



BIRD'S BUSH PRIMARY CURRICULUM POLICY

Document Control Table

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Bird's Bush Primary Curriculum Policy

Bird's Bush Primary 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. At Bird's Bush, children are taught subjects discretely, however where a purposeful link can be made, for example through reactivating and making links to prior learning, these are made explicitly.

This policy makes reference to The National Curriculum 2014. It is linked to our Equality, 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. Our curriculum is well sequenced, well specified and ambitious so that all children access and make progress.

The curriculum is all the planned activities that we organise across our school 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 experiences 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 uphold at Bird's Bush Primary School. 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 knowledge and 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 English, maths 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 well sequenced, well specified, 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 knowledge rich, 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 and 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. We use the Primary Knowledge Curriculum and specified well chosen resources to support individual subject delivery. 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, knowledge is taught to be remembered. Teaching is planned and sequenced to help pupils to remember long term the content they have been taught and to integrate new knowledge with previously taught content.

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 school 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 clearly sequenced, well specified subject based approach to learning.
- 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 home learning 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

We agree curriculum frameworks (long-term plan) for each Year Group. This indicates what topics are to be taught in each term. We review our long-term plan on an annual basis.

Medium Term plans 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 in the form of presentation slides for each lesson 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. Their planning reflects planning for both the taught and continuous provision within the EYFS, and is responsive to the children's changing needs.

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 they feel they cannot they discuss this with the SENDCo within the school, who will then discuss, make assessments and look to see if school based support is appropriate, making contact with the parents as appropriate. If a child's need is more complex, we may consider the child for an Education and Health Care Plan. (EHCP) This would follow discussions with the parent/carer the possibility of seeking advice from the appropriate external agencies and an application to undertake an Education and Healthcare Needs Assessment (EHCNA).

We provide additional resources and support for children with special needs. The school produces 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 our Local Governing Board.

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 Headteacher has overall responsibility for the leadership of the curriculum and for monitoring it's provision. The Senior Leadership Team has responsibility for developing and updating the curriculum and ensuring, with the Headteacher 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 CPD where necessary. This will ensure that progress is tracked, challenge is appropriate and support and intervention is successfully directed.

The SENDCO is responsible for the development of provision mapping and coordinating the work of teaching and 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 plans.

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



Bird's Bush Primary School

Curriculum Intent

Our aim is to provide our children with an engaging, exciting and enabling curriculum that equips children with the cultural capital, skills and knowledge they need for life.

At Bird's Bush Primary School our curriculum is designed to:

- recognise children's prior learning,
- provide quality learning experiences,
- allow the children to develop interpersonal skills,
- build resilience,
- be creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within and beyond our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school. We constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

We use our *Champions* values to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success, these are:

- ❖ Confidence - We believe we can do it!
- ❖ Honesty - We tell the truth
- ❖ Ambition - We can be successful
- ❖ Motivation - We get on with it and try our best
- ❖ Pride - We celebrate doing well
- ❖ Independence - We know how to help ourselves and each other
- ❖ Organisation - We have what we need to get on
- ❖ Never Give Up (Resilience) - We are resilient and keep trying
- ❖ Safe - We feel safe to try new things and know how to keep ourselves safe

We want our children to leave Bird's Bush with the knowledge, confidence and skills to make informed decisions, self-evaluate, make connections and become lifelong *Champions*.

