



BRINKWORTH EARL DANBY'S CE PRIMARY SCHOOL

Serving the communities of Brinkworth and Dauntsey

Headteacher: Mrs L Hilliard

Believe to Achieve! "Roots will grow down into God's love and keep us strong" EPH 3:17

CURRICULUM POLICY

At Brinkworth Earl Danby's, 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 so they can achieve their true potential.

Values

At Brinkworth Earl Danby's 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 our two sites. Every child is valued as an individual; we aim to develop 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. 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 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, we aim to offer a balanced and broad-based curriculum which enables all pupils to:

- Become successful lifelong learners who are able to reach their full potential;
- Experience the challenge and enjoyment of learning;
- Understand the purpose and value of their learning and see its relevance to their past, present and future;
- See clear links between different aspects of their learning;
- Develop and demonstrate their creativity;
- Develop new skills through a variety of interesting contexts;
- Learn within a coherent and progressive framework;
- Develop a rich and deep subject knowledge;
- Understand and value the importance of truth, fairness, right and wrong;
- Nurture positive relationships promoting working co-operatively with one another;
- Understand Britain's cultural heritage;
- Explore their spiritual, moral, cultural, mental development;
- Grow intellectually and physically;
- Explore the breadth and depth of the national curriculum;
- Learn and practise the basic skills of English, Mathematics and Computing.

Roles and Responsibilities

The Head teacher 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 Head teacher 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

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.

The Foundation Stage (FS) curriculum is planned using the Prime and Specific Areas of Learning in the Early Years Foundation Stage (EYFS), is guided by the children's interests and by using the FS Cornerstones curriculum.

In Key Stages One and Two, our curriculum is planned following the Cornerstones Curriculum with computing underpinning 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 grids 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 the delivery of our curriculum.

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

Timetabling the Curriculum

We ensure that all twelve National Curriculum subjects, as well as Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE), are taught on a regular basis and in sufficient depth. Many foundation subjects can be taught effectively in blocks.

Long Term Planning

The curriculum map for each class and subject overviews set out what should be taught, 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 record we have of our coverage of the curriculum. Each term has a theme either an Individual Learning Project (ILP) or a Knowledge-Rich project (KRP) and a Christian Value focus. A brief outline of the main learning objectives/areas to be taught, are recorded on the planning grid for each week even if they are taught by other teachers. In English this is broken down into spelling, grammar and punctuation as well as identifying genre and texts, apart from FS.

Planning grids are completed at the start of every term and cover each new term. Any outstanding areas will be included in the next term's 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 agreed 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.

Cornerstones summative assessments are used for Years 2 to 6 in Terms 2, 4 and 6. In Year 1 they are used in Terms 4 and 6.

FS pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in FS and assessments are made against the Foundation Stage Profile Statements. A summative baseline assessment takes place at the beginning 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 meetings are held by the Head Teacher with each class teacher three times a year.

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 there is progression.

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, carrying out book scrutinies, conducting pupil interviews, learning walks;
- Monitor and evaluate teacher's planning and teaching;
- Keep themselves and other staff up to date with developments in their subject by relevant reading, leading INSET, carrying out policy updates and to liaise with appropriate bodies e.g. other schools, governors, the Local Authority (LA) etc. about matters relating to their subjects;
- Provide efficient resource management for the subject;
- Map coverage of the curriculum to long and medium term plans;
- Report to Head teacher, Governors and School Improvement Advisor (SIA).

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 Special Educational Needs and Disability (SEND) policy.

Cornerstones Curriculum

Across the school we deliver the curriculum areas through the Cornerstones ILPs or KRPs. The four cornerstones form the basis of each ILP or KRP, actively promoting children's learning and thinking whilst providing a consistent pedagogical approach across the school.

The four cornerstone stages are:

- Engage: setting the scene, hooking the children in with a memorable experience;
- Develop: teaching facts and information, providing creative opportunities, delivering reading, writing and

talking across the curriculum;

- Innovate: encourage enterprise, independent thinking, collaborative working and problem solving;
- Express: celebrating and sharing the children's success and provide opportunities for shared evaluation.

Our Cornerstones curriculum will:

- Excite, promote and sustain children's interest;
- Enable and foster children's natural curiosity;
- Offer all children a memorable experience at the start of every topic;
- Promote innovation and entrepreneurialism;
- Encourage problem solving, creativity and communication;
- Enable children to reflect on and evaluate their learning.

Our Cornerstones Curriculum is planned and reviewed yearly to enable a team approach to teaching and learning thereby ensuring curriculum coverage across the two sites and mixed year classes. English, Mathematics, Religious Education (RE), PSHE, RSE, Music, Physical Education (PE) and Science are taught on a yearly cycle with a cross curricular approach, where ever possible, to enable 'joined up and 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 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. It is mainly set online using commercial websites, where possible we minimize any paper copies sent home. (Homework Policy)

Enrichment

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);
- Developing positive two-way relationships with our local communities;
- Holding specialist curriculum days;
- Providing on and off site subject or topic related activities;

Resources

Subject to financial constraints, we aim to provide and maintain appropriate quality resources to support the delivery and development of the curriculum both in and outside of the classroom. 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 (EDC) is responsible for monitoring the way the school curriculum is implemented. This committee reviews curriculum development via termly meetings, the Head teacher's report, Subject Leader reports and link governor visits.

We have link governors for key subject areas, including English, Maths, SEND, Disadvantaged Learners, EYFS and Safeguarding. The governors liaise with the subject leaders of these areas, monitoring the way the school teaches and delivers these subjects.

Document Issue Control:

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Revision	Date	Changes	Purpose of Issue	Originator
Issue 1	Nov 2018	First Issue	FGB Approval	HT
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