

# Curriculum in Practice

2016-17



**Braunstone Community**  
Primary School

Dreams and possibilities are endless



## Our Vision

**Through positive aspirations and energy from all within our community, we want to:**

- develop independent, happy learners who are challenged to take their place on a global level
- ensure every child and adult believes in themselves
- be inspired to succeed
- be the best that we can be
- be proud of individual achievements
- work together in a supportive and safe environment
- be confident when taking risks
- be equipped with the skills that are needed to flourish well into adulthood
- raise the understanding of what every child needs on an academic, social, personal and emotional level
- develop strong partnerships with our parents and community
- ensure everyone is valued regardless of their differences and similarities.

## Curriculum Statement

The curriculum will lead to **successful learners** with:

- ✓ Enthusiasm and motivation for learning
- ✓ Determination to reach high standards of achievement
- ✓ Openness to new thinking and ideas

**And able to:**

- Use literacy, communication and numeracy skills
- Use technology for learning
- Think creatively and independently
- Learn independently and as part of a group
- Make reasoned evaluations
- Link and apply new kinds of learning in new situations

The curriculum will lead to **confident individuals** with:

- ✓ Self-respect
- ✓ A sense of physical, mental and emotional well being
- ✓ Secure values and beliefs
- ✓ Ambition

**And able to:**

- Relate to others and manage themselves
- Pursue a healthy and active lifestyle
- Be self-aware
- Develop and communicate their own beliefs of the world
- Live as independently as they can
- Assess risks and make informed decisions
- Achieve success in different areas of activity

The curriculum will lead to **responsible citizens** with:

- ✓ Respect for others
- ✓ Commitment to participate responsibly in political, economic, social and cultural life

**And be able to:**

- Develop knowledge and understanding of the world and our country's place in it
- Understand different beliefs and cultures
- Make informed choices and decisions
- Evaluate environmental, scientific and technological issues; develop informed ethical views of complex issues

The curriculum will lead to **effective contributors** with:

- ✓ An enterprising attitude
- ✓ Resilience
- ✓ Self-reliance

**And be able to:**

- Communicate in different ways and in different settings
- Work in partnership and in teams
- Take the initiative and lead
- Apply critical thinking in new contexts
- Create and develop
- Solve problems

## Aim

We want pupils to develop a positive attitude to life and learning, with a will to solve problems, the resilience to do so and the ability to work well with others. We want all our pupils to approach the process of learning with confidence and independence, gaining a broad knowledge of all subject areas.

The school curriculum is based on the National Curriculum (2014) and the Early Years Foundation Stage Framework and is designed to encourage enquiry, confidence, independence and good communication skills.

By the time they leave Braunstone Community Primary School our pupils will be able to read, write, speak and listen effectively. They will be able to ask questions with an enquiring mind and solve mathematical and scientific problems. We expect our pupils to understand the difference between right and wrong, to appreciate other cultures and traditions and to respect others. We expect them to be able to express themselves imaginatively, in creative ways through Computing, Art & Design, Music, PE, Dance and Drama.

We have PSHE at the heart of our curriculum and believe pupils need to develop high-esteem and the ability to think well in order to achieve in all other areas of the curriculum.

English, Mathematics, Science and Computing are the core subject areas. We believe in delivering a broad and balanced curriculum, encompassing creative elements such as Art, DT, Music, History and Geography through our thematic based curriculum using our 'end product' approach to lead the learning. Links between curriculum subjects are made when and where appropriate to make learning more meaningful. More information is available on our Curriculum Maps.

Our PE curriculum provides opportunities for the children to develop their physical skills in a range of Dance, Gymnastics and Games lessons. This is further enhanced by many after-school sports clubs.

RE is taught according to the Leicester Agreed Syllabus and where optional modules are suggested, they reflect the religious backgrounds of the children.

We encourage pupils to be reflective learners, to review aspects of their own learning and to be actively involved in planning next steps or learning opportunities.

The delivery of the school curriculum is inclusive for all learners, with extra support or resources provided as appropriate.

### Thematic curriculum

The curriculum is based on subject programmes of study which cover the **knowledge** (the facts and information children might learn), the **skills** (those practical abilities children need to be able to do) and the **understandings** (the deeper awareness of key concepts which develops over time).

There are subject objectives for English, Maths, Science, Computing, History, Geography, Music, Physical Education, Art, Design & Technology, Religious Education and Languages (at KS2)- all of which are carefully mapped to the new 2014 National Curriculum.

At BCPS, all children have access to a carefully planned, exciting, relevant and connected curriculum, which promotes a positive attitude to learning. They are encouraged to develop as individual and group thinkers and learners, taking responsibility for their own lives.

Children have the opportunity to direct their own learning and be involved in 'real life' enterprise activities.

The school has decided to follow a thematic curriculum which will help the children develop a global awareness. This is also being linked to the school's move toward the UNICEF Rights and Respecting School which recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of our school's planning, policies, practice and ethos. Through the IPC and RRS initiative we intend to not only teach children about their rights but also model rights and respect in all its relationships across the school.

## Management of the Curriculum

### Time Allocations:

The way time is allocated will depend on our analysis of pupils' needs and also on the aims and priorities of the school. The school will take into account national and local initiatives to raise the standards of attainment and to strengthen learning and teaching.

The time allocated to a subject will result from discussions between governors, the Head Teacher and teaching staff, taking account of priorities identified by the school. Time allocated to subjects is likely to vary slightly between year groups in the school. In addition, there may be separate time allocations for individual children or groups of children, in order to help them to meet their particular learning needs.

## Curriculum Planning

Long Term and Medium – Topic grids which indicate which topics are being taught in each term or half term.

Year groups/class teachers plan blocks of work to be covered in each subject area over a half term. For the foundation subjects, this is based on curriculum overviews which are adapted to meet the needs of their year group/class and/or individual pupils.

Short term plans – Class teachers plan work to be covered over a weekly period. Evaluative comments are written on medium and short term plans to inform future planning and/or next lessons by both the teacher and support staff.

Curriculum team/subject leaders will monitor planning to ensure a broad coverage of skills and knowledge is being taught across the school so that end of year expectations are being met. This will be done through regular monitoring, including work and planning scrutinies.

The Head Teacher, Deputy Head, Assistant Heads and, on occasions, Subject leaders and/or curriculum teams complete lesson observations to monitor delivery and learning outcomes.

Governors will work alongside their leadership team 'buddy' so that they have a clear understanding of their subject area. The relevant committee will monitor school policies and presents them for ratification to the Governing body.

The Early Years Foundation Stage policy outlines planning for the Reception and Nursery classes.

The school curriculum statement is under-pinned by policies for specific areas.

## Monitoring of the Curriculum

The Strategic Leadership Team (i.e. the Headteacher, Deputy Head and Assistant Headteachers) will observe teaching across the school and complete learning walks to monitor delivery.

Phase leaders and Curriculum Teams /subject leaders will monitor planning and books.

Governors will monitor through meetings with their 'buddy', discussions with class teachers, pupils and subject leaders.

## Evaluation of the Curriculum

The Head Teacher and teaching staff share evaluations of curriculum areas/subjects during staff meetings. Phase leaders share evaluations of teaching and learning across their team during phase meetings. Governors share evaluations during Governing Body meetings.

If evaluation results in issues being raised these are reviewed and then acted upon.

This statement was drawn up after consultation between the school and governors.