



BRINKWORTH EARL DANBY'S CE PRIMARY SCHOOL

Serving the communities of Brinkworth and Dauntsey

Headteacher: Mrs L Hilliard

VISION

Believe to Achieve!

To provide a secure, happy and stimulating learning environment in which EVERYONE is valued, spiritual growth is nurtured and potential maximised.

CURRICULUM POLICY

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At Brinkworth Earl Danby's CE 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. We use the Cornerstones Curriculum as a basis for our long & medium term planning.

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 love of learning. Our children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

Introduction

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

Values

At Brinkworth Earl Danby's CE Primary School we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment across two sites. 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. Our curriculum is planned to promote co-operation and understanding between all members of our community. We are fortunate at Brinkworth Earl Danby's to have a spacious learning environment across both sites. This is respected and used by all in school and we aim, through our curriculum, to teach respect for our world, how we should care for it for future generations, as well as our own. We will use the local area where possible to give teaching and learning a context.

At Brinkworth Earl Danby's our values permeate all areas of school life and are reflected by our simple motto: Believe to Achieve.

Aims

At Brinkworth Earl Danby's CE 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
- Recognise the next steps in their 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

Roles and Responsibilities

The headteacher will ensure that:

- All statutory elements of the curriculum are met
- The amount of time provided for teaching the curriculum is adequate and reviewed regularly by the education development committee
- Where appropriate the needs of some pupils are met by temporary or permanent disapplication from the National Curriculum
- The governing body is fully involved in the decision making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on statutory targets in order to make informed decisions

Other staff will ensure that the curriculum is implemented in accordance with this policy.

The governing body will ensure that:

- It considers the advice of the headteacher on curriculum issues

- Progress towards annual statutory targets is monitored
- National Curriculum tests and teacher assessment results are published online
- It participates in decision making about the breadth and balance of the curriculum
- Political issues are always presented to pupils in a balanced way

Organisation and Planning

At Brinkworth Earl Danby's CE 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.

(See Appendix 1 - subject statements)

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. Across Key Stages One and Two, our curriculum is planned on a two yearly cycle following the learning Challenge Curriculum to take into account pupils who may be in the same class for two years.

Computing underpins our learning at Brinkworth Earl Danby's. (E-Safety Policy)

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plans from which the teachers write medium term plans to achieve balance and coverage over a term. Short term planning identifies how the different subjects will be taught on a weekly basis. Long and medium term planning proformas are used throughout the whole school by teachers to map the sequence of learning and highlight curriculum links. Curriculum coverage is mapped against long term plans to ensure there are no gaps in our curriculum.

Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups.

Timetabling the Curriculum

We have explored ways of planning and timetabling to ensure that all twelve National Curriculum subjects, as well as PSHE and Relationships and Sex Education, are taught on a regular basis and in sufficient depth. Many foundation subjects can be taught effectively in blocks.

Teachers will look for opportunities to link or block subject areas.

Long Term Planning

The curriculum map for each class and subject overviews set out what should be taught and when using topics taken from the Cornerstones curriculum. This also enables us to identify any gaps in the learning objectives for each year group.

Medium term Planning

The medium term planning grid is the only record we have of coverage of the curriculum. A brief outline of the main learning objectives/ areas to be taught, need to be recorded on the planning grid for each week even if they are taught by other teachers. In literacy this should be broken down into spelling, grammar and punctuation as well as identifying genre and text.

Planning grids are completed at the start of every term and cover each new term. Any outstanding areas will be

included in the next terms planning.

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 and schedule. (Assessment Policy) However, teachers and teaching assistants will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning.

Formative assessments take many different forms and are reflected in the pupil's books/work in the quality first dialogue marking and provision of constructive feedback. Feedback follows the school's marking policy and identifies areas for children to improve. (Marking and Editing Policy)

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 through 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. A summative baseline assessment takes place at the beginning and end of the year.

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 role of Subject Leaders

It is the role of each 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. The action plans for each subject link 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. 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 scrutiny, 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 LA etc. about matters relating to their subjects
- provide efficient resource management for the subject.
- map coverage of the curriculum to long term plans

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 via 'Evolve' to meet with health and safety regulations. (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 – Believe to Achieve. Extra support and interventions are provided for children as necessary and in line with our SEND policy. (SEND Policy)

Learning Challenge Curriculum

Across the school we deliver many of the curriculum areas through the Learning Challenge Curriculum which is a question based approach. The key drivers for this learning are:

- Planned around the distinctive needs of our children
- Enquiry-based to promote curiosity
- Outcome driven to raise standards
- Embedding the application of basic skills
- Making learning meaningful and setting it in context
- Making writing meaningful
- Underpinned by the latest thinking about quality learning

Our Learning Challenge Curriculum is planned and reviewed yearly to enable a team approach to teaching and learning thereby ensuring curriculum coverage across the two sites & mixed year classes. English, Mathematics, RE, Music, PE and Science are taught discreetly on a yearly cycle with a cross curricular approach to enable 'joined up/purposeful' learning.

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 takes place 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.

The school website and year group pages inform parents what has been happening in the wider curriculum.

Class newsletters are sent out termly, informing parents of the curriculum being covered for that term, homework requirements and any special dates to be noted.

Teachers are of course also available at the start and end of each day for any necessary communications. Teachers regularly use email to communicate with parents and the school office is another port of call.

Homework

Homework is given in line with our school policy. All homework is given to the children in paper format and some is accessible on the school website. (Homework Policy)

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, residential etc). In addition, we seek to enhance our pupils’ learning through developing positive two-way relationships with our local communities.

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 on both sites. 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.

Governors

Our governing body’s education development committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews curriculum development via termly meetings, the Headteacher’s report and link governor visits.

We have link governors for key subject areas, including SEND, Disadvantaged Learner’s, EYFS and Safeguarding. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects.

Document Issue Control:

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