

Curriculum Policy

2017-18



Braunstone Community
Primary School

Dreams and possibilities are endless



Our Vision

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

- respect and value each other's views and opinions welcoming all voices to be heard respecting everyone's rights [Article 12 and 13](#)
- develop independent, happy learners who are challenged to take their place on a global level [Article 28 and 29](#)
- ensure every child and adult believes in themselves [Article 1, 2, 3 and 5](#)
- be inspired to succeed [Article 29](#)
- be the best that we can be [Article 28 and 29](#)
- be proud of individual achievements [Article 12](#)
- work together in a supportive and safe environment [Article 3](#)
- be confident when taking risks [Article 29](#)
- be equipped with the skills that are needed to flourish well into adulthood [Article 28 and 29](#)
- raise the understanding of what every child needs on an academic, social, personal and emotional level [Article 1, 2, 3 and 31](#)
- develop strong partnerships with our parents and community [Article 4 and 5](#)
- ensure everyone is valued regardless of their differences and similarities. [Article 1 - 43](#)

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

Values:

At Braunstone Community Primary School, we value the uniqueness of each child. Our curriculum promotes respect for their views and for people of all creeds and cultures. We value the spiritual and moral development and the intellectual and physical growth of each child.

As a UNICEF Respecting Rights school, we value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all children and adults in our school and Trust.

We value our environment and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through topic letters, homework and curriculum workshops, and are positively encouraged to become involved.

Our values strongly reflect British Values of democracy, the rule of law, individual liberty and respect and tolerance for those of other faiths and beliefs.

Aims and Objectives:

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 pupils leave Braunstone Community Primary School, they 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 also aim:

- To ensure that all children, regardless of starting point and barriers, achieve their potential
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for successful lifelong learning
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- To enable children to gain the skills and attributes of motivated, resilient and independent learners and to apply their knowledge and understanding to real life situations
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To encourage children to ask questions and assess risks

- To enable children to develop their intellect including their emotional development and the development of positive character traits
- To encourage children to be passionate about what they believe in and to develop their own thinking
- To enable children to gain age appropriate skills and knowledge in English, Mathematics, Science and Information Technology (IT) / Computing
- To enable children to be creative through art, dance, music, drama and design technology
- To enable children to grow up as healthy individuals who enjoy exercise and appreciate the importance of a healthy lifestyle
- To enable children to learn about their developing world, including how their environment and society has changed over time
- To give every child the opportunity to learn to play a musical instrument
- To enable children to learn about and gain respect for other cultures
- To provide the opportunity for every child to learn the basics of a foreign language
- To encourage children to develop their own personal interests
- To enable children to understand Britain's cultural heritage and traditional British values
- To enable children to become effective citizens in British society and to understand ways in which they can make a positive impact in their community
- To fulfil the recommendations of the National Curriculum and the Leicester City Agreed Syllabus for Religious Education

Curriculum

At BCPS, we have created a broad and balanced curriculum specific to the needs of our children.

We have PSHE at the heart of our curriculum and believe pupils need to develop high-esteem and the ability to think well to achieve in all other areas of the curriculum. We promote our UNICEF Respecting Rights through openness and honesty from everyone. We respect and value each other's views and opinions welcoming all voices to be heard. [Article 12 and 13](#). Where these views may differ, we work together to resolve differences calmly and constructively.

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, games lessons and swimming. This is further enhanced by many after-school sports clubs with additional support from Leicester City Football Club.

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

In the Foundation Stage, Key Stage 1 and at Key Stage 2 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas. Each topic may have specific subject foci and may not cover all subjects. Over the three terms of the academic year each child has the opportunity to experience the full range of National Curriculum subjects.

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 follows a thematic curriculum which will help the children develop a global awareness. This is also being linked to the school's move toward the Level 1 and 2 of UNICEF Rights and Respecting Awards as we already have the Recognition of Achievement Award. Staff and pupils at BCPS recognise the United Nations Convention on the Rights of the Child (CRC) as this is at the heart of our school's behaviour, planning, policies, practice and ethos. Our Respecting Rights Ambassadors and pupils are not only taught about their rights but also model these rights across the school.

Management of the Curriculum

Time Allocations:

The way time is allocated will depend on our analysis of pupils' needs and 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, to help them to meet their particular learning needs.

Curriculum Planning

Long-term and Medium-term Planning. Topic grids 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 Planning. 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 Head 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 is under-pinned by policies for specific areas.

Children with Special Needs

If a child has a special educational need, we will do our best to meet their individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher liaises with our Inclusion Manager to assess their needs and to set up an individualised provision. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the usual class organisation. If a child's need is more severe, we consider the child for referral to receive an individualised Education Health Care Plan, and we involve the appropriate external agencies when making this assessment. We provide additional resources and support for children with special needs.

Early Years Foundation Stage

Our EYFS curriculum meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the six areas of learning: personal, social and emotional development; communication – language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

We fully support the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Foundation class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in each area.

On entry to foundation stage, class teachers begin to assess their current level of development of each child in order to inform future planning. A formal, individual baseline assessment, using materials supplied through NFER is completed within the first month of each child starting school.

We believe the support of families is essential if teachers are to make outstanding progress. We strive to build positive links with parents and carers of each child by having a carefully planned induction process. This relationship with families is nurtured throughout their time in Foundation Stage and onto KS1.

Key Skills

The following skills have been designated as 'key skills' in the National Curriculum:

- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance
- Problem-solving
- Analytical reasoning

At BCPS, we strive to develop these skills across the curriculum.

Extra-Curricular Activities

We provide extra-curricular activities to expand and meet the interest of our children. Opportunities for participation for all children should be explored. We provide a diverse range of activities such as computer programming, stocks and shares, netball, basketball, football, dance, cooking, arts and crafts, homework support and much more. We also believe in learning for later life with having strong links with DeMontfort University who come in to support our children both inside school hours and outside. We have also set up links for BCPS University where every extra-curricular earns 'hours' which hopefully will lead to our children 'graduating' at the end of the year complete with mortar board and gown at DeMontfort University.

Pupil Voice

At BCPS, we have a school council which encourages children to elect representatives to provide opportunities for pupil voice to be heard within our school. Our council are also UNICEF Rights Respecting Ambassadors of the school.

The Trust organises and operates a children's parliament that is made up of representatives from each school. Schools each select three Members of Discovery Parliament (MDPs) who are then assigned roles within one of the four parliamentary select committees.

The four select committees are

- The Arts

- Well Being
- STEM
- Literature and Learning

Schools identify from their three MDPs one child to be a Minister within the Cabinet. The cabinet meets and selects from its number a Prime Minister, Deputy Prime Minister and Chancellor. Ministers with special responsibilities for areas of the school curriculum are also elected. The cabinet is provided with an annual budget to set priorities and develop learning opportunities between schools. The cabinet is expected to report to the Trust Directors three times a year.

Celebration of Excellence and Effort

We celebrate our children's successes through 'Super Citizen Certificates', Dojo rewards, special activities for our Super Citizens and an opportunity to be represented at the DSAT Awards night. DSAT organises an annual awards event to celebrate children's and adult's contributions and efforts. All schools may nominate children and adults for each category. The Trust selects three candidates in each category to attend this prestigious annual awards ceremony.

Curriculum Leadership

At BCPS, we distribute the leadership of specific areas of the curriculum with different teachers. The role of each curriculum subject leader is to:

- Provide strategic leadership 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 subject

It is the role of each curriculum subject leader to keep up to date with developments in their area, at both national and local level. They review the way their area 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.

Monitoring of the Curriculum

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher, alongside the Strategic Leadership Team (i.e. the Headteacher, Deputy Head and Assistant Headteacher) monitors the curriculum through planning, classroom observation, learning walks, book looks and liaising with the Curriculum Subject Leaders. Alongside the SLT, Phase Leaders and Curriculum Teams/ Subject Leaders will monitor planning and books.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

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 policy was drawn up after consultation between the school and governors.

Reviewing the Policy

This policy will be reviewed annually and published on the school web site.

Category:	Curriculum
Purpose:	To set out the key requirements of BCPS's curriculum alongside the National Curriculum 2014.
Date ratified:	
Review Date:	<i>This policy will be reviewed every year by the Teaching and Learning Lead. Any suggested amendments will be presented to the Governing Body for approval.</i> Spring Term 2017
Coordinator/s:	Teaching and Learning Lead
Governor link:	Curriculum Governor
Signed (&dated) by:	