*Champions of learning,
Champions for life!*

Mathematics	<p>The National Curriculum for maths aims to ensure that all children:</p> <ul style="list-style-type: none"> • Become fluent in the fundamentals of mathematics • Are able to reason mathematically • Can solve problems by applying their mathematics <p>At Bird's Bush, these skills are embedded within maths lessons and developed consistently over time. We intend for our children to develop the necessary skills to make them confident and eager mathematicians, acquiring skills that can be recalled quickly and transferred and applied in different contexts. We want them to make rich connections across the many areas of mathematics and be able to use their knowledge in other subjects. We want all children to enjoy mathematics and to experience success in the subject, as well as an appreciation of the power of mathematics, and a sense of enjoyment and curiosity about the subject.</p>
English	<p>At Bird's Bush Primary School, we believe that the use of a skills-based curriculum is paramount to the development of confident, articulate and fluent writers. We teach English skills using quality texts which introduce our pupils to a range of genres and expose our learners to a wide selection of authors, both modern and classic. We aim to organise the pupil's acquisition of writing skills through a cycle of teaching, practise, activation and application. We provide frequent opportunities for our children to revisit and apply their English skills on a regular basis to promote fluency and independence. As a school, we understand the importance of nurturing a culture where children take pride in their writing. The children regularly apply their skills to extended writing through the Big Write and develop the ability to self-assess, edit and improve their own compositions. We recognise the importance of developing confident writers who can adapt their language and style for a range of contexts, purposes and audiences.</p> <p>We want to inspire children to be articulate and fluent in the art of speaking and listening, using discussion to communicate and further their learning. These skills underpin many aspects of the wider curriculum with links made across all subjects to enable pupils to embed their learning beyond English lessons. We believe that this will provide our children with the core English skills they need to participate as a member of society throughout their lives.</p>
Reading	<p><u>Early Reading</u> Our structured and exciting phonics programme, Read Write Inc, enables us to ensure that early reading is in its rightful place, at the heart of the curriculum. It is the foundation on which all other areas of learning are built upon. It enables children to be successful learners, not just across our wide and varied curriculum, but throughout the rest of their educational journey and beyond into adult life. By the time our children have completed our phonics and early reading programme, they are confident, accurate and fluent readers with the ability to discuss their understanding of what they have read with others.</p> <p><u>Reading from Year 2 to 6</u> We believe that a quality reading curriculum should develop children's love of reading. We aim to inspire confident readers to read a wide variety of genres, styles and authors. We use a skills-based curriculum supported by daily reading VIPERS to develop children's understanding of the main aspects of reading: vocabulary, inference, prediction, explanation, retrieval and summarising. Through these we aim to ensure that our children are fluent readers and have a good understanding of the texts that they read now and in the future. We use a wide variety of quality texts and resources to motivate and inspire our learners so that they develop a lifelong love of reading. We use Cracking Comprehension to support the children's exposure to a wide range of authors during each learning cycle. This enables them to apply their skills to a variety of reading questions on a regular basis so that children become confident, secure and independent in their learning journey</p>

PSHE	<p>Through our PSHE curriculum, we aim to give our pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. Our curriculum aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities to learn about rights and responsibilities and to appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We also ensure that the children experience the process of democracy through participation in the school council.</p> <p>We aim to strengthen these principles through the use of our Bird's Bush CHAMPIONS, providing opportunities for our children to apply these core values to their every day life, extending beyond the classroom into the wider school community.</p> <p>We teach RSE through our PSHE lessons as part of an inclusive scheme</p>
Science	<p>As a core subject, Science is a building block within our curriculum across the whole school.</p> <p>All children make continuing links with our science curriculum and the wider world, we believe that we foster a culture of enquiry skills and curiosity in all our children, leading to children being confident and safe as they become rounded scientists.</p> <p>As a school, in conjunction with the aims of the National curriculum, our science teaching offers many opportunities. These are:</p> <ul style="list-style-type: none"> • develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics; • develop understanding of the nature, processes and methods of Science through different types of science enquiries that help them to answer scientific questions about the world around them; • be equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future. • develop the essential scientific enquiry skills to deepen their scientific knowledge. • develop and foster a love of learning through scientific discovery and investigation. • use a range of methods to communicate their scientific information and present it in a systematic, scientific manner, including I.C.T., diagrams, graphs and charts. • develop a respect for the materials and equipment they handle with regard to their own, and other children's safety. • develop an enthusiasm and enjoyment of scientific learning and discovery. <p>We aim to develop young scientists that are confident, ambitious, motivated and independent.</p>
Art	<p>At Bird's Bush Primary School we value Art and Design as an important part of the curriculum and we believe that Art and Design stimulates children's individual creativity and imagination. Our aspiration is that all children will experience Art in a way that builds the confidence they need in order to thrive within school, building upon their independence, resilience, organisation and their ability to work collaboratively.</p> <p>Our art curriculum is a knowledge rich curriculum. Knowledge, in the realm of art means knowledge not only of artists, designers, architects and their work, but of the artistic concepts that relate to their work shown in different types and styles of art, how these relate to each other in a historical context and how this affects the children's own use of materials and development of skills. The curriculum is designed to enable children to learn by making connections between the work of artists, architects and designers (which they study critically) and their own work, which they evaluate and relate back to the works</p>

	<p>they have studied. This process is cyclical. For children following the curriculum, becoming informed about the subject discipline of art is a process that takes place alongside a growing love for the subject. Meaningful opportunities for self-expression and individual response are woven through the curriculum, giving children space to learn who they are as an artist.</p>
Design Technology	<p>At Bird's Bush we recognise that design the evidence of it is all around us and our curriculum reflects this through aiming to inspire students to think about the important and integral role which design and the creation of designed products play in our society. The curriculum is split into three different areas: 'cook', 'sew' and 'build'. It is designed so that each year group will complete a unit of work in these three different areas once a year. Two different 'aspects' of design are interwoven into the three areas of study: the environment and sustainability, and enterprise and innovation. These 'aspects' acknowledge enduring and contemporary concