



CURRICULUM POLICY

St Peter's is a warm, caring and inclusive school where everyone feels valued and can grow in confidence and faith. In this supportive community, children are encouraged to develop enquiring minds, a lifelong love of learning and a respect for other people and cultures. We are led by our core Christian values of Community, Compassion, Truth, Trust, Friendship and Endurance in everything we do, learn and say.

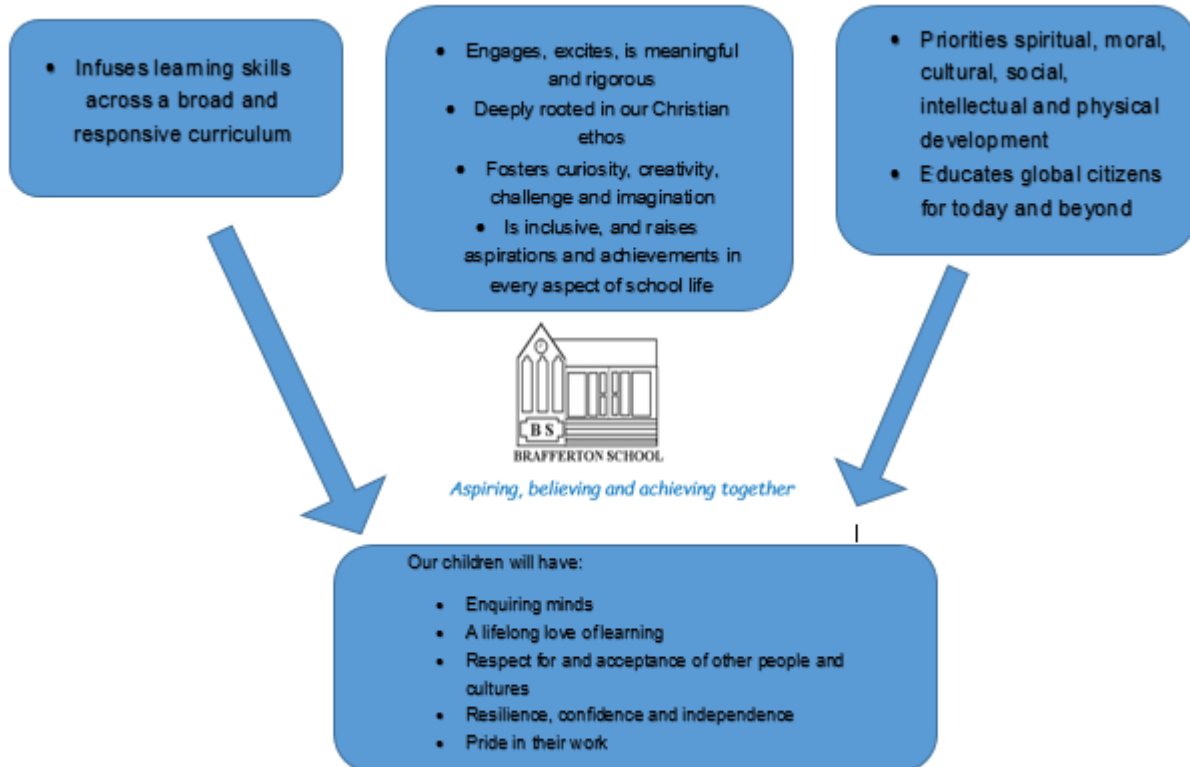
Be sympathetic, love one another, be compassionate and humble

1 Peter 3:8

Definition

At St Peter's Brafferton, the curriculum, firmly underpins our Christian vision and values from which a culture and ethos is generated that supports the spiritual development of all involved in the **school** community. The school is committed to ensuring that the curriculum is broad and balanced, in order that the needs of all children are provided for, whatever their gifts and talents.

St Peter's Brafferton CE VA Primary School 'Curriculum Intent' is led by our Christian Vision:



Scope

This policy applies to all the members of the teaching team and all pupils who are learning at our school.

Aims

- We aim to make provision for academic achievement and spiritual, social, moral, cultural, physical and creative development of all pupils.
- In the daily living out of our Christian faith, we aim to ensure that religious education and spiritual development will permeate every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum.
- Our curriculum is rooted in a belief in our saviour Jesus Christ, based on the truth of the Bible, and lived out in the daily life of the school, the children are supported, through the curriculum, to grow in faith and deepen their relationships with God and each other.
- We believe our curriculum should also prepare our children for a lifetime of learning 60 years into the future - with careers that don't yet exist and technologies we cannot imagine.
- Our pupils will develop the skills required to learn continuously throughout their lifetime
- All pupils develop a love of learning and a thirst for knowledge. This is the central aim of our curriculum.
- We will support all pupils to achieve their best, irrespective of their background or prior achievement.
- All pupils will enjoy learning, feel successful in their learning and with the promotion of high self-esteem
- All pupils will become creative, independent learners
- All pupils will be given significant time to learn new skills and have time to practise those skills
- All pupils will have the flexibility to decide how best to learn in different situations
- All pupils will be given the opportunity to decide upon the final outcome of their learning
- All pupils will be supported to set own targets for learning
- All pupils will know what their strengths are and which areas they need to develop
- All pupils will become successful lifelong learners who are able to reach their full potential
- All pupils will be able to evaluate and assess their own learning
- All pupils will develop their critical thinking
- All pupils will understand and value the importance of truth, fairness, right and wrong
- All pupils will nurture positive relationships promoting working co-operatively with one another
- All pupils will explore their spiritual, moral, cultural, mental and physical development
- All pupils will challenge themselves and engage themselves in deeper learning

Ethos

St Peter's Brafferton CE (VA) Primary School is committed to putting our Christian vision into action and creating an inclusive culture where all adults working and all pupils learning in school feel valued safe. This policy is intended to outline the ways in which we can support all pupils learning in providing for them a full courageous and broad based curriculum so that everyone of our pupils achieve to their full potential and

the best possible educational outcomes. This policy incorporates the aims and values of our school vision, which is rooted in our belief that every child is unique and that this is reflected in the desire, commitment, and aspirations of our school staff to meet the needs of all of our pupils.

**Our Christian values which support this policy, and our ethos are:
Community , Compassion, Truth , Trust , Friendship , Endurance**

Principles

1. **INCLUSION**

- We will set high expectations for every pupil. We will plan stretching work for pupils whose attainment is significantly above the expected standard.
- We have an obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- We will use appropriate assessment to set targets which are deliberately ambitious but achievable.
- Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils.
- We will take account of our duties not only under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment but also we are informed and guided by our strong Christian faith and values.
- Lessons will be planned to ensure that there are no barriers to every pupil achieving, using quality first teaching and additional assistance when and when needed.
- With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. We will plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work and will be addressed through their SEND Support Plans and meetings with the SENDCo, in partnership with parents and regularly reviewed, at least termly.
- We will also take account of the needs of pupils whose first language is not English.
- Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.
- We will plan teaching opportunities to help pupils develop their English with those pupils that have English as an additional language.

2. **INDEPENDENCE, CONFIDENCE AND RESILIENCE**

We believe that our children should be resilient, confident and independent learners. The key skills and personal attributes that they require come under six headings:

1. Confident Readers
2. Numeracy
3. Effective Communicator
4. Creativity
5. Social Skills
6. Thinking Skills

Confident Readers

- Phonics is taught in KS1 everyday – 30 mins as a separate session from Literacy (also separate from Guided Reading) until all children have a firm knowledge. Once children in Y2 have completed all phases they will be taught grammar on a daily basis alongside the No Nonsense Spelling Programme.
- KS2 Grammar lessons to be taught everyday using Grammar for Writing as a basis alongside Ed Shed Spelling Programme.
- Promote and support a love of reading
- Opportunities to choose their own books using the school library and change them when they have been read.
- Engage in shared/whole class reading every day.
- Take part in Guided Reading every week including comprehension questions.
- Use a working wall and displays to promote and demonstrate a range of literature for all pupils to see and use.

Numeracy

- We will inspire pupils to build confidence in Mental Maths and timetables through providing daily teaching and opportunities to practice....
- We will encourage pupils to verbalise the methods and strategies they are using and talk confidently about the operations they are carrying out. Open –ended problem solving to be part of the daily lesson to develop investigative, reasoning and logical skills.
- Use a working wall to demonstrate strategies and show the more able the next step in their learning.
- Opportunities to use maths in the real world including the outdoor environment.
- When appropriate, children should have access to equipment and this should be interactive.
- Children should be able to verbalise the methods and strategies that they are using.

