



Beechwood Primary School

Curriculum Policy

Introduction

The curriculum is the totality of pupils' learning experiences. The curriculum 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 children whatever their ability. The taught curriculum is comprised of The National Curriculum and the Early Years Foundation Framework and also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. We aim to ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning through our curriculum so that they can grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. This encompasses all foundation subjects and enables us to provide a high standard of teaching and learning.

Values

Our school curriculum at Beechwood Primary School is underpinned by the values that are at the heart of everything we do. 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.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and 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 value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between 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 aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, 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.
- We value the independent learning as a life skill and our curriculum reflects and provides opportunities for this.

Our curriculum is underpinned, defined and monitored through the 'Learning and Teaching Policy'

Curriculum entitlement:

- All children are entitled to a curriculum that meets their needs regardless of age, race, gender or defined educational needs.
- Learning sequences should be well planned, adapted and evaluated to suit the needs and requirements of all children.

Aims and Objectives

The aims of our school curriculum at Beechwood Primary School 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 develop independent thinkers/learners who are able to seek solutions creatively and cooperatively by having an ‘enquiring’ mind and by asking questions.
- To provide an enjoyable curriculum that is centred on meaningful learning and that focuses on the development of skills.
- To underpin foundation subjects with literacy and numeracy skills.
- To develop, understand and encourage being a positive citizen towards the community, society, the environment and economy, linking ‘real life’ with their learning, understanding and respect of diversity.
- To encourage a sense of resilience and perseverance towards overcoming obstacles and barriers in their learning – having a growth mind set.
- To ensure learners feel safe and valued as part of a caring community that celebrates success and in turn develop a sense of self-esteem within balanced and healthy individuals.

Planning

We plan our curriculum in three phases.

We agree a whole school overview for the topics to be taught in the classes all the key stage areas, (FS2, KS1, LKS2 and UKS2). Each curriculum area is outlined, thus creating a long-term plan for each subject. We follow the National Frameworks for Literacy and Numeracy. Our curriculum overview is reviewed on an annual basis and amended as needed.

With our medium-term plans, we write schemes of work for each foundation subject every term. These plans give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Our Literacy medium-term planning is taken directly from the National Literacy Framework and the National Numeracy unit objectives in Maths.

Our short-term plans are those that our teachers write on a weekly or daily basis. These are mainly used for Literacy and Numeracy planning, using them to set out the learning objectives for each session and to identify what resources, activities are going to be used in the lesson as well as the evidence of the learning that will be documented and feedback that will 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 planned progression in all six areas.

We are well aware that all children 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.

Special Needs

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

The school provided an Individual Education Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need and outlines how the school aims to address this need. It also sets out targets for improvement so that we can review and monitor the progress of each child at regular intervals (see SEN policy for more details).

Gifted and Talented

We identify children 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 children and teachers consider these children when planning and use a range of strategies to meet their particular need. Specific provision for G&T is included in the Master Classes with a rich and diverse clear programme.

The Role of a Subject Leader

Activities for a subject leader may include:

- Annual evaluation of the subject – identify subject priorities for future development through annual action plans
- Review planning
- Scrutiny of work – consider standards across all abilities and ages (with colleagues)
- Review and update policy when required
- Resourcing – ensure resources are appropriate/suitably stored/labelled etc.
 - Identifying shortfalls in resources
 - Evaluating value for money when resources are purchased and deployed
- Informal monitoring – displays, use of resources, photographs, pupil interviews
- Arrange school based training and CPD, if needed
- Disseminate from courses/action research/newsletters, when appropriate
- Commit to personal professional development in the area of responsibility
- Reporting to Governors, where appropriate.

Monitoring and Review

The Headteacher, Deputy Headteacher and Curriculum Manager share responsibility for the day to day organisation of the curriculum and lead the monitoring of subjects that are taught throughout the school

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