters and there is planning progression in all six areas.

We are well aware that all pupils need the support of parents/carers and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the curriculum and how well each child is progressing.

3. Special Educational Needs:

Our curriculum is designed to provide access and opportunity for all pupils who attend the school and if we think it necessary to adapt the curriculum to meet the needs of individuals or groups of pupils, then we do so.

4. Gifted and Talented:

We identify pupils whose abilities are outside the usual range in either a particular area of the curriculum or more generally. We keep a register of the identified pupils and teachers consider these pupils when planning; using a range of strategies to enrich, extend or 'deepen' their learning to meet their particular need.

5. Monitoring of the Curriculum:

Subject leaders monitor long-term and medium-term planning to ensure that a broad coverage of skills and knowledge is being taught across the school.

Subject leaders monitor the delivery of the planned curriculum through regular work scrutiny. Senior Leaders monitor the delivery of the planned curriculum through lesson observations, learning walks and regular work scrutiny.

Where possible, governors observe parts of lessons in the subject areas for which they hold 'link' responsibility.

6. Evaluation of the Curriculum:

Head Teacher, Deputy Head responsible for Curriculum and teaching staff share evaluations of curriculum areas/subjects during staff meetings.

Team leaders share evaluations of teaching and learning across their team during team meetings.

Subject leaders share evaluations of their curriculum subject as part of the Performance Management review process.

Governors share evaluations during Governing Body meetings.

If evaluations result in issues being raised, these are reviewed and then acted upon.

The curriculum overview/rolling two-year cycle for each team is available to view here on our school website.

Statement written: July 2014

Next review: September 2015

Downloads

Key Stage 1

PDF Attachment [KS1_Cycle_A.pdf](#)

PDF Attachment [KS1 Cycle B.pdf](#)

Lower Key Stage 2

PDF Attachment [Lower_KS2_Cycle_A.pdf](#)

PDF Attachment [Lower_KS2_Cycle_B.pdf](#)

Upper Key Stage 2

PDF Attachment [Upper_KS2_Cycle_A.pdf](#)

PDF Attachment [Upper_KS2_Cycle_B.pdf](#)