



Curriculum Policy

Name of school: Bexton Primary School

Date of review: Autumn 2023

New review date: Autumn 2025

Introduction

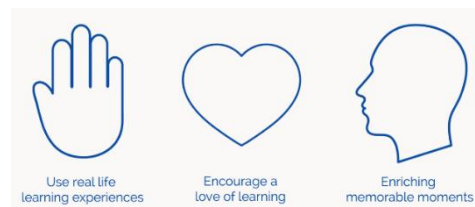
The curriculum at Bexton is all of the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the statutory requirements of the National Curriculum but also the wide range of extra-curricular activities that the school organises in order 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.

We plan our curriculum in order to promote learning, personal growth and development. We also place a high priority on planning engaging and authentic 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 these key aims:

We want the curriculum to **use real life learning experiences** so that:



- It will utilise big questions, dilemma-based scenarios, stories and drama to take learning from the hypothetical into the real and relevant.
- It offers the child the right to experience, develop and practice creativity as an entitlement. Creativity extends beyond the artistic sense and allows for the development of fluency of knowledge and ideas through experimentation, connection and play.
- It enables children to make a difference in their local community.

We want the curriculum to connect with children's hearts and **encourage a love of learning** so that:

- It enables children to develop empathy with other points of view and perspectives. They will use that empathy to move into action to improve the lives of others.
- It acts compassionately towards all children, it is inclusive and celebrates diversity.
- It enables children to develop empathy with other points of view and perspectives. They will use that empathy to move into action to improve the lives of others.

We want the curriculum to deliver **enriching memorable moments** so that:

- It will allow for natural links between subjects, connecting learning within and across domains of knowledge. It then can strengthen and deepen children's learning experiences.
- It is clear about what the children will know and will be able to do. It is ambitious and meets the requirements of the National Curriculum.

- It can be personalised to deliver learning in ways that engage, motivate and inspire the children in issues they are passionate about, creating long-lasting positive memories of their primary education.

For our staff we want to:

- Give time for teachers to plan quality learning experiences together, to inspire ideas and to understand the impact of teaching on children's learning.
- Provide high-quality resources to support teaching so that teachers have a good work life balance and feel engaged and fulfilled in their jobs.
- Provide high-quality continuing professional development that makes a positive impact on children's learning every day.

Learning Without Limits: Developing Expert Teachers

We are currently working with our trust schools on a research project called 'Learning Without Limits' which is focused around using evidence into the very best teaching methods. Our aim with this project is to deliver continuous development training to embed the use of the 7cs of Expert Teaching (see Appendix 1) to ensure all children make the very best progress and achieve their potential.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'School attendance'

This policy operates in conjunction with the following school policies:

- Homework Policy
- Assessment Policy
- Equal Opportunities Policy
- Relationships and Sex Education Policy
- SEND Policy

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, Inclusion, Learning Without Limits 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:

- Providing strategic leadership in their subject.
- Responsibility for liaising with class teachers over the content and delivery of units of work
- Ensuring the curriculum is inclusive and accessible to all.
- 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.
- Monitoring the attainment and progress of all children 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 the SENCO

- Collaborating with the head teacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

The role of class teachers in delivering the curriculum

- Class teachers develop their short term, medium term and long-term plans based around the end-points for their year group based on the National Curriculum.
- Class teachers will develop lessons that offer relevant, authentic, engaging learning experiences.
- Class teachers will ensure that their lessons are inclusive and accessible to all.
- 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 seek to 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.

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 impact 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.

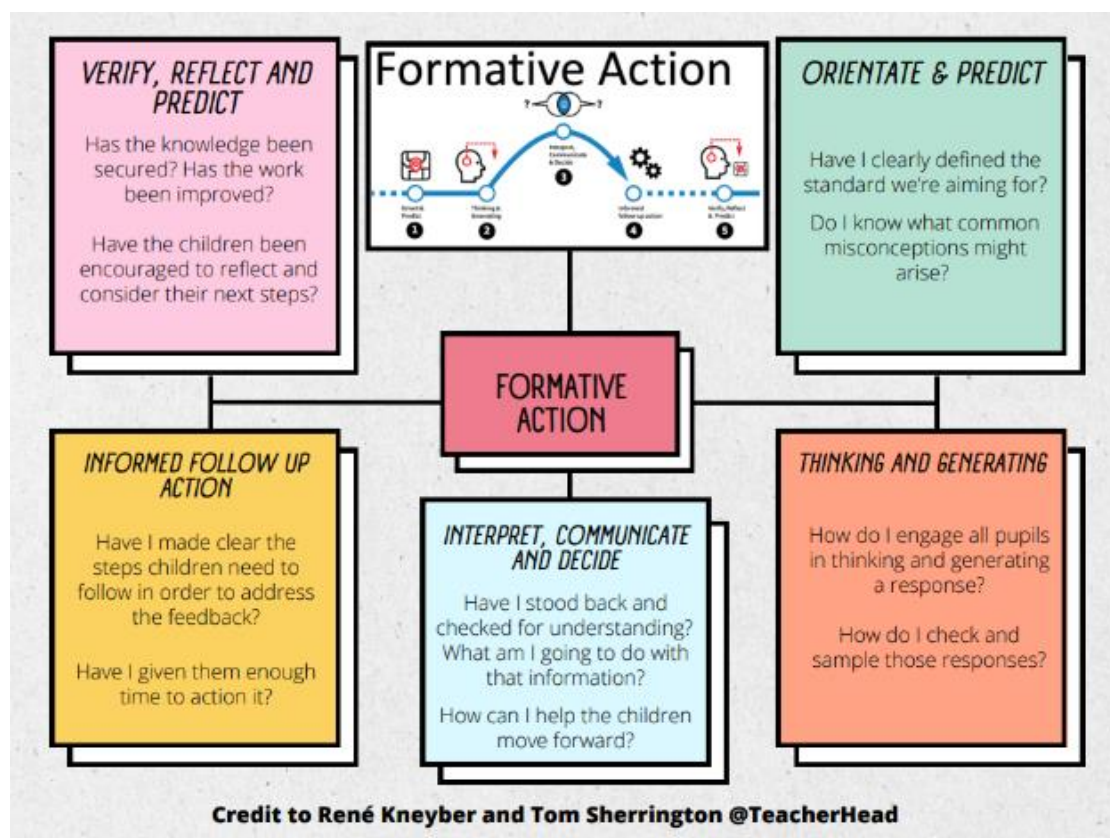
How our curriculum is delivered:

There is a clear plan throughout the year ensuring a balanced approach to all subjects and specific events. There will also be themed days or projects that will create 'authentic experiences 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 'Mother Tongue Languages Day' and 'Refugee Week'.

How we assess the curriculum and children's outcomes

We will use a range of assessments to evaluate how well children are achieving and what teachers need to do to support all children to make excellent progress. We use summative tests to check children's progress in Reading, Grammar, Punctuation, Spelling and maths each term. Teacher judgements are also used to give a wider view of children's outcomes in all other subjects.

Formative action is a very important tool to evaluate the impact of teaching and inform next steps. Teachers will broadly follow this model to guide them through lessons and evaluate the impact of their teaching.



Teachers will also make notes in their Whole Class Feedback books to record observations from lessons and their next steps in future lessons. All assessments are inputted into our tracking system each term and are evaluated to look at each individual child's progress and how different groups of children are performing. This information is shared with our governing board on a termly basis.

Please see our Assessment Policy for more information.

Specific Curriculum Areas

Please see our [Long Term Plan](#) on our website for more specific information about the coverage in each subject.

English

English is taught every day and will consist of one or more 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 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. In Year 3, the children continue to have a selection of banded books and are gradually introduced to books that have been grouped into the accelerated reader number ranges which continues up to Year 6. Each term, children in Year 3 and above, sit an online reading assessment called 'Star Reading' which gives them the number range they can choose books from. Class teachers also 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.

We use of the 'Hooked on Books' programme across the school to teach skills to develop children's comprehension of texts. 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 stem, 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.
- 'Demonstration Reading' where a teacher reads aloud to the class, pausing to explain relevant points and vocabulary.

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, the reading bus or bring books from home, to enjoy silently by themselves.

Phonics/Spelling

We use the Floppy's Phonics programme to teach phonics. Floppy's Phonics is a rigorous, systematic phonics teaching programme for early reading and writing success. We start the programme in EYFS (nursery & reception) and teach daily lessons across key stage 1. During the lessons the children use online interactive resources, workbooks and reading books. Please see the Floppy's Phonics page on our school website for more information.

In KS2 Spelling we are currently revisiting phonic knowledge (using the new Floppy's Phonics) before moving on to use the Jane Considine 'Spelling Book' to support children's progression in spelling. There are daily spelling sessions in all KS2 classes.

Vocabulary is taught explicitly in KS2. This varies from topic and science related words (known as Tier 3 words) and those used more in writing than in speech (Tier 2).

Writing

Writing lessons are linked to a class text, poetry, film clips or a wider curriculum topic. We use Jane Considine Write Stuff materials to support teacher's planning. Teachers choose from a variety of fiction, non-fiction and poetry plans, ensuring that we cover all the objectives from the National Curriculum. Teachers can also plan their own units of work, using the structure of the example unit plans. Books are chosen that 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.

Mathematics

At Bexton Primary School, our commitment is to ensure every child excels in mathematics. We achieve this through a well-structured mastery approach, which spans across all year groups, ensuring a smooth transition as pupils progress. Our mathematics curriculum is meticulously designed in small, sequential steps, with mastery as the key focus before advancing to the next level. We prioritise establishing strong foundational skills and knowledge, often delving deep into the curriculum in the early stages. Our ultimate goal is to boost pupils' confidence and infuse a lifelong love for mathematics.

We employ a whole-class teaching approach that follows a structured step-by-step method, enabling children to progress through the curriculum at a similar pace. We prioritise building strong foundational knowledge by dedicating extra time to fundamental concepts. Our teaching methodology utilises the concrete-pictorial-abstract approach, encouraging pupils to see the connections between mathematics and its various representations. Our curriculum includes regular revisits to previously learned material, ensuring deep retention of mathematical knowledge, fostering independence, and enabling its application to more complex problems.

For children below age-related expectations, we provide additional support through pre-teaching, interventions, targeted questioning, and in-class support from adults. Those who excel are presented with challenging, in-depth problems within lessons. Our lessons commence with problem-solving, followed by open discussions and collaborative activities, and conclude with reinforcing understanding through additional resources. Our teaching plans align with the National Curriculum supported by White Rose and the (NCETM) guidelines.

White Rose aligns our teaching with key objectives. Our teachers exercise their professional judgment when planning lessons, including determining the appropriate duration for each objective. We provide feedback to pupils through various methods, including Whole Class Feedback, peer marking, and self-marking, which guides our teaching strategies for subsequent lessons.

Mastering Number is a comprehensive program designed to establish strong foundational number sense skills for children from Reception to Year 2. Our goal is for pupils to leave Key Stage 1 (KS1) with fluency in calculations, confidence in handling numbers, and the flexibility to apply their mathematical knowledge. We pay special attention to essential knowledge and understanding required in Reception and throughout KS1 to ensure future success.

The program employs intentional teaching strategies with a focus on developing calculation fluency and nurturing number sense in all pupils. Through Mastering Numbers, children gain the ability to articulate their mathematical ideas clearly and become proficient in using manipulatives effectively to enhance their learning."

At Bexton Primary School, we prioritise early mathematics development in our Early Years Foundation Stage (EYFS) program. We follow a structured Mastery approach, drawing from the NCETM, White Rose, and Mastering Number frameworks. Through focused teaching sessions and independent learning, our EYFS children acquire new mathematical concepts.

We emphasise the 'Number' component by encouraging children to count use numbers beyond ten, and provide a rich array of number resources. Creativity is fostered as children identify and solve problems in various learning areas.

Recognising the crucial role of early math skills in literacy and overall development, our Early Years Team ensures engaging and age-appropriate mathematical foundations. Our Reception Provision concentrates on fundamental concepts, with progress achieved through diverse experiences and activities.

Our early mathematics learning encompasses six key areas:

1. Cardinality and Counting
2. Comparison
3. Composition
4. Pattern
5. Shape and Space
6. Measures

In our Resource Base, children with specific educational needs follow a tailored curriculum known as 'Maths for Life.' This program, known as the 'Foundations of Maths for Life,' guides a child's mathematical development from early stages to Level 1 content. It meticulously outlines the mathematical milestones and the precise micro-level steps necessary to support children with additional learning needs in their mathematical journey.

Science

The science curriculum is broken into two strands; working scientifically and scientific knowledge. Working scientifically includes asking questions, planning, making observations, taking measurements, gathering, recording and classifying data, presenting findings, asking questions and making conclusions. We have chosen to adopt the White Rose scheme of learning to cover the National Curriculum.



Physical Education (PE)

Children have two hours of PE per week. This will include an outdoor and indoor sessions. Most PE sessions are taught by the class teacher. Teachers use Twinkl Move to support the planning and delivery of physical education.



Last year and this year, we taught swimming skills to all children in KS2 with a pop-up swimming pool which is on site for two weeks in the summer term. Children are also encouraged to take part in extra-curricular sporting events, including competitive competitions with local schools and Knutsford Academy run events.

History

Teachers follow the school's own scheme of work for history lessons which fully covers the National Curriculum and clearly sets out the disciplinary and substantive concepts to be taught. The progression of learning through a unit of work is broken down into a knowledge organiser which sets out the key information the children will learn during a half term.

Geography

Teachers follow the school's own geography scheme of work which fully covers the National Curriculum. 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.

Design & Technology (DT)

Teachers use Kapow as a scheme to support their planning and delivery of Design and Technology. 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.

Computing

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

- Computer science- learning about hardware, networks and representation, computational thinking and programming
- Information technology- learning how to use software, internet searches, data and wider use of technology.
- Digital literacy- learning about logging in and out of accounts, creating strong passwords, staying safe online, knowing what to do when something online makes them upset or uncomfortable, knowing what information to share and what information is trustworthy.

Art

Teachers follow the school's own scheme of work for art. In art lessons children are taught to develop their ideas through exploration and experimentation in their sketchbooks. 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 and designers.



Music

Teachers follow the Charanga 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. Children also learn about a wide variety of musicians and composers.

Modern Foreign Languages (KS2)

We follow the Language Angel's scheme of work for our MFL lessons. Children receive French lessons throughout KS2.

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 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. Collective worship is covered through assemblies, class Jigsaw sessions and reflection sessions.

Personal, social, health and economic education (PSHE)

Part of the national curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed. The school uses 'Jigsaw' to plan and teach the PSHE curriculum. Jigsaw is a mindful approach to PSHE in a comprehensive scheme of learning. There is a lesson each week, which helps the teachers to focus on tailoring the lessons to their children's needs, enjoy building the relationship with their class and get to know them better as unique human beings. Topics covered within Jigsaw are:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Monitoring and review

This policy is reviewed every two years by the headteacher and the governing board. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders. This policy is due to be renewed September 2025.

Appendix 1

Being and becoming an Expert Teacher through the 7cs. (Based on John Hattie's research into effective teaching)	
Care: Expert teachers create the optimal classroom climate.	My teacher makes me feel like she/he really cares about me. They understand how I feel about things.
Trust is generated systematically.	Children have a sense of belonging in their class.
Errors are not mocked.	Children understand errors occur and that's ok.
Everyone gains a reputation for being an effective learner.	Children have confidence that they can change as this is a powerful precursor to change.
Children feel that their teacher cares about them.	Children say their teachers believe in them.
Control: Expert teachers have very high regard for their children.	Children in my class treat the teacher with respect. We stay busy and we don't waste time.
Children in turn reciprocate this with respect for their teacher.	Children recognise something predictable in the way the teacher operates. A visitor would see clear rules and rituals evident.
Children stay busy and don't waste their time.	Children know what to do when they have finished their tasks.
Children are good self-managers and show good self-regulation.	Children take responsibilities for their actions.
Challenge: Expert teachers believe all children can reach success.	We learn a lot in my class every day. We learn to correct our mistakes.
Teachers believe intelligence is not fixed.	Children can change, can develop new ways of thinking and can meet new challenges in learning. Challenges are open to all children.
Teachers do not label children as levels or grades.	If a child is labelled as x or y, this is simply the starting point for teaching- not a limit on what can be achieved. Teachers do not use negative language about their children.
Children are set challenging goals.	Children will meet whatever expectations are set. Learning is set at or just above the children's level of thinking.
Teachers establish a classroom belief that we can therefore we will.	Teachers should be prepared to be surprised by children's thinking.
Learning is recognised as rarely linear.	Children see new horizons for success, sometimes it appears they make more progress than at others.
Focus is on a wide set of outcomes, surface and deep (knowledge concepts, social skills, attitudes to learning).	Children are taught ideas (knowledge, skills and concepts). They are asked to relate ideas to each other and extend them through class discussions. Teachers understand that learning is a social construct and help them develop social skills and attitudes.
Captivate: Expert teachers enact their passion for learning.	My teacher makes lessons interesting. I like the ways we learn in this class.
Teacher has observable levels of enthusiasm and a commitment to every child.	Teachers believe they are 'agents of change' and are personally responsible for the development of every child.
Teacher demonstrates an absolute love of what they do.	Children experience the joy of inspired teaching.
Consolidate: Expert teachers are expert seekers and users of feedback.	My teacher checks to make sure we understand what she/he is teaching us. The feedback I get helps me to improve my work.
Teachers actively seek out negative evidence about <i>their</i> impact.	Teachers look at it from the child's point of view, they assess the impact of their teaching on the children's learning and then modify their teaching. They seek to find out who has not learnt.
Teachers focus on children re-conceptualising what they know.	The children's present conceptual understanding and their way of learning is found out by the teacher and explored.
Teachers anticipate when interest is waning and then adapt.	When children aren't learning the teacher recognises that 'they don't need more, they need different'. Teachers can redirect their teaching mid-lesson.
The typical lesson though well planned, seldom goes according to plan.	Teachers backwards plan, mindful of the eventual outcome and the children's starting points. Teachers show high levels of improvisation and there is flexibility to the planning.
Confer: Expert teachers' classes have high levels of child questioning.	Children in my class can speak up and share their ideas. Our teacher respects our ideas and suggestions.
Children know that their contributions are valid and are actively used in the classroom.	Children see the different ways their peers engage in learning. All children see that everybody at times, finds learning challenging. All contributions are valid and encouraged.
Children frequently speak up and have ideas.	AND TEACHERS LISTEN (so they know what learning looks like in children's eyes). All children are encouraged to contribute to class discussions.
Peer learning is understood and well embedded with children working collaboratively in teams.	Children are taught how to work in collaborative groups. Teacher recognise that this is sometimes the most effective way for children to learn.
Clarity: Expert teachers identify the most important ways in which to represent what is being taught.	My teacher has several different ways of explaining topics and can explain difficult things clearly.
Teachers do not have more subject knowledge but they do organise and do things differently.	Teachers see different ways to do things. They organise their knowledge and use strategies that are effective for learning.

Teachers use a more integrated approach, looking forwards and backwards, understanding and sharing the big picture. They understand the bigger picture.	Children know where the learning is going and where this learning fits in with other learning. Teachers change, combine and add information to make lessons uniquely their own.
Teachers anticipate when children will make mistakes and plan what they will do.	Teachers (and children) know that mistakes are often a necessity for learning to take place, they are not to be avoided but embraced for the opportunities they present.
Teachers explicitly share the reasons for learning, revisiting, practising.	Children understand where they are going with the learning. Children are taught the value of deliberate practise (to consolidate not as a holding activity) Quality of practise, not quantity is critical.
Teachers understand that stories and worked examples tend to be remembered better.	Children know what a good one looks like and can produce high quality work. Teachers use strategies to make the learning clear, e.g. success criteria, rubrics.