



## **Baines' Endowed Church of England Primary Academy**

### **Curriculum Policy**

At Baines' Endowed Church of England Primary Academy, we aim to develop self-belief and self-confidence in all our pupils and staff, through our mission that:

*"With God, nothing is impossible" Luke 1:37*

To support our pupils, staff, parents and governors in their quest to achieve the 'impossible', we will teach, guide and nurture our community in the following twelve values:

generosity	compassion	courage	forgiveness
friendship	respect	thankfulness	trust
perseverance	justice	service	truthfulness

At Baines' Endowed, we believe that by valuing all God's children and teaching them to learn, develop and grow in the Gospel values, we will allow them the opportunity to believe that, with the help and love of God the Father, God the Son and God the Holy Spirit, they can achieve what they aim to achieve.

### **Intent**

At Baines' Endowed Church of England Primary Academy, we believe that the basic principle of an effective curriculum is that learning makes a change to long term memory. Our intent is that our school curriculum facilitates, supports and delivers the opportunity for our pupils to improve their knowledge and skills and that these 'stick' with them, to enable them to build on this knowledge each academic year.

**Baines' Endowed delivers a broad and balanced curriculum**, based on the National Curriculum, but personalised for our pupils, so that they are able to develop cultural capital in order to have "the knowledge that children need to be effective citizens". The curriculum focuses on the development of local, national and global substantive knowledge, along with the disciplinary knowledge that is required to succeed in society.

**Disciplinary Knowledge** refers to the knowledge of **how** to perform a specific skill or task. It is automatic.

- Reciting numbers to 10 and times tables
- Throwing and catching
- Using tools, such as scissors
- Writing skills
- Scientific skills required to plan a fair and carry out a fair test

**Substantive Knowledge** involves knowing that, for example, London is the capital of England, Zebras are animals and what the term 'Civilisation' means. Recalling information from long term memory involves some degree of conscious effort – information is consciously brought to mind. **It is the who, what, where, when and why of learning.**

Examples in our curriculum:

- What does 'Empire' mean in both curriculum context: Roman Empire, British Empire?
- When was the Stone Age?
- Where are London, Scotland, Wales and Northern Ireland on a map?

**Our Curriculum is well planned and sequenced**, it contains the right knowledge in the right order, providing pupils with the building blocks of what they need to know and be able to do to succeed in each subject.

**Our Curriculum is inclusive.** At Baines', adjustments are made to the learning environment, to allow all of our pupils the opportunity to learn and succeed. In all subjects high expectations are set for all pupils, regardless of whether they are working at age-related expectations, or on their own individual targets. Our curriculum recognises that all pupils have strengths, as well as areas for development; and preferences for learning. All our pupils will experience a curriculum with breadth, however children may not all access an identical curriculum. Learning in all subject areas builds on the substantive and disciplinary knowledge the pupils have already secured. Our curriculum considers the fact that, for our children, it is important that they are exposed to experiences which they may not encounter outside of their school experience.

**The Baines' Endowed Curriculum has a coherently planned assessment sequence** to measure the curricular impact in the outcomes achieved by children. Children should be building a body of knowledge that they are able to commit to long-term memory, draw from and build on. The assessment structure in place at Baines' enables children's learning to be monitored at defined points throughout the school year. In the core subjects summative assessment takes place termly and in foundation subjects bi-annually. Assessment for Learning takes place daily.

## **Implementation**

### **Implementing a broad, ambitious and inclusive curriculum**

From entry into school in EYFS, all children experience Mathematics, English, Science, History, Music, Computing, Geography, PSHE, RE, Art, Design Technology and PE. In KS2 French is taught. This breadth of study allows all children to develop their interests further and learn brand new knowledge and skills.

