



## **Curriculum Policy**

**Name of school: Bexton Primary School**

**Date of review: January 2018**

**New review date: January 2020**

### **Introduction**

The curriculum at Bexton is all of the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the statutory requirements of the National Curriculum but also the wide range of extra-curricular activities that the school organises in order to enrich the children's experiences. It also includes the 'hidden curriculum', through which the children learn from the way they are treated and expected to behave.

At Bexton we support children to grow into positive, responsible people, who can work and co-operate with others whilst developing knowledge and skills, so that they achieve their true potential. Through our curriculum we aim to help children develop intrinsic values which will allow them to be successful and happy people. Our curriculum also empowers children with a rich knowledge base that will help them be successful in the future.

At Bexton, the statutory national curriculum has been further enhanced with an initiative called 'Ethical Enterprise', where each academic year, three charities are chosen which reflect global, national and local concerns. The charities are carefully chosen for the children to explore in depth within the wider curriculum.

Our house point system was adapted to reflect this ethos and every house point a child earns has a small monetary value. Enterprising activities are planned to raise money to fund the house points. This enables the schools to make contributions to the



charities we are supporting through the children's applications of school values, ensure our mission statement of 'Together we make a difference' be one the children and staff live on a daily basis. For more details about how our Ethical Enterprise initiative works please see our Curriculum Statement on our website.

The school's aims are to;

- Develop lively and enquiring minds that acquire knowledge and skills relevant to their needs now and in the future
- Offer a broad and balanced curriculum which recognises each child's individuality and meets his / her needs
- Offer first hand experiences wherever possible in order to stimulate interest
- Have equal opportunities for access to all parts of the curriculum
- Foster worthwhile attitudes and values for others
- Recognise and value each child's talents and enable them to feel part of a loving, caring community

To achieve these aims, the curriculum is planned to be:

- Broad so that it provides a wide range of knowledge, skills and experiences
- Balanced so that each subject has sufficient time to contribute effectively to learning
- Relevant so that learning can link to the pupil's experience to applications in the world at large
- Coherent so that topics can be linked to make the whole learning experience more meaningful
- Progressive so that what is taught builds in a systematic way upon what has already been learned and offers challenging learning experiences for all children
- Accessible so that there is equality of opportunity for all.

### **The Curriculum at Bexton**

At Bexton we have a balanced skills & knowledge based curriculum. Ethical Enterprise is used to develop real life, engaging and tangible learning experiences that support the delivery of the statutory curriculum. Whole school, long term plans for the curriculum have been developed by teachers and are regularly reviewed and updated. The plans ensure we have the correct coverage for each of the areas of

learning, in line with the National Curriculum 2014. The plans will allow for flexibility and continuity, ensuring there is no duplication.

### **Curriculum Roles and Responsibilities**

The Head teacher has the responsibility for the overall leadership of the curriculum and is supported in this role as follows;

- The deputy head co-ordinates the work of subject leaders, ensures that the curriculum has progression and appropriate coverage and monitors children's progress
- There are TLR posts led by middle leaders to develop and drive key areas of the curriculum, these are currently English, maths, SEND and the early years.

### **The role of Subject leaders in leading their subject**

Subject leaders have a key role in developing and improving standards in their subject areas. Subject leaders have key responsibilities which include:

- Responsibility for liaising with class teachers over the content and delivery of units of work
- Evaluating and monitoring standards in their areas of learning by scrutinising work produced in their subject
- Liaising with the senior leadership team, sharing information about quality of teaching and outcomes in their subject and plans for improvements
- Keeping records of achievement of all children, with a particular focus on the more able, in their subject area
- Keeping up to date with any developments or changes within their subject and ensure class teachers are given timely information or professional development
- Looking for and signposting to teachers any quality educational resources in their subject area
- Sharing examples of excellent practice
- Ensuring any policies needed for their subject are up to date and disseminated to staff
- Supporting staff, especially newly qualified teachers, to develop knowledge and skills in their subject
- Keeping parents up to date with relevant information in their subject area through newsletter articles

### **The role of class teachers in delivering the curriculum**

- Class teachers develop their short term, medium term and long term plans based around skills & knowledge coverage planned for their year group based on the National Curriculum
- Class teachers will develop lessons that use Ethical Enterprise to develop relevant, real-life, engaging learning experiences
- Class teachers will plan collaboratively to ensure parity across the year group.
- Class teachers will follow any agreed policies or guidelines regarding the teaching of subjects in the school's curriculum

- Class teachers will plan lessons that meet the needs of all the children in their class for all areas of the curriculum
- Class teachers will find out what the children already know when planning different areas of the curriculum
- Class teachers will report to parents on the progress and attainment of children in their class in line with school policy

English, Maths and links to the Ethical Enterprise Initiative are held on medium and short term plans. The curriculum in the Early Years is separately planned as it is not part of the National Curriculum. For more information about this please see the Early Years policy.

### **The role of the Governing Body in monitoring teaching of the curriculum**

The Governors monitor the success of the curriculum at committee level and at Full Governing Body meetings, through the termly Head Teacher's report and reports to the committees. Many areas of the curriculum have 'link' governors and they meet regularly with subject leaders to monitor standards and outcomes across the curriculum. Governors should ensure they read and follow guidelines in the Visitors Policy and Governor Handbook.

Other relevant policies that could be referred to whilst looking at this policy

Curriculum Policy Statement

Special Educational Needs Policy

Teaching and Learning Policy

Assessment, Marking and Feedback Policy

PSHE, Sex and Relationships Education Policy

English Policy

Maths Policy

Early Years Policy

### **How our curriculum is delivered**

There is a clear plan throughout the year ensuring a balanced approach to all subjects and specific events. Each term begins with a two week focus on that term's Ethical Enterprise charity and for those weeks most lessons will be linked to the charity. In the second half of each term there will be two themed days linked to a specific area of the curriculum and children will work in mixed age groups with different teachers.

These events cause great excitement and wonder in our children and make a big impact with the children. Recent examples are Bexton goes Backpacking where the children learnt about different cities around the world, our 50 year anniversary where we explored the history of the school and in the summer term 2018 we will be doing a 'Healthy Me' week, focusing on healthy bodies and healthy minds.

## **Specific Curriculum Areas**

### **English**

English is taught every day and will consist of one of the elements below;

### **Reading**

Reading is taught in small groups in reception and Key Stage 1 and progresses into whole class sessions through Year 3. By Year 4 most children are taught reading through whole class sessions. Class teachers keep careful records of children's reading books through a home-school diary and a class record in KS2.

### **Phonics/ spelling**

Children are streamed for daily phonics sessions in reception and Year 1. Children are streamed in Year 2 for their phonic/ spelling sessions. Teachers in reception and Year 1 mainly follow the 'Read, Write, Inc' scheme but will use other resources to support their teaching. We use 'no nonsense spelling' as our spelling scheme from Year 2 to Year 6.

### **Writing**

Writing lessons are linked to a class text, which is chosen to challenge and inspire the children's writing. Teachers plan writing opportunities inspired by the class books and will regularly use examples from the text to model writing. Writing lessons will include activities to give children experiences to write about, opportunities to plan writing, teachers modelling writing with a sentence stacking approach, ensuring writing of a higher standard and time for children to evaluate and improve their writing.

English skills are continually assessed by teachers observing children in lessons. A standardised test is used each term for assessing reading and teachers input these judgements into a class spreadsheet.

### **Mathematics**

Children will have a mathematics lesson every day. We follow the 'White Rose' scheme of work for maths. Through this scheme children are given longer to master skills in number and place value, addition and subtraction, multiplication and division, fractions (including decimals and percentages), geometry, statistics, ratio and proportion. To further embed skills there is a morning maths session (each morning as the children arrive at school) which will consolidate skills from previous weeks.

Maths skills are assessed by teachers in lessons and through standardised tests. Teachers input their judgements each term into a class spreadsheet.

### **Science**

Children will have a science lesson every week for two hours. The science curriculum is broken into two strands; working scientifically and scientific knowledge. Working scientifically includes observing over time, noticing patterns, grouping and classifying, carrying out fair tests and finding out things using secondary sources of information. The topics children will learn about during their time at Bexton is:

- Living things and their habitats\*
- Plants\*
- Electricity\*
- Animals including humans\*
- Every day materials\*
- States of matter\*
- Seasonal changes
- Rocks
- Forces and magnets\*
- Light\*
- Sound
- Forces
- Earth and space
- Evolution and Inheritance

\*These units are repeated

Science is assessed each term through a topic success criteria which is found in a child's science book.

### **Physical Education (PE)**

Children have two PE sessions per week. This will include an outdoor and an indoor session. Most PE sessions are taught by our specialist sports coach and the class teacher. Outdoor sessions include games and athletics and indoor sessions will include dance, gymnastics and swimming (children go swimming for the summer term in Year 3 and the autumn term in Year 4). Children are also encouraged to take part in extra-curricular sporting events, including competitive competitions with local schools.

Teachers assess children's PE skills through the 'PE Passport' which is monitored by our Sports co-ordinators.

\*The following subjects will be taught weekly for a half term period rotating with other subjects to ensure all objectives are covered by the end of each academic year. This is so that children have more time to master skills in each subject through deeper learning. This is monitored each half term by subject leaders and the curriculum lead.

## **History**

Teachers follow a scheme of work for history lessons which is broken into understand of British history and understanding of the wider world. In key stage 1 children study significant people, significant places and significant events. Over key stage 2 children will study the Stone Age, The Roman Empire, Anglo- Saxons, Vikings, the Tudors, the Mayans, The Greeks and World War II. Teachers are encouraged to use local places to visit to support their teaching in history.

Teachers assess history through year group specific skills and these are found in children's topic books.

## **Geography**

Teachers follow a geography scheme of work to ensure good coverage of the skills in geography lessons. Children will be taught a balance of skills and knowledge in geography, e.g. fieldwork skills including using maps, atlases, globes or digital/ computer mapping, being able to use a compass and measuring and observing human and physical features. Children will also be taught about different locations and places throughout the world.

Teachers assess geography through year group specific skills and these are found in children's topic books.

## **Art**

In art lessons children are taught to develop their ideas through exploration. They are taught skills in painting, collage, sculpture, drawing, textiles and printing. They also learn about and take inspiration from great (classical and modern) artists.

Teachers assess art skills through year group specific skills and these are found in children's sketch books.

## **Design & Technology (DT)**

In DT lessons children are taught to design, make and evaluate. They are taught skills in cooking and nutrition, construction, mechanics and electronics and investigate how different materials fit together to make models.

Teachers assess DT skills through year group specific skills and these are found in teachers assessment files.

## **Computing**

Teachers follow a scheme of work to teach the computing curriculum. This is broken into:

- Computer science- learning about programs, computer networks and how search engines work
- Information technology- using technology to achieve goals, create, organise, store, manipulate and retrieve digital content
- Digital literacy- use technology safely and respectfully and understand the opportunities for communication and collaboration

### **Music**

Teachers follow a scheme of work to support them in delivering music lessons. Children are taught to listen and appraise music and to perform and share their musical skills. In Key stage 1 this is done through whole class musical activities and in Key stage 2 children learn to play the recorder, the violin, the ukulele and the steel pans. Some music lessons are taught by specialist music teachers.

### **Religious Education (RE)**

The school follows Cheshire East policies for teaching RE. From reception children are taught about a wide range of beliefs, teachings, practices and values. In reception, Year 1 and Year 2 children will learn mainly learn about Christianity and Judaism. In key stage 2 Islam, Sikhism and Hinduism are also introduced. Visitors from local churches come into talk to the children and children visit local churches. In key stage 2 all children take part in a Christmas service at St Johns church in Knutsford to which parents and grandparents are invited.