Effective Communicators

- Y1-6 – Extended, assessed or cross curricular writing at least every fortnight.
- EYFS – the Big Talk and extended, assessed or cross curricular writing in the spring and summer term.
- Take part in Guided Writing on a weekly basis.
- An opportunity to edit pieces of writing with a partner or as an individual.
- To write for different purposes and audiences in a range of formats.
- Handwriting linked to Ed Shed Spelling Programme.
- To access speaking and listening through a range of different settings
- To communicate in different situations and to understand the process of presentation.

Creativity

- Key skills to be taught to enable children to have the confidence to explore with different media and in a range of situations.

- Support pupils with different learning styles with the use of interactive and creative approaches that will engage children in their learning and create a culture where everyone's ideas are accepted, respected and developed.
- Children to have the opportunity to regularly engage in outdoor learning.
- Open ended, challenging and practical tasks.

Social Skills

- To respect the opinion and feelings of others.
- To work as a team and be able to share with and support each other.
- To help others.
- To always use their manners.
- Opportunity for all children to be able to share their work and celebrate their success.

Thinking Skills

- To encourage and develop independent thinking
- To 'have a go' and not fear failure.
- To develop questioning and answering skills.
- To retain and build on previous knowledge.

3. THE CLASSROOM

The environment our children work in should support and inspire their learning. We will ensure this happens by:

- Each classroom having learning support displays e.g. number line / alphabet / word walls / wonder? walls / topic information etc. (Appropriate to the abilities of the children).
- Each classroom being 'text-rich', including a book / reading area, books which link to themes being covered, displays which include text etc.
- Displays which are full of the children's own work so that they can be proud of their achievements and share their learning. Every child should be able to point proudly to a piece of work on the wall which is theirs.
- Resources which are easily accessible to all.

4. THE OUTDOOR SPACES

We are surrounded by an incredibly rich outdoor environment. We will ensure that we make the most of it by:

- Each class having at least two outdoor learning experience every week (over and above P.E.). We need to think of the outdoor space as a classroom and a source of inspiration.
- Links being forged with people in the local area who can help the children to appreciate where they live.
- Teachers to plan elements of their lesson outdoors e.g. mental maths starters.
- Plan trips out to support and enhance the topic they are teaching.

The Areas of Learning

Our curriculum is based on the National Curriculum 2014, and contains the following areas of learning:

CORE SUBJECTS

English:

- Spoken Language,
- Reading (word reading & comprehension),
- Writing (transcription, handwriting, composition, vocabulary, grammar & punctuation)

Mathematics:

- Number (number & place value, addition & subtraction, multiplication & division, fractions, decimals &
- percentages),
- Ratio & Proportion
- Algebra
- Measurement
- Geometry (properties of shapes, position & direction)
- Statistics

Science:

- Working Scientifically
- Living things & their habitats, Seasonal Changes
- Plants & Animals (including humans)
- Properties & changes of materials & their uses, States of matter, Rocks
- Light, Sound
- Forces & Magnets, Electricity
- Earth & Space
- Evolution & Inheritance

RE:

- Understanding Christianity RE
- Creative
- Challenging
- Big ideas and the Big Story
- Religious literacy and thinking theologically and engaging in theological enquiry
- 5 major religions covered

FOUNDATION SUBJECTS

Art and design:

Master a range of materials & techniques and study artists, architects & designers.

Computing:

Information Technology, Digital Literacy, Computer Science

Design and technology

Design, Make, Evaluate, Technical Knowledge, Cooking & Nutrition

Foreign Languages:

Listen & Understand, Speak, Read, Write, Grammar

Geography:

Location Knowledge, Place Knowledge, Human & Physical Geography, Fieldwork

History:

Changes, significant events, significant individuals, Local History, British History

Music:

Sing, Play, Listen, Improvise & Compose, Musical Notation, History of Music

Physical education:

Master movement, team games, dance, competition, adventurous activity.

Personal, Social and Health Education

Me and my relationships, keeping myself safe, my healthy lifestyle, me and my future and becoming an active citizen.

Curriculum Information:

- In Literacy and Numeracy the equivalent of teaching 60/50 mins respectively daily. 5 lessons minimum of Literacy and Numeracy are taught every week.
- RE – at least 1 hour a week this should be done as one block. RE should be given priority in the afternoon planning. In KS2 up to 1.5 hours per week.
- Whole School Collective Worship – every day – 20mins minimum with all elements of worship in it.
- PE – 2 hours per week for all classes.
- PSHE/Global Education timetabled for 30 mins per week
- ICT – discreet ICT lessons and also continuous links across all subjects
- Science – equivalent of 2 hours per week for KS2 – one full afternoon in your planning and not split into two 1 hour sessions and 90mins for KS1
- DT/Art – enhance the curriculum drivers (science, history or geography)
- MFL –all KS2 should be 30 mins per week

Extra Curricular Learning

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, including our Church, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Peripatetic Music Lessons
- Visits
- Residential Visits
- Forest Schools
- Themed Curriculum Days
- Links with high schools
- Visitors from other faiths and use of local faith centres.

Enrichment support will be offered to our most able pupils in the form of extension groups for English and maths and special days set-aside for science art music and various sports activities. Local high schools also provide extra and additional support with regard to PE and sport. Citizenship is both planned and spontaneous and is included as part of the PSHE and RE curriculum.

Role of the Head Teacher

- Ensures that the curriculum is broad, structured and courageous and is underpinned by our Christian vision and values and is accessible to all pupils
- Establishes and monitors and evaluates effective curriculum leadership
- Ensures that there are reliable and researched based approaches to assessing, tracking and monitoring pupils knowledge and skills and learning.
- Holds ambitious and high expectations for all staff and pupils in teaching and learning the curriculum.

Role of curriculum/subject Leaders

- It is the role of each subject leader and the curriculum leader to keep up to date with developments in their subject, at both national and local level.
- They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives.
- 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.
- The subject leader also keeps a portfolio of children's work/a set of children's work books, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.
- Provide a strategic lead and direction for the subject.
- Support and offer advice to colleagues on issues related to the subject.
- Support staff development and improve the quality of teaching and learning over time.
- Monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny.
- Monitor and evaluate teacher's planning and teaching.
- Keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update.
- Liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects.
- Provide efficient resource management for the subject.
- Contribute their Knowledge and skills in the long term plans for curriculum development.
- Engage with subject associations and disseminate information to staff as 'mini' CPD.

The curriculum leader, has responsibility for the day to day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum. Their role is to

share good practice and ensure that fun, laughter and hard work underpin Burley Oaks' curriculum development.

Role of the Teachers

The teachers and other adults who work with the children are pivotal in ensuring that all pupils access and broad and well balance curriculum and ensures that through this curriculum, each pupil achieves to their potential. They will do this by:

1. Learning alongside children, asking "Wow! Why do you think that happened? Let's find out!" and encourage all pupils to be curious learners.
2. Use of 'I wonder' questions in topic/RE teaching and planning to help encourage children to research/investigate.
3. Instilling confidence by creating an ethos where mistakes are not just tolerated, but an important step in the learning process.
4. Encouraging children to aim high and challenge themselves.
5. Preparing differentiated learning experiences which meet the children where they are and lead them on to the next step in their learning journey.
6. Being flexible to respond to the interests of the children, significant events or commemorations, and the curiosities and questions that the passing of the year brings.
7. Have high expectations for all pupils

Role of the Governing Body including Link Governors

- The Governing Body is responsible for monitoring the way the school curriculum is implemented.
- The Governing Body will review curriculum development via: the curriculum leader's reports, reports from subject leaders, link governors monitoring reports, pupil voice, parental engagement and the Headteacher's reports.

Impact

- Children being fascinated by what they have seen, heard, smelled, tasted and felt.
- Children being keen to show us what they have done and who are proud of their achievements through regular Headteacher awards, house points and other reward processes at St Peters Brafferton
- Children learning independently – not abandoned, but rather where they are so intrigued by their discoveries that they begin to ask their own questions being curious learners - taking their learning down a personal pathway.
- Children talking about their learning; sharing ideas and forming their own opinions and theories.
- Children display the attributes of curious learners and challenges are set at the start of each lesson to engage them and allow them to journey through the lesson individually

Reviewed/monitored by: Full Governing Body

Date adopted: March 2021

Next review: March 2023
Review Cycle: Every 2 years