



Bankfields Primary School

Curriculum Policy

March 2017



1. Introduction

The curriculum is all the planned activities that are organised in order to promote learning and personal growth and development. At Bankfields Primary School, we believe that our curriculum is a powerful tool that can promote a love of learning and a willingness to explore in a stimulating environment.

We aspire to the highest standards of teaching and learning for all of our pupils and aim to provide a broad and balanced curriculum which is relevant to the needs of children growing up in the 21st century. We aim to foster creativity, confidence and inquisitive minds in all our children and support them in becoming independent learners who are positive, responsible young people who can work well and co-operate with others while also developing the knowledge and skills required to reach their full potential.

The curriculum comprises of the statutory requirements of the Primary National Curriculum, the local curriculum plus a range of extra-curricular opportunities that the school organises in order to enrich children's experiences. The local curriculum is the school's own programme of education that as a school, we believe is important as it is relevant to our children's lives and takes into account the cultural and social experiences of pupils and the wider community. At Bankfields Primary School, we provide an engaging, broad and balanced curriculum based around the Cornerstones curriculum.

What is the Cornerstones Curriculum?

The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the Primary National Curriculum to ensure comprehensive coverage of national expectations. Our curriculum is delivered through Imaginative Learning Projects (ILPs) which provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning.

We believe children learn better when they are encouraged to use their imagination, be creative and apply their learning to engaging contexts. Our curriculum provides lots of learning challenges throughout the academic year that require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

Cornerstones also provide a rigorous essential skills framework that outlines the end of year expectations in all subjects. These essential skills are tied to activities and are age related so that staff can track children's progress and identify their individual learning needs.

Further details of the exciting topics that our children will be covering throughout the year can be found on our website or by speaking to a member of teaching staff.

2. Values

Our school curriculum is underpinned by the values that we hold dear which are upheld in our daily practice and in the way we conduct ourselves and behave towards one another.

- We value all our children as individuals and recognise the uniqueness of everyone. Our curriculum promotes respect for the views of all children and adults regardless of their ability, gender or culture. A key element of our curriculum is to nurture the spiritual, moral, social and cultural development of our pupils.
- We value the diversity of our community and the experience and expertise this brings to our school which supports our children's learning and promotes inclusion, cooperation and tolerance within the community.
- We value the right of every child to be safe and happy in school, therefore, our curriculum is designed to equip children with the necessary skills to make safe and healthy choices and respond positively to inappropriate behaviour.
- We value our parents, carers and family members and recognise the importance of strong home/school relationships. We believe strongly in working in partnership to achieve the very best outcomes for children. Our curriculum is designed to provide many opportunities for parents to come into school to work alongside their children to share in their experiences and celebrate their success.
- We have the highest aspirations for all our children and ensure that our curriculum is personalised and designed to meet the individual and diverse needs of every child, enabling them to be successful
- We ensure that the core skills of English and mathematics are a priority so that children can access the curriculum and become life-long learners
- We value our environment and through our curriculum, teach our children how to care for the world, not only for themselves but for future generations.
- We value the contribution of all stakeholders and work in partnership with families, staff, governors, the local authority, community groups as well as members of the Aspire Learning Partnership Cooperative Trust to ensure the very best provision and safety of our children

Aims

The aims of our school curriculum are:

- To create a warm, supportive and stimulating environment in which children feel happy, safe and secure, and are eager to learn.
- To promote positive attitudes to learning so children enjoy coming to school and take advantage of the wider opportunities on offer
- To develop positive relationships based on mutual trust, respect and good example
- To enable children to develop their own personal interests and recognise their strengths
- To ensure children develop basic skills in English and mathematics which can be applied to all curriculum subjects
- To enable children to be healthy individuals who enjoy physical activities and understand the importance of a healthy lifestyle

- To encourage children's creativity and imagination through art, music, drama, dance and design technology
- To inspire in pupils a curiosity and fascination about the world and its people
- To help children gain a coherent knowledge and understanding of Britain's past and that of the wider world
- To engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create
- To encourage children to think critically, ask questions and take risks in a safe and secure environment
- To develop children as caring, sensitive and tolerant individuals who have a clear understanding of right and wrong
- To develop children's confidence and self-esteem so they recognise their own worth and how they can contribute to the school and wider society
- Prepare children for the opportunities, responsibilities and experiences of later life
- Introduce children to a wider range of experiences and challenges which motivate and enrich their learning, now and in the future
- Invest in, and ensure effective use of new technologies to enhance learning and equip children with the necessary skills to be successful members of the 21st century workforce
- Have high expectations of all children in terms of learning and behaviour, regardless of ability
- Promote a strong partnership with parents based on shared information and responsibility for children's learning

Organisation and Planning

The school is organised into four teams –

- Foundation Stage (Nursery and Reception)
- Key Stage 1 (Years 1 and 2)
- Lower Key Stage 2 (Years 3 and 4)
- Upper Key Stage 2 (Years 5 and 6).

Long Term

There is a whole school long term plan which shows curriculum coverage over the whole year. The plan operates as a two year rolling programme to cater for the mixed age groups in most classes. The plan is based on the programmes of study identified in the Primary National Curriculum for each subject and includes a range of topics which are designed to engage children and to make learning meaningful and relevant.

Medium Term

Medium term planning is produced half-termly when teachers are preparing to move onto the next topic chosen from the Cornerstones Curriculum. Planning is based on current national documentation with elements devised by the teachers using a standard planning format to reflect the local context. Medium term planning must show:

- Prior knowledge and what the children would like to discover

- Key learning objectives
- Key questions
- Use of ICT
- Resources, including personnel
- Planned use of inclusive practices
- Assessment opportunities
- Key skills taught for foundation subjects

These plans are used as working documents, and are annotated and updated during use.

Short Term

Each teacher plans for English and mathematics on a weekly basis from the Primary National Curriculum, the school's English Scheme of Work and 4 Rules of Number Booklet. These plans focus on the specific objectives to be taught each week and should also include:

- Differentiation, including SEND and more able pupils
- Teaching and learning strategies (using the inclusion codes if appropriate)
- Success criteria
- Homework activities
- Opportunities for children to respond to marking
- Opportunities for children to edit and improve their work
- Key questions

The Foundation Stage

The nursery and reception curriculum is based on the Department for Education's Early Years Foundation Stage curriculum (Early Years Outcomes). This sets out the knowledge, skills and understanding which young children should have acquired by the year in which they reach the age of 5. The curriculum is organised into seventeen areas of learning with seven main strands. These consist of 3 primary areas and four specific areas

Primary areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical development

Specific areas

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

These are taught using a thematic approach and different learning styles such as visual, audio, audio visual and kinaesthetic to engage all learners. Children work in differentiated groups to develop their skills in all areas of the curriculum. Opportunities are then provided to take their learning forward in the independent learning environment where they apply what they have learnt through exploration and play.

In addition, reception pupils participate in daily, formal phonics and number activities which are streamed according to the stage of development of each individual child.

Assessment

Assessment for learning is a key aspect of our curriculum and forms a large part of our daily teaching. We use assessment to inform planning, identify next steps in learning and to set individual targets. The school has robust procedures for assessment and monitoring for all areas of the curriculum, details of which can be found in the school's assessment policy

Reporting

Parents are kept informed about the curriculum through:

- Newsletters
- Consultation evenings (autumn, spring and summer terms)
- Team letters
- Regular family learning events
- General discussions
- Drop in sessions
- End of year reports

Governors are kept informed about the curriculum through:

- School policies
- Governor training
- Monitoring visits
- Formal discussions with subject leaders
- Head teacher's reports
- Standards committee meetings
 - Whole governing body meetings

