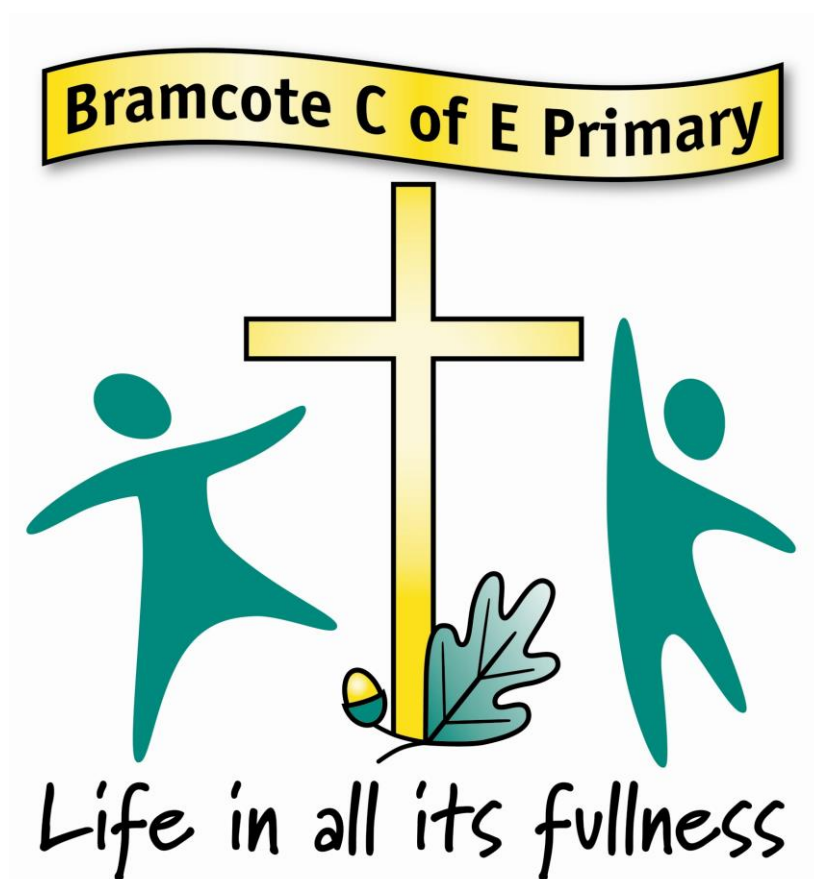


BRAMCOTE C OF E PRIMARY SCHOOL



CURRICULUM POLICY 2020-21

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BRAMCOTE C OF E PRIMARY SCHOOL CURRICULUM POLICY 2020-21

At Bramcote C of E we want to deliver a creative, enriching and empowering curriculum which enables the children to grow and become confident learners of the future. Our priority is to develop the whole child by stimulating enquiring minds and fostering excitement for learning, enabling them to take an active part in the National and wider curriculum and allowing our teachers to take a creative approach to their practice. To enable us to deliver a curriculum that is irresistible to the children we teach, three areas were selected to drive our curriculum and enable our children achieve “Life in all its Fullness”.

Spirituality: Which helps our children to recognise that they are uniquely and wonderfully made, enabling them to understand and value their own beliefs and those of others reflecting on the similarities and differences. We will encourage them to ask questions and make informed decisions, and to make connections that enrich their understanding of self-awareness, self-esteem and inner resilience.

Initiative: Which helps our children to become independent through the development of problem-solving skills, enabling them to become more responsible for their own learning and having the courage, ability and confidence to persevere even when things are difficult.

Community: Which helps our children to become a citizen of the world through knowing their place and role within our school, our local, national and global community. To develop their sense of what it is to belong and having the ability to share this with others.

1. CURRICULUM AIMS

- Our curriculum is carefully planned and based on a thematic approach to teaching and learning, it is designed to support children’s natural curiosity and stimulate their creativity. Children are able to make connections in their learning, applying the skills and knowledge which they learn within many different contexts of the curriculum.
- The children will be encouraged to access learning in a variety of ways. Children’s learning as far as possible will be taught through every day experiences for example play, outdoor learning and within relevant contexts, discovering that learning is a very active process.
- The children will feel motivated, challenged and supported. Children need to be able to take risks in order to progress further and learn from mistakes and successes that they have.
- The children will have clear outcomes to their learning; which can be presented in a variety of ways and media, where it is appropriate there will be effective use of the creative arts, computers and ICT.
- We want to create a community of learners where children, staff and parents work with each other sharing in their different passions for learning. We want to be able to draw on resources from the school, local and wider community to create a challenging, distinctive and exciting curriculum.
- We want to enable the children to have some input into the design of their curriculum and feel that their ideas are listened to and acted upon.
- We want the children to have a well-resourced and rich learning environment that promotes their sense of responsibility and autonomy.
- We want to enable the children to be life-long learners by allowing them to learn and experience the knowledge and skills which they need into the future. The children need to see themselves as creative learners who have the drive and determination to achieve more.
- We want our curriculum to have a thematic approach which continues to meet the needs and demands of the National Curriculum 2014 whilst linking together the learning at every opportunity.

