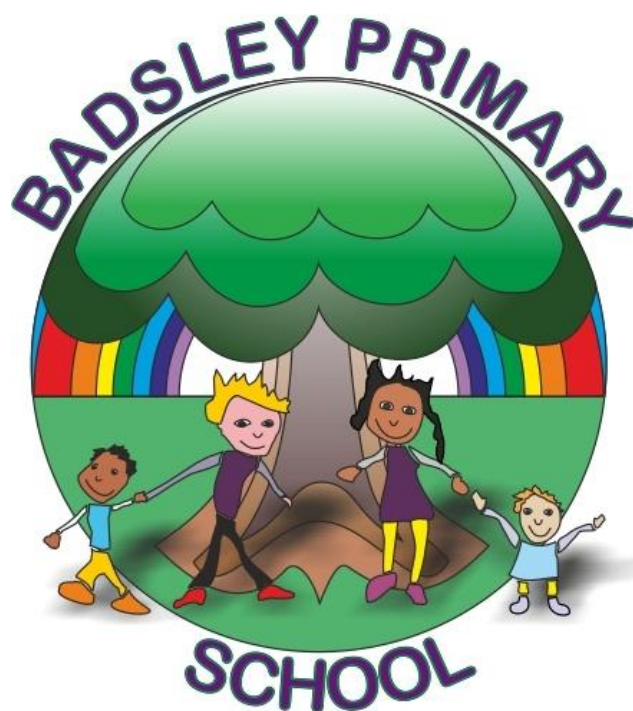


BADSLEY PRIMARY SCHOOL

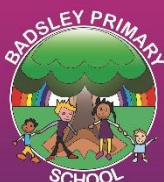


Curriculum Policy

| | | | |
|-----------------------|-----------------------|--------------------|----------------|
| Policy Date | September 2024 | Review Date | September 2026 |
| GB Responsible | Full GB | Written by | S. Hawkins |
| Approved | Autumn 1 meeting 2024 | Website | Yes |



Article(s)
Article 12 – Right to a voice
Article 28 – Right to an education
Article 29 – Goals of education
Article 31 – Leisure, play and culture



Growing Together; Aiming High

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1. Curriculum intent, aims and drivers

Curriculum intent

Our curriculum is broad, balanced and meets the requirements of the National Curriculum. It uses a conceptual approach and provides children with a range of rich and memorable learning experiences.

We are a school that lies at the heart of its local community. We aim to meet the needs of the community by providing opportunities – academic, social and sporting. We want the children to aim high, to learn without limits and we endeavour to support and inspire our children to achieve their aspirations. The school engenders a love of learning through its engaging, creative curriculum and welcoming approach. We share the belief that we are all Life Long Learners knowing that we are all constantly learning to learn. We put the needs of the children first, encouraging them to respect themselves and others. The children at Badsley are confident, empathetic and work with each other to support learning.

Our curriculum design prepares our children leave our school with our core values: firmly embedded ensuring they are confident learners prepared for the next step of their education.

Badsley Values:

At Badsley Primary School we value...



RESPONSIBILITY

We take responsibility for our choices and actions. We consider how we speak to others and take ownership for our learning.

COURAGE

We have the courage to have a go, take risks and do the right thing.

PRIDE

We take pride in ourselves, in our school and in being part of our school community.

ASPIRATION

We have the aspiration and ambition to succeed in whatever we put our mind to. We are not afraid to follow our dreams.

RESILIENCE

We have the resilience and determination we need to keep going even when we find something difficult.

RESPECT

We show our respect for each other by treating everyone with kindness and consideration and by valuing our differences.

HONESTY

We are honest, truthful and trustworthy in our words and actions.

Curriculum vision map

Our curriculum vision map is a separate document which lays out the ethos of our pedagogy, including Badsley Primary's Values.

Aims

- ▶ Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- ▶ Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- ▶ Support pupils' spiritual, moral, social and cultural development
- ▶ Promote a positive attitude towards learning
- ▶ Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- ▶ Equip pupils with the knowledge and cultural capital they need to succeed in life
- ▶ Engage children through interesting topics and hands-on activities.
- ▶ Make meaningful links between subjects.
- ▶ Make effective connections to the real world.
- ▶ Help children to think creatively and solve problems.
- ▶ Develop children's capacities to work independently and collaboratively.
- ▶ Enable children to make choices about their learning.
- ▶ Take account of children's interests and fascinations.
- ▶ Develop children's oracy with a focus on vocabulary acquisition and knowledge of words.

Our approach:

- ▶ Develops children to the best of their abilities
- ▶ Helps children to find their passions and interests
- ▶ Facilitates children's acquisition of knowledge, skills and understanding
- ▶ Helps children to develop intellectually, emotionally, socially, physically and morally
- ▶ Assists children in becoming independent, responsible, useful, confident and considerate members of the community
- ▶ Promotes a positive attitude towards learning, so children enjoy coming to school
- ▶ Helps children to acquire a solid basis for lifelong learning
- ▶ Creates and maintains an exciting and stimulating learning environment

- ▶ Ensures that each child's education is sequential and has continuity and progression to build on prior learning.
- ▶ Enables children to contribute positively within a culturally diverse society
- ▶ Provides opportunity for retrieval practice to support children's acquisition of knowledge and skills into their long-term memory.

Drivers

Our curriculum is built on our Key Drivers:

- **Oracy**
- **Aspiration**
- **Equality and Diversity**
- **Experience**
- **Curiosity and Discovery**

To ensure our curriculum offers enrichment, these drivers underpin everything we do in all areas of school life. These form the foundations of our curriculum and are threads throughout our teaching including the teaching of pupils' spiritual, moral, social and cultural (SMSC) development and the teaching of British Values.

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 Curriculum Strategic Lead

The Curriculum Strategic Lead will:

- ❖ Provide a strategic lead and direction for the curriculum.
- ❖ Support leaders and teachers to ensure teachers are maximising progress and raising attainment in all areas of the curriculum,
- ❖ Support and offer advice to subjects leaders with the planning and monitoring of their curriculum area.
- ❖ Monitor overall delivery of the curriculum to ensure it is supporting all children to make progress.
- ❖ Ensure high standards of teaching and learning through modelling.
- ❖ Seek out and offer CPD to subject leads and teachers to ensure best current practise and teaching strategies are being implemented effectively.

3.4 Subject Leads

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
- ❖ Monitor pupil progress in that subject area
- ❖ Provide efficient resource management for the school
- ❖ Ensure high standards of teaching and learning in their subject area through modelling.
- ❖ Seek out and offer CPD to ensure teachers are aware of best current practice and teaching strategies.

It is the role of the subject leader to keep up to date with their developments in their subject, at both national and local level. They review the way the subject is being taught in the school and plan for improvement. Each subject leader reviews the curriculum plans for their subject; ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Each subject has a curriculum team lead by a subject lead.

3.5 Other staff

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

4. Organisation and Planning

We use a conceptual approach to teaching our curriculum. Each subject has determined the key concepts that children will continually revisit throughout their learning journey with us. This is to ensure children are building on prior knowledge and strengthening their schema to embed learning into their long-term memory.

Each subject has been carefully structured to ensure there is clear progression of both substantial and disciplinary knowledge. This is to ensure children have a sound understanding and the relevant prior knowledge ready to approach more challenging and in-depth concepts as they move through the Badsley curriculum.

Each subject has a long-term plan which determines which topic will be studied throughout the different year groups.

Medium term planning is developed for each topic area across the year highlighting learning intentions or learning questions, key knowledge to be taught and key vocabulary children will be acquiring.

From this, teachers can produce short term plans – through PowerPoints or smartboards – to ensure coverage and opportunities for retrieval of key facts from previous learning and activating prior learning ready for the lesson ahead.

Resources to support curriculum delivery

| Subject | Resource |
|-----------|---------------------------------|
| Science | ARK curriculum+ |
| History | ARK curriculum+ |
| Geography | ARK curriculum+ |
| Art | Badsley Scheme |
| DT | DT Association |
| PSHE | Jigsaw |
| RE | Rotherham SACRE agreed syllabus |
| Computing | Purple Mash |
| Spanish | Language Angels |
| PE | Get Set 4 PE |
| Music | Charanga |

EYFS

EYFS provide the building blocks and foundations ready for children to embark on the National Curriculum when they begin Key Stage 1.

See our EYFS policy for more information on how our early years curriculum is delivered.

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 SEND
- 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 SEND policy.

6. Monitoring Arrangements

The headteacher, together with the Curriculum Strategic Lead and individual subject leaders monitor the curriculum to ensure it meets the needs of our pupils.

We monitor the curriculum using a variety of methods including:

- Pupil voice
- Staff voice
- Learning walks
- Lesson observations
- Book scrutinies
- Data analysis

This policy will be reviewed as stated on the front of the policy by the Curriculum Strategic Lead in consultation with the Headteacher and Senior Leadership Team. 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
- Teaching and learning policy
- Individual subject policies