Roles and Responsibilities

- The Head Teacher has overall responsibility for the curriculum and delegates responsibilities to staff members.
- The Deputy Head teacher is responsible for curriculum development and monitoring, plus leading significant change throughout school.
- The role of the subject leader is to:
 1. Provide a strategic lead and direction for the subject
 2. Be a champion for the subject
 3. Provide support and advice to colleagues on issues relating to the subject
 4. Monitor and evaluate standards and identify priorities
 5. Lead staff INSET on identified priorities for the subject
 6. Contribute to the School Development Plan
 7. Monitor the coverage and progression of key skills
 8. Effective monitoring and management of resources
 9. Keep up to date with developments at both national and local level

10. Attend appropriate training
11. Lead working parties with representatives from each phase of school
12. Review and update curriculum policies

The role of the Governing Body is to monitor the quality and effectiveness of the school's curriculum and how it is implemented. We have named governors for the core curriculum areas that monitor these subjects through liaising with subject leaders and carrying out monitoring visits.

Inclusion

Bankfields Primary school is an inclusive school and strongly believes in providing the very best provision for children of all abilities and backgrounds. Throughout the school, there is a well established system of support for all children with special educational needs and disabilities (SEND) which is in accordance with the SEND code of practice. To meet these children's needs, we use the expertise of the SENDCO (Special educational needs and disabilities coordinator), teachers and teaching assistants who plan lessons to meet the needs of all pupils by ensuring learning is focused and personalised. Outcomes from assessments enables teachers to set individual targets which reflect the next steps in children's learning. A planned programme of intervention ensures gaps in learning are identified and children are supported in making rapid progress to narrow those gaps. In addition we can call on specialist advice and services from the Specialist Teaching Service, the Behaviour Support Service, the Educational Psychology Service, the Educational Welfare Service and nearby Support Bases.

Bankfields Primary School recognises that Gifted and Talented pupils are those who demonstrate outstanding ability or potential in one or more area of the curriculum. Provision for these pupils ensures that all children are set tasks that offer sufficient challenge and enable these children to progress. Children are involved in setting targets for their learning and all staff endeavour to create a positive classroom environment where children are encouraged, challenged and supported in achieving success. Careful planning for these children along with the effective use of resources and staff enhances and extends their abilities, enabling them to fulfil their potential. In addition, a range of enrichment and extra curricular opportunities are available both within school and the wider community which further develops their skills and allows pupils from different contexts to work alongside each other on exciting projects.

Sex and Relationships Education (SRE)

SRE is taught as part of our school's policy for Personal, Social, Health and Economic Education (PSHE). Information is given in a honest and simple manner appropriate to the age and maturity of the children, with an emphasis on moral considerations and the value of family life. Our SRE curriculum focuses on the natural changes which take place as children grow up and addresses a range of topics such as differences, relationships, personal hygiene, and puberty through a story approach.

Religious Education

Religious Education is taught to pupils at every key stage. Our teaching is of a broadly Christian nature but includes other main faiths. Children also take part in a daily act of worship which can be at class, phase, key stage or whole school level.

Extra curricular opportunities

Extra curricular events and clubs are an important part of Bankfields' curriculum as they enrich the learning opportunities for children and help to develop their confidence and self-esteem. They also provide valuable opportunities to develop and strengthen relationships between pupils and their peers and with staff. We offer a number of lunch time and after school clubs which run throughout the year and are led by members of teaching and support staff as well as external providers. A list of upcoming clubs is sent out to parents on a termly basis to inform them and enable children and parents to identify activities of interest.

Educational visits and visitors

Educational visits and visitors that are planned with a clear purpose are a vital component of a broad and balanced curriculum. They are an opportunity to extend the learning of all pupils and enrich their understanding of themselves, others and the wider world. Learning experiences outside the classroom are often the most memorable, helping young people to make sense of the world around them and integrate new experiences and understandings into all aspects of their learning. At Bankfields, we plan a range of educational visits to support and extend learning in the classroom. We also plan a range of opportunities for visitors to come into school to deliver lessons such as musicians, poets, historical story tellers and theatre groups which bring the topics to life.

Conclusion

The work that the children produce is displayed across school and celebrated to promote high standards and enhance the visual appearance of the school. This contributes to the overall ethos of the school and exemplifies our school motto:

Be happy. Be successful. Be proud. Be Bankfields.