2. LEGISLATION AND GUIDANCE

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. ROLES AND RESPONSIBILITIES

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- › A robust framework is in place for setting curriculum priorities and aspirational targets
- › Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- › Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- › The school implements the relevant statutory assessment arrangements
- › It participates actively in decision-making about the breadth and balance of the curriculum
- › It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- › All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- › The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- › Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- › They manage requests to withdraw children from curriculum subjects, where appropriate
- › The school's procedures for assessment meet all legal requirements
- › The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- › The governing board is advised on whole-school targets in order to make informed decisions
- › Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

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

4. ORGANISATION AND PLANNING

4.1 ENGLISH

Most writing experiences are taught and applied through the topic theme with a literacy objective/focus at the centre. Each term classes will use a quality text to inspire the children with their reading and writing.

We teach the children reading skills through shared and guided reading sessions. We actively promote reading for pleasure and undertake many activities to encourage it. We use cracking comprehension from Y2 to Y6 to support the children with developing their understanding of the texts that they read.

Staff have been trained in Rainbow Grammar. The Rainbow Grammar approach to teaching grammar and punctuation is a systematic whole-school approach and enables us to teach sentence accuracy and variety as a driver for improving the quality of children's writing. This works well alongside the toolkit approach where we can examine the mechanics and conventions of writing.

As a school we use 'Letters and Sounds' to support the teaching of systematic synthetic phonics, this is used exclusively throughout Foundation and key Stage.

We also teach bespoke spelling sessions to develop children's understanding of spelling rules and patterns and build an awareness of exception words which do not fit within these rules. Within the Infant classes there remains an emphasis on teaching the spelling of words

Children are made aware of the requirements within the National Curriculum to spell correctly high frequency and exception words which are given in lists for each year group from Y1 – Y6.

4.2 MATHEMATICS

Mathematics is taught daily and lessons strive to develop children's confidence with fluency, reasoning mathematically and problem solving in a variety of contexts. Each lesson will include an element of mental maths skills and promote recall of number facts and a weekly arithmetic task.

The programme of study focusses on:

1. Number – place value, four operations $+$, $-$, \times , \div and fractions
2. Measurement – length, height, mass, weight, capacity, volume, time and money.
3. Geometry – Properties of shapes, position and direction
4. Statistics (From Y2) - data interpretation including collection and sorting, asking and answering questions on a range of data.

We use Abacus Evolve, Nrich. Spotlight on maths, BEAM boxes and Numicon as a range of resources which enables us to plan and deliver a broad and balanced mathematics curriculum.

Each class within school operates a challenge system; work is set for the children with different levels of challenge, the children select their challenge giving them independence and choice over the work they feel is most appropriate for them.

At the end of a block unit of work the children are given an exit task this is a way of assessing their progress against the National Curriculum objectives and key performance indicators.

Times Table Rock Stars is used from Y3-Y6 to promote the quick recall of times tables which is fundamental to enable children to succeed in maths as they progress throughout school. Daily bursts of times table practice enables the children to become more effective at recall and in turns enables them to be apply this knowledge to reasoning and problem solving.

4.3 SCIENCE

Science, is taught discretely to ensure that the demands of the National Curriculum are met it is taught for up to 1.5 hours a week. Children are encouraged to be independent and collaborative scientific investigators by their involvement in exciting practical investigations. Children are taught to develop an understanding of fair testing through designing and using their own investigations.

In Science pupils observe, explore and ask questions about living things, materials and physical processes. They evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They share their ideas and communicate them using scientific language, drawings, charts and tables.

Pupils are taught to be able to describe associated processes and key characteristics in common language, but are also taught to be familiar with, and use, technical terminology accurately and precisely. They are encouraged to apply their mathematical knowledge to their understanding of science, including the use of measurement, collecting, presenting and analysing data

4.4 COMPUTING

Computers are part of everyday life. For most of us, technology is essential to our lives, at home and at work. 'Computational thinking' is a skill children at Bramcote C of E Primary School must be taught if they are to be ready for the workplace and able to participate effectively in this digital world.

The National Curriculum for computing has been developed to equip young people with the foundational skills, knowledge and understanding that they will need for the rest of their lives. Through the programme of study for computing, children at Bramcote C of E will understand and apply the principles and concept of computer science. They will be given the opportunity to learn how computers and computer systems work; they will design and build programs, develop their ideas using technology and create a range of content.

At Bramcote C of E Primary School we have signed up to "Purple Mash" a web based resource that enables children to explore and enhance their knowledge in a fun and creative way.