At Baines' Endowed, high quality activities are planned and delivered to increase cultural capital. At Baines', these are implemented in the following ways;

- **School trips, visitors and experiences:** These visits may be a unique outdoor adventure activity, trip to the theatre, farm or beach. Where relevant, these experiences are driven by our curriculum, or by our children's needs; some are heavily subsidised.
- **Wider opportunities:** Music lessons, choir and a wide variety of before and after school clubs are offered to all pupils.
- **Reading:** the curriculum consciously aims to develop reading, phonic knowledge and vocabulary at an early age and continues to expose our children to a wide range of genres, to encourage a love of reading for life.
- **Our Christian distinctiveness** informs all aspects of school life, especially our relationships. Our Missions Statement, Values, Worship, R.E. teaching and Christian ethos provides our children with rich spiritual and moral guidance.

### **The School Day at Baines' Endowed**

Daily learning is **timetabled** to maximise teaching and learning time with the children. In EYFS daily Maths and English lessons take place and phonics sessions are taught daily according to the SSP, continuous provision is accessed throughout the day. In Key Stage 1, phonics is also taught daily in accordance with our SSP; children in Key Stage 2 continue to learn phonics if and when appropriate.

In both Key Stage 1 and 2, each morning's session is planned to deliver the English and Mathematics curriculum. The afternoon sessions focus on Science, R.E and the foundation curriculum.

**Knowledge organisers** are used in Science, Geography and History to ensure prior key learning is highlighted to the learner, ensuring that **key vocabulary** and **stem sentences** are used to develop the pupils knowledge in that subject area.

## **An Inclusive Curriculum**

Lessons are planned to facilitate learning activities that allow pupils to meet the intended learning outcomes of the lesson. This may mean pupils demonstrate their understanding in very different ways depending on their strengths and abilities. For example, one pupil may produce a written outcome, another may produce a typed outcome, whilst another may produce a drawn outcome annotated by an adult with the child's voice. Differentiation, in its many forms, is a key feature in all our lessons. In some cases it is necessary to provide a more bespoke, individualised curriculum. For SEND pupils, for example, learning is planned, based on current assessment information about the child, as well as taking into account the recommendations of parents, the SENCO and other professionals involved with the pupil.

Termly Pupil Progress meetings identify pupils who require further support through intervention to help secure skills and knowledge. SEND pupils are placed on a register and those who have an EHCP are supported to achieve their individual targets.

**Assessment** is threaded through everyday practice at Baines'. 'In the moment' assessment of understanding, or indeed misunderstanding, is fundamental to our teaching model. It informs future teaching, identifies starting points and exposes gaps in **substantive** and **disciplinary** knowledge.

Children's **substantive** and **disciplinary** knowledge in all areas of learning is assessed. In all subjects, formative assessment is ongoing and dynamic. Summative assessment takes place as detailed in our Assessment Policy.

Children are taught to 'self assess' their learning against given criteria, to encourage independent, motivated learners and to check that knowledge is embedded and can be used fluently.

Feedback is a crucial aspect of assessment (See Feedback Policy). After every lesson an assessment for learning sheet is completed.

Assessment has a key place in our curriculum implementation and it is understood by all staff, that it must be purposeful, timely and manageable.

## **Strong Subject Leadership**

In order to deliver our curriculum to the highest standard, all Subject Leaders receive regular up-to-date training. They each work closely with the Curriculum Lead and the Senior Management Team to monitor their subject across our Academy.

## **Impact**

In order to measure the impact of our curriculum at Baines', the following qualitative and quantitative information is gathered:

- Pupils substantive and disciplinary knowledge across the curriculum
- Results of national tests
- Results of internal tests
- Pupil's progress from starting points
- Daily assessment for learning
- Pupils' work in books
- Pupil voice via pupil interviews
- Comparison with national statistics and benchmarking against similar schools
- Learning Walks of teaching and learning

## **Review**

This policy will be reviewed regularly by the Curriculum Lead.

*Signed ..... Date ..... Curriculum Lead*

*Signed ..... Date ..... Chair of Governors*

Policy Date; February 2023

Next review: February 2026