



Curriculum Policy

Name of school: Bexton Primary School

Date of review: Autumn 2020

New review date: Autumn 2022

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 we plan our curriculum in order to promote learning, personal growth and development. We also place a high priority on planning engaging and memorable learning opportunities so that all children enjoy their learning and have the opportunity to develop their individual skills.

We measure the success of our curriculum against ten key aims:

1. Encourage a love of learning and be delivered by teachers who are passionate about the topics they teach
2. Meet the needs of pupils in the school
3. Give all pupils the opportunity to learn through a broad and balanced curriculum
4. Be mapped out clearly so that key knowledge is explicit
5. Be progressive
6. Be challenging
7. Allow for deeper learning
8. Allow for natural links between subjects through cross-curricular teaching
9. Be flexible
10. Explore diverse experiences and viewpoints



We follow the National Curriculum and enhance the curriculum through a unique initiative called Ethical Enterprise, allowing us to personalise the curriculum to meet the needs of our children. Each year we select three key charities, through which we can educate children about local, national and global issues that are relevant to their lives and our community. We hope the experiences children have through this initiative help them to be kind and understand the world they live in in a deeper way.

Ethical Enterprise is the personalised aspect of our curriculum and this 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 in all subjects
- There are TLR posts led by middle leaders to develop and drive key areas of the curriculum, these are currently English, maths, SEND and Outdoor Play and Learning (OPAL).

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

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. Within each term there will be focus on that term's Ethical Enterprise charity and lessons will be linked to the charity.

There will be themed days that will create 'memorable moments' linked to a specific area of the curriculum. These events cause great excitement and wonder in our children and make a big impact with the children. Recent examples of whole school events are a Great Science Share, a 'Do Something Different Day' and 'Bexton Goes Backpacking.' Each year group also does themed events which link to their history topics.

Specific Curriculum Areas

English

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

Reading

Children in reception do mainly 1:1 reading sessions and Year 1 and Year 2 do small group reading sessions in ability groups, building up to some whole class reading as they move through Year 2. Year 3 continues with some small group sessions and a gradual increase of whole class reading sessions. By Year 4 most children are taught reading through whole class sessions.

In reception and KS1 the children access a variety of fiction and non-fiction texts as well as those purely aimed at reinforcing their phonics from a range of publishers including Oxford Reading Tree and Rigby Star. In Year 3 the children continue to have a selection of banded books and are gradually introduced to chapter books to widen their reading experience. In Year 4 to Year 6 children have access to the library to choose books by their interests. Class teachers carefully monitor the children's reading diet and support them in accessing books to engage and develop their reading. Class teachers keep careful records of children's reading through a home-school diary and a class record in KS2.

During 2020-21, we are developing the use of the 'Hooked on Books' programme across the school to teach reading skills. This will be progressive across the school. It includes:

- 'Book Talk' is where children read aloud to a group and explore ideas. Their talk scaffolds and structures children's thinking and deepens their understanding. In the session children are given three in-depth questions from a 'Reading Rainbow' to answer orally with their partner/group. One or two children report back to the class and the quality of the answer is discussed.
- 'Whole class text' is where a high quality text is shared with the whole class. This can be a mixture of narratives, non-fiction and poems. The teacher will model and share ideas from a sentence, developing children's understanding of the meaning.
- 'Demonstration Comprehension' is where the teacher models the answers to questions, again from the 'Reading Rainbow' in response to a piece of text. Children then independently apply their understanding by answering questions related to the text.

Children are also regularly provided with the chance to practise comprehension test technique questions. In KS2, children who require further support, read individually with an adult and/or as part of a small group. Children are also given the opportunity to read for pleasure and are encouraged to use the school library, or bring books from home, to enjoy silently by themselves.

Phonics/ spelling

Reception, Year 1 and Year 2 follow the route of Letters and Sounds and Phonics Play to teach phonics.

Children are streamed for daily phonics sessions in reception, Year 1 and Year 2. Teachers in reception and Year 1 mainly follow the 'Read, Write, Inc' scheme but will use other resources to support their teaching. They use ditties from 'Read, Write, Inc' to reinforce the phonemes taught. Once the children are ready for spelling rules the children move onto 'No Nonsense Spelling' in Year 2.

In KS2 Spelling we currently use the Rising Stars "Word Blaze" to support children's progression in spelling. This can be used as a whole class teaching or a specific intervention for children who need to revise specific spelling patterns.

Vocabulary is taught explicitly in KS2. This varies from topic and science related words used more in writing than in speech (Tier 2). Children are encouraged to use the words they have learned in their writing too.

Writing

Writing lessons are linked to a class text, poetry, film clips or a wider curriculum topic. Themes are chosen to challenge and inspire the children's writing. Teachers plan writing opportunities inspired by texts and will regularly use examples from the text to model writing. Writing lessons will also include activities to give children experiences to write about, opportunities to plan their 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 to support the assessment of reading. Termly, teachers meet to moderate writing standards across their year groups and look at the next steps for their classes.

Mathematics

Children will have a mathematics lesson every day. We follow the 'White Rose' scheme of work for maths and supplement this with other resources to support teaching. 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. At Bexton we put a strong focus on children

being fluent in all of these areas so that they have a good knowledge base for applying these skills in problem solving and reasoning tasks. 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 a mixture of standardised and paper based tests. Teachers input their judgements each term into Insight Tracking.

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 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 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 Greeks, American Civil Rights, Victorians 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 available on our website.

Geography

Teachers follow a geography scheme of work to ensure coverage of age appropriate 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 and being able to use a compass. As well as this, children will engage in measuring and observing physical features along with studying the impact humans make on the geography of the planet . Children will also be taught about different locations and places throughout the world.

Teachers assess geography through year group specific skills and these are available on our website.

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 available on our website.

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 available on our website.

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

The objectives are broken down into year groups and are available on our website.

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 both Key stage 1 and 2 this is done through whole class musical activities and in addition, in Key stage 2, children learn to play the recorder, the violin and the ukulele. 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.