Children are also taught about the importance of e-safety and how to stay safe on line

4.5 HISTORY & GEOGRAPHY

The teaching of History and Geography is taught through a topic based approach. Whilst developing children's historical and geographical skills, knowledge and understanding there are also many opportunities to establish cross-curricular links and apply skills that have been learned and developed in other subject areas including Literacy, Mathematics and Computing.

Such links may include:

- Development of writing skills such as reports, explanations, personal writing and information texts.
- Reading Comprehension Skills – reading for understanding and meaning.
- Research of specific topics using a variety of sources including the Internet.
- Using Computing Skills to present information (e.g. Microsoft PowerPoint).
- Organising and presenting data.
- Presenting work for display based on a specific topic area.
- Opportunities outside of the classroom to enhance pupils' understanding of the world around them and relate this to specific topic areas.

The subject content for History and Geography is taught in line with National Curriculum.

In Geography the children will develop their knowledge throughout the school of the world and how to locate places using globes, atlases, maps and plans. They will develop an understanding of place and be able to make comparisons. They will be taught and develop an understanding of geographical vocabulary.

In History the children in Key Stage 1 will develop their understanding of past and begin to relate events to the passing of time. They will develop their vocabulary of everyday historical terms. They will be able to make comparisons between their own lives and those of the past. They will learn about significant individuals in History who have contributed to national and international achievements.

In Key Stage 2 children will be given the opportunity to focus on key historical events and time periods ranging from the Stone Age through to the Viking era and that of the significant events in British and World history including a local history study.

They will have opportunities to take part in out of school educational visits which will support their Geography and History topics.

4.6 The Arts & Design and Technology

Although Literacy and Mathematics are at the very core of what we do at Bramcote C of E Primary School there are opportunities within the curriculum to develop pupils' artistic and creative skills.

The Art, Design Technology and Music curriculums provide children with a range of challenges and areas for creative development including drawing, painting, sketching, construction and also cooking and nutrition within Art and Design Technology; Music will incorporate such elements as composing, performing and appraising. The use of technology and embedding the Computing Curriculum across the subject range will be an integral part of what the pupils experience.

4.8 RELIGIOUS EDUCATION

As a distinctively Christian School we teach RE each week as a discrete lesson. We teach to the Nottinghamshire Agreed Syllabus.

The teaching of Christianity is the primary focus of our RE curriculum; however we do teach aspects of other world faiths and religions, enabling the children to develop their mutual respect and tolerance of those with different faiths and beliefs.

We use the project from the National Society called "Understanding Christianity". The key purpose of these materials is to support pupils in developing their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it

We also give the children the opportunity to develop an understanding of spiritual, social, emotional aspects of learning through a discrete session which is taught on Friday morning in every class each week.

4.9 PHYSICAL EDUCATION

The children are given two one hour sessions of high quality physical education each week, this enables us to teach and promote health and fitness of our pupils. Some of which is taught by our very experience and highly skilled sports coach. The children are given the opportunity to participate in competitive sports which enable them to succeed and excel.

We offer a range of after-school clubs which also promote team building and competition these include; football, tag rugby and netball. We also run a dance club which promotes physical activity.

The children in Year 2, 3 and 4 take part in swimming lessons during the spring term at Bramcote Leisure Centre. The children are taught by qualified swimming instructors who are provided by the Schools Swimming Team.

4.10 MFL

The National Curriculum gives a greater emphasis on the teaching of a Modern Foreign Language at Key Stage 2

Year 5 and 6 children are taught French for one hour per week by a member of the teaching team who is also a qualified languages teacher. She is able to develop the children's understanding of both spoken and written French through a range of materials.

The children are able to understand and communicate ideas, facts and feelings in speech and writing, focussing on familiar and routine matters e.g. at home, where they live, their age and numbers, directions, food and hobbies.

4.11 RSHE

RSHE is delivered through science, RE, PSHE, literacy activities, SSEAL time and 'circle time'. A planned and co-ordinated approach to each subject can provide an appropriate framework for RSHE to take place providing pupils with a consistent message.

RSHE is taught by classroom teachers, teaching assistants and if appropriate, outside agencies such as the school nurse and NSPCC will be used. A range of teaching methods include use of video, discussion, looking at case studies, drama and role-play. RSHE is usually delivered in mixed gender groups however; there may be occasions where single gender groups are more appropriate and relevant. RSHE should focus on the development of skills and attitudes not just the acquisition of knowledge.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- › More able pupils
- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds
- › Pupils with SEN
- › Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- such as school visits.
- meetings with the school council and talking with pupils.
- Meetings with subject leaders

Subject Leaders

- monitor the way their subject is taught throughout the school by: planning scrutinies, learning walks, book scrutinies, pupil interviews
- monitoring the way in which resources are stored and managed.
- Supporting other staff with CPD

This policy will be reviewed every year by the Headteacher and Strategic Development Committee, at every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives