

Curriculum Policy

Reviewed:	Jan 2019	Reviewed by:	Debbie Carmichael
Next review:	Jan 2020	SMC member Responsible:	SMC

School Aims:

At Bishop Bronescombe School we aim to give all children:

- ✚ Access to a rich curriculum which enthuses and equips them for life as citizens in the 21st century.
- ✚ Opportunities to explore their own developing Christian faith and to have respect for the faith of others.
- ✚ High self esteem by feeling valued as a member of our school.
- ✚ A sense of fair play, treating others with dignity and respect.
- ✚ The chance to enjoy taking part in a vibrant, forward looking school, moving their learning forwards.

Bishop Bronescombe School Motto is: *'Learning that lasts a lifetime.'*

General policy statement:

All staff, governors, volunteer helpers, students and visitors need to give due regard to all of the policies and practices adopted by the school. Whilst it is acknowledged that people other than staff cannot be expected to read every policy before a visit to the school, it may be that further guidelines are necessary in addition to the Visitor Policy, which all visitors must acknowledge and accept upon arrival. All staff carry responsibility for the welfare and success of the pupils in our school. Staff will advise anyone who is working alongside us of the necessary protocols, procedures and policies we follow.

Introduction

At Bishop Bronescombe we believe that the curriculum is a powerful tool that promotes a love of learning, personal growth and development. We use the National Curriculum as a starting point for wide and varied learning designed to enrich and excite our children. Our whole ethos is based on respect for ourselves and others, equality and a sense of awe and wonder at the world in which we live.

We are committed to developing the whole child. Our children have the opportunity to be creative, to be physically active and to be academically challenged. The children have ownership of the termly projects that they wish to study and the direction of their learning; they learn subject-specific skills and knowledge throughout each project and ultimately this learning is celebrated with the wider community – presented or performed to an authentic audience. This gives the children genuine purpose and meaning to their learning.

Values

Our school curriculum is underpinned by the values that we hold dear, which promote respect for the views of each individual child, as well as for people of all cultures. The curriculum is the means by which the school achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives. We organise our curriculum so that we promote co-operation and understanding between all members of our community, this permeates through our curriculum as both our Christian and British Values lie at the heart of our learning.

We pride ourselves on nurturing all of our pupils through these Christian values: perseverance, trust, respect, courage, forgiveness and compassion. These values underpin all that we do, ensuring high quality relationships and positive attitudes to learning.

- We value the Christian vision of education which will be seen explicitly in teaching and learning; this vision embraces the spiritual, philosophical, intellectual, emotional, moral and social development of children. It is deeply Christian with the promise by Jesus of 'Life in all its fullness' at its heart. The vision embraces excellence and academic vigour but sets these in a wider framework which is permeated by four basic elements – wisdom, hope, community and dignity. (Please see appendix 1 for more detailed descriptors of the four elements.)
- We value the rights and responsibilities enjoyed by each person in our society; this is reflected in a fortnightly Christian value focus (as above) which alternates with one of the following British value focuses: resourcefulness, responsibility, tolerance, individual liberty, importance of law and democracy. These values are celebrated in collective worship.
- We respect each pupil 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 the pupils in our school.
- We value the way in which all pupils are unique, and our curriculum promotes respect for the views of each individual pupil, as well as for people of all cultures. We value the spiritual and moral development of each pupil, as well as their intellectual and physical growth.
- We value the importance of each person in our community, we organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value our environment and we aim, through our curriculum, to teach respect for our world and how we should care for it, both for our own and for future generations.

Aims and objectives...rooted in the school motto: Learning that lasts a lifetime

We aim to foster a life-long love of learning through adopting a highly practical and cross-curricular approach. Our Immersive Curriculum aims to deliver a 21st Century education that will equip our pupils with the skills required to be independent and responsible citizens.

The aims of our school curriculum are:

- to enable all children to understand that they are all successful learners;
- to enable children to understand the skills and attributes needed to be a successful learner;

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- to enable children to develop their own personal interests;
- to promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning;
- to help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- to teach pupils to have an awareness of their own spiritual development, and to understand right from wrong;
- to teach pupils the basic skills of English, Maths and Computing;
- to fulfil all the requirements of the National Curriculum and the Cornwall Agreed Syllabus for RE;
- to enable children to be creative and passionate about what they believe in and to develop their own thinking;
- to enable children to be positive and responsible citizens in modern society and to feel that they can make a difference;
- to help pupils understand Britain's cultural heritage and to understand and respect other cultures;
- to enable pupils to be positive and responsible citizens in society;
- to enable children to be active and take responsibility for their own health.

We aim to deliver this through:

- basing learning on questions designed to promote enquiry and a thirst for learning;
- giving children ownership over their learning through basing projects around their interests;
- providing an authentic outcome;
- embedding ECM through teaching units on hygiene, community finance and citizenship;
- developing a sense of community and belonging, contributing to community through direct interaction – making links with local organisations;
- equipping pupils with skills for life, through practical and challenging investigations;
- providing opportunities for pupils to broaden their outlook on life;
- making learning more meaningful, through putting it into context;
- establishing cross-curricular links to foster a broader understanding;
- blocking units of work to promote a depth of study;

Immersive Curriculum Organisation and Planning

All year groups, excluding EYFS (see below for EYFS curriculum planning), plan our termly projects well in advance in order that the best possible learning opportunities are provided for our children. Our projects begin with a 'WOW' launch that could involve, for example, a special event or visitor; at this time, children are also introduced to their 'immersive classroom' which will have been enhanced to reflect the essential question around which the project is based. In teaching teams, we agree a long-term plan which incorporates a REAL (rigorous, engaging, authentic learning) outcome. Our medium-term non-negotiables give clear guidance on the objectives and teaching strategies that we use when teaching each project. Subject focus is flexible – children are taught a range of subjects through each topic and mini outcomes are presented to reflect learning as each topic progresses.

Our short-term plans are those that our teachers produce on a weekly basis; these are flexible and can change as children's interests may lead to different avenues.

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Outcomes are recorded in pupil workbooks as well as 'Class Floor Books', which show evidence of learning through children's written work, photographs, reviews of learning and self-assessment. Assessment is termly.

Core subjects

English

English is taught through Talk for Writing and Let's Think in English throughout the school; links are made through the framework of the Immersive Curriculum where appropriate. Phonics is taught in EYFS and KS1 through Read Write Inc. (Please see English policy).

Maths

Maths Mastery is now embedded throughout the school reflecting changes within the New National Curriculum, this may be taught stand alone or through links to the Immersive Curriculum where appropriate. We are currently strengthening our teaching for mastery approach through links with the Teaching for Mastery programme and the Cornwall and Devon Maths Hub and will be implementing PowerMaths as a central resource. (Please see Maths policy).

RE

RE planning is based on the Cornwall Agreed Syllabus and the scheme of work 'Understanding Christianity'; this may be taught stand alone or through links to the Immersive Curriculum where appropriate (Please see RE policy).

Science

This may be taught stand alone or through links to the Immersive Curriculum where appropriate. (Please see Science policy).

Pupils with Special Educational Needs or Disabilities

The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual pupils, then we do so.

If a pupil has a special need/ additional need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for pupils with special needs. If a pupil displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the pupil's needs within the normal class organisation. If a pupil's need is more severe, we consider the pupil for an Educational Health Care Plan (EHCP) and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for pupils with a special need.

Class teachers set personal learning targets for each pupil of the SEN Record of Need. These targets identify the pupil's next steps in learning, taking account the nature of the child's specific need, and outlines how the school will aim to address the need. The impact of this intervention or provision is measured monthly so that we can review and monitor the progress of each pupil and set next targets (Assess – Plan – Do – Review).

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The school also has a register of Gifted and Talented pupils; the process of identifying these pupils is detailed in the Gifted and Talented Policy. Pupils who are on this register are extended through personalised planning, extra responsibilities and lead roles.

The Early Years Foundation Stage (EYFS)- Child Led Planning

The curriculum that we teach in the Reception classes meets the requirements set out in the revised EYFS Framework. Our planning focuses on the seven areas of learning which lead to the Early Learning Goals and on developing pupils' skills and experiences, as set out in this document. There are 3 main areas: Communication & Language; Physical Development; Personal, Social & Emotional Development. *The other 4 areas are: literacy; maths; understanding the world; expressive arts and design.*

(Please see EYFS policy for more detail).

Our school fully supports the principle that young pupils learn through play, and by engaging in well-planned structured activities led by children's interests and needs. Teaching in the EYFS class builds on the experiences of the pupils in their pre-school learning, our pre-school setting is closely linked to, and often works collaboratively within our EYFS. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

During the pupils' first few weeks in the EYFS class, their teacher makes a baseline assessment to record the skills of each pupil on entry to the school. This assessment forms an important part of the future curriculum planning for each pupil. Pupils take an active role in planning their learning, and shared discussion takes place weekly. Children are encouraged to share their thoughts and ideas with others and to discuss their learning successes and areas of development together.

We are well aware that all pupils need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each pupil by keeping them informed about the way in which the pupils are being taught and how well each pupil is progressing. We have a parent link group (PSA) which is managed by an experienced leader.

The role of the Subject Leader

The role of the subject leader is to:

- provide a strategic lead 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 and manage a budget for the subject.
- Monitor coverage and progression in the subject

The school gives subject leaders non-contact time or staff meeting time each term, so that they can carry out the necessary duties. It is the role of each subject 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 pupils outcomes are of the expected quality. They also identify and lead on further subject development points.

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Monitoring and review

The Senior Leadership Team, supported by the Trust School Improvement Lead, is responsible for monitoring the way the school curriculum is implemented.

School Monitoring Council members liaise with the subject leaders and monitor closely the way the school teaches these subjects.

The Head of School and Senior Leadership Team are responsible for the day to day organisation of the curriculum. They monitor teachers' planning, ensuring that all classes are taught the full requirements of the National Curriculum, that all lessons have appropriate learning objectives and that outcomes are in line with expectations.

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 also have responsibility for monitoring the way in which resources are stored and managed.

The Head of School is responsible for monitoring and reviewing. This process is achieved through:

- Regular observations of lessons
- Regular scrutiny of books
- Pupil conferencing
- Scrutiny of planning

The Head of School will review the Curriculum on an annual basis, responding to attainment data from staff feedback, lesson observations, book scrutiny, portfolio analysis and discussion with subject leaders. This informs future actions in our Raising Attainment Plan and School Improvement Plan.

Every Child Matters (ECM)

Be Healthy – to learn skills to make sensible choices in health through understanding of the way to keep fit mentally, physically, socially and spiritually.

Staying Safe – to be able to access information through reading instructions, visual contexts and role-play.

Enjoy & Achieve – to develop new knowledge about themselves and their world.

Make a Positive Contribution – to experience new situations through positive activities which help mould and build confidence.

Economic Well-being – to have a preparation to be an active member of society.

All staff, including governors and volunteers, have received safeguarding training and have full CRB (DBS) checks. All stakeholders will report safeguarding issues to the DSL (Designated Safeguarding Lead) – Mrs Debbie Carmichael, as shown in the Safeguarding and Child Protection policy.

Pupils are taught about the necessity to keep themselves safe online at every available opportunity. This can occur within Computing lessons, but also whenever electronic devices are used in other areas of the curriculum.