



# BIRD'S BUSH PRIMARY CURRICULUM POLICY

## Document Control Table

<b>Title</b>	Bird's Bush Primary Curriculum Policy
<b>Author</b>	Sharon Barnes (Headteacher)
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<b>Approved By Name</b>	Pete Hollis (Chair of Governors)
<b>Signature of Approval</b>	
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## Document History

<b>Date</b>	<b>Author</b>	<b>Note of Revisions</b>
18/6/2018	AKC	Pg 3 – Changed Perry Hall Multi-Academy Trust to 'in our Trust schools'. Pg 4 as above. Pg 5 para 4 Changes Executive Headteacher to 'Headteacher and Head of School, para 8 canged Execuive Headteacher and Headteacher to 'Leadership'.
15/08/19	SB	Personalisation for BB

**Bird's Bush Primary Curriculum Policy**

Perry Hall Multi-Academy Trust School's Curriculum follows all the requirements of the National Curriculum but we are proud to offer a much broader curriculum than that, making the most of many and varied opportunities to broaden and enrich the curriculum for our children.

The National Curriculum provides the school with the outline of knowledge, skills and understanding that we are required to cover in school. We choose to teach much of this through creative, cross-curricular themes where children will learn different strands of the curriculum from a range of subjects, all within one common theme over a half term or term time frame.

This policy makes reference to The New National Curriculum 2014. It is linked to our Equality, Gifted and Talented, Home Learning, SEND, SMSC and British Values and Teaching and Learning policies.

We aim to teach our curriculum in an engaging, interesting and stimulating way primarily through a thematic approach. Our approach to the curriculum is through a skills based approach. Please read on to find out more details about each subject that forms part of the national curriculum.

The curriculum is all the planned activities that we organise across our schools in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes that which the children learn from the way they are treated and expected to behave.

## **Values**

Our schools' curriculum is underpinned by the values that we hold dear at Perry Hall Multi-Academy Trust Schools. The curriculum is the means by which the schools achieve their objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

## **Aims and Objectives**

- to show children respect as learners and individuals
- to enable all children to learn and develop their skills to the best of their ability
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- to build upon children's natural curiosity for learning
- to provide children the basic skills of literacy, numeracy and science
- to provide children with the basic skills of information communication technology (ICT) and an understanding of how it will affect their lives
- to enable children to be creative and to develop their own thinking
- to enable children to recognise and utilise their own best learning style

- to enable children to reflect upon their own learning, what they need to do to improve and where they would like to take it further
- to teach children about their developing world, including how their environment and society have changed over time
- to help children understand Britain's cultural heritage
- to enable children to be positive citizens in their community and wider society
- to reflect upon and understand their own religious beliefs and those of others
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- to provide all children with the opportunity to celebrate their successes
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

### **Intent**

Our curriculum is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. It is coherently planned and sequenced towards fulfilling and exceeding the requirements of the Primary National Curriculum and is enhanced by a wide range of additional experiences and opportunities.

The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

Pupils study the full curriculum; it is not narrowed. Reading is prioritised to allow pupils to access the full curriculum offer.

### **Implementation**

Teachers have good knowledge of the subjects they teach. Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

### **Impact**

Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Pupils are ready for the next stage of education. They have the knowledge and skills they need and pupils with SEND achieve the best possible outcomes.

### **In our Trust Schools we do this by:**

- Providing a safe, fun, stimulating and challenging learning environment

- Providing accurate and helpful feedback on how well they are doing and what they need to do to improve
- Providing a cross-curricular themed, topic based approach in all year groups.
- Reflecting our high expectations through encouraging independent learning and self-discipline
- Establishing a mutually supportive partnership in which parents, carers, governors and staff share responsibility for the education of our children
- Promoting an awareness of and respect for a diversity of cultures, values, beliefs and abilities
- Working together to create a caring community of learners where every child feels safe and valued
- Ensuring that all children have appropriate and equal access to the curriculum
- Providing stimulating and interesting homework p to promote learning in the home.
- Allowing pupils to participate in a variety of activities that enrich the curriculum. For example: visits, residential experiences, performances, sports and arts.

## **Organisation and Planning**

Within the Trust schools we plan our curriculum in three phases. We agree curriculum frameworks (long-term plan) for each Key Stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Each subject area has a curriculum map of the skills and knowledge to be covered in a particular area. Staff plan on a weekly basis for Mathematics and English and topic. All curriculum maps are evaluated as skills are taught.

In the Early Years Foundation Stage, staff plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the early learning goals and their planned progression in all curriculum areas.

## **Children with Special Educational Needs**

The curriculum is designed to provide access and opportunity for all children who attend Trust schools, adapting the curriculum to meet the needs of individual children, after consultation with parents.

As a Trust, we comply with the requirements set out in the SEN Code of Practice in providing for children with Special needs. Teachers make an assessment if a child displays signs of having special needs. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, discuss with the parent/carer the possibility of seeking advice from the appropriate external agencies and undertake statutory assessment.

We provide additional resources and support for children with special needs. The schools produce an Individual Education Plan (IEP) for each of the children who has an identified special need or EHCP. This sets out the nature of the special need and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

## **The Early Years Foundation Stage**

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

We fully support the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Early Years classes builds on the experiences of the children in their pre-school learning. We build positive partnerships through visits by the Foundation Stage teachers at local nursery schools and through other professional liaison.

During the Foundation Stage, the teachers make continual observations to record the children's progress. These assessments form an important part of the future curriculum planning for each child and are shared with staff, parents and carers and the Local Governing Boards.

We are well aware that all children need the support of parents and carers and teachers to make good progress in school. We strive to build positive links with the families of each child by keeping them informed about their child's progress through the Learning Journey.

## **Roles and Responsibilities**

The Headteachers and Heads of Schools have overall responsibility for the leadership of the curriculum and for monitoring its provision. The Senior Leadership Team at each school have responsibility for developing and updating the curriculum and ensuring, with the Headteacher/ Heads of School, that the curriculum has appropriate coverage shows progression and is consistently monitored.

Subject leaders, including the Senior Leadership Team, are responsible for ensuring the content and delivery of their subject, for monitoring provision, for keeping up to date with curriculum developments and providing or organising Inset where necessary. This will ensure that progress is tracked, challenge is appropriate and support and intervention is successfully directed.

The SENCO at each school is responsible for the development of provision mapping and coordinating the work of support staff to achieve the best possible outcomes for individual pupils.

Class teachers ensure that the curriculum is thoroughly planned, appropriately delivered and that the aims are achieved for their class. They regularly review and, if necessary, update medium-term plans.

The Local Governing Boards of each school monitor the success of the curriculum at committee level and at whole Governing Board meetings through the Leadership report to the Governors.