



BRIZE NORTON PRIMARY SCHOOL
Curriculum Policy



The policy will be reviewed every three years.

Review Date Planned	Review Date	Date adopted by Governing Body
		25th September 2019
Sept 2022		

Introduction

In order to implement our mission statement, “Inspiring Learning for Life”, our curriculum is designed not only to fulfil statutory requirements, but also to enthuse our children with a love of learning.

Intent

The curriculum will help our children to:

- Develop lively and enquiring minds
- Communicate effectively, both orally and in writing
- Develop and apply basic skills in reading, writing, communication and mathematics.
- Learn the essential skills of life, including number and information technology
- Explore and understand the world we live in
- Develop an appreciation of the interdependence of individuals, groups and nations
- Express themselves creatively and enjoy the creativity of others
- Develop an appreciation of a wide range of human achievement
- Develop personal, moral and spiritual values, including respect for others
- Be prepared for the opportunities and responsibilities of life in a changing world
- Learn how to learn and to regard learning as an enjoyable and lifelong activity
- Develop a wide range of interests and appreciate the need for a healthy lifestyle
- Set personal standards of achievement and value excellence

To achieve these aims, the curriculum is planned to be:

- **Broad** so that it provides a wide range of knowledge, skills and experiences
- **Balanced** so that each subject has sufficient time to contribute effectively to learning
- **Relevant** so that learning can link to the pupil’s experience to applications in the world at large
- **Coherent** so that topics can be linked to make the whole learning experience more meaningful
- **Progressive** so that what is taught builds in a systematic way upon what has already been learned
- **Accessible** so that there is equality of opportunity for all
- **Challenging** so that all children make progress in their knowledge, skills and personal characteristics

Organisation and Planning

Our curriculum is planned with three aims:

- developing children's **knowledge**
- developing children's subject-specific **skills**
- developing children's broader **skills for learning and life**

Planning for each subject aims to develop each of these in a progressive way.

These three aims are enhanced by the variety of enrichment activities which are integrated into the curriculum plans for each year group through out the school year, both in and out of the classroom environment.

We know that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

The Early Years Foundation Stage

The curriculum that we teach in the Early Years Foundation Stage meets the requirements set out in the Early Years Foundation Stage Curriculum. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

Our school believes that young children learn both through play and by engaging in well-planned structured activities. Teaching in the Foundation Stage 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 the area.

During the children's first year the Foundation Stage class teacher makes assessments on the Early Years Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

Key Stages 1 and 2

Children follow the National Curriculum requirements for their age group in English and Mathematics. In other subjects, because of our mixed-year classes, topics are planned in a rolling programme, two years in Key Stage 1 and four years in Key Stage 2. In this way, all our Year 3 to 6 children study the same topics in many subjects. However, the knowledge, skills and personal characteristics within each topic are planned to be progressive, so if a Year 3 and a Year 6 child are studying the same topic, their activities will work towards different objectives.

More Able Learners

We challenge all children, including the more able, so that they all make good progress.

Challenge for more able is done in a variety of ways:

- deepening the skill level required for tasks (aiming for greater depth of learning)
- asking the child to make links between different areas of learning
- using a greater depth of skills for learning and life
- teaching a higher level of knowledge

Very occasionally, when a child is working at a much higher level than their peers, they will be taught with older children for a particular subject.

Equal Opportunities

The curriculum is inclusive of all children. For further information see:
Equalities Policy
SEN Policy

English

English comprises several different areas:

- Phonics
- Spelling
- Reading
- Writing
- Grammar and Punctuation

These are taught sometimes together and sometimes discretely.

Phonics

We follow the Read Write Inc phonics scheme. Starting in the EYFS, children move through Sets 1, 2 and 3, being taught to blend for reading and to segment for writing. The aim is for almost all children to master this by the end of Year 1, with support provided for children in Years 2 and 3 who still need to do it.

Spelling

From Year 1, spellings are sent home to be learned. As the children progress through the school, the number of words and the activities to be done increase in complexity, but there is always a mixture of high-frequency words (including words from the National Curriculum word list) and words which fit a spelling rule which is taught and practised in class.

Reading

All children are sent home with books to read and asked to complete their reading records daily. (This is done by the parent at first, with a transition to the child doing it in Year 3.) Once children have started to be able to blend letters, they are given a Read Write Inc phonics book to practise what they have been taught, as well as a library book to share. Children move to having “book band” books once they have mastered Set 2 phonics. Children and their parents choose books from the appropriate levelled band, moving up when the child is ready. The final book band is Gold, after which children are free to choose their own books from the school or from home.

Children are heard read individually by a member of staff, who writes in their reading record, once a week until the end of Year 1. This continues for Year 2 children who have not reached the expected level in the phonics screening check and for Key Stage 2 children who still need it (at the discretion of the class teacher and the SENCO). As well as this, weekly guided reading and comprehension sessions take place from Year 1, including written comprehension from Year 1 for those children who can do it, and from Year 2 for all children.

Writing

Writing is taught through a range of techniques, including studying model texts, shared writing and guided writing. From Year 1, children do independent writing once a week. They are given

structured support through check lists, reminding them of the things they have been taught in three sections:

- basic skills (handwriting, grammar, spelling and punctuation)
- sentence structure and paragraphing
- creativity

Children are taught to redraft, edit and improve their work, to share it with others and to set their own targets for improvement.

Grammar and Punctuation

These are taught both discretely and as part of Writing teaching. Children are encouraged to use what they have learned in their independent writing.

Mathematics

We consider Mathematics to be divided into two main areas:

- fluency
- reasoning

Our curriculum is focused on teaching children the key skills fluently and developing their deep understanding, aiming for mastery. Children are taught to apply what they have learned through problem solving and reasoning. Over the course of each week there is a balance of fluency and reasoning teaching, with most time being given to reasoning. Multiplication tables are taught from Year 2, with the expectation that almost all children will know all their tables facts by the end of Year 4.

Science

In Science, we plan for a clear progression in children's ability to work scientifically. Investigations and scientific skills are embedded within each unit and monitored by the Science subject leader. We follow the National Curriculum units of study; although our mixed-age classes mean that some topics are studied in a different year group from that listed in the National Curriculum, children cover the whole National Curriculum by the end of each Key Stage.

Other curriculum subjects

Topics are planned in a two-year rolling programme in Key Stage 1 and a four-year rolling programme in Key Stage 2. This means we can ensure children do not repeat topics as they move between classes. It also enables teachers to plan trips and activities together. However, we have a clear progression plan (developed during the academic year 2019 – 20) for each subject, to ensure children are moving forwards in their learning. When planning, teachers consider the three areas:

- developing children's **knowledge**
- developing children's subject-specific **skills**
- developing children's broader **skills for learning and life**

The Pre-Senior Baccalaureate

The Pre-Senior Baccalaureate (PSB) is a programme designed by a group of schools to ensure that skills for learning and life are planned in a systematic fashion and embedded into every area of the school. Each pair of year groups has skills for teachers to teach and for children to develop and celebrate. They come into the following areas:

- Leadership

- Collaboration
- Independence
- Thinking and Learning
- Reviewing and Improving
- Communicating

Once a week in class assembly, children reflect on their progress towards the PSB skills that week.

Enrichment

At Brize Norton we are proud of the range of enrichment activities we provide for children.

These include:

- Forest School
- cycling proficiency
- residential visits
- sporting events
- musical and dramatic productions
- trips linked to academic learning

These are designed to support the curriculum and, in particular, the PSB skills for learning and for life.

Monitoring and Review

The governing body's Performance and Learning committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the school's strategic plan.

The headteacher is responsible for the day to day organisation of the curriculum. The English and Mathematics Subject Leaders monitor the planning for English and Mathematics, for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have suitably challenging learning objectives.

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 monitor the quality and impact of the curriculum by reviewing achievement data, talking to pupils and looking at work in books. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

The school values the views of parents and regularly asks parents/ carers for their views about the quality of the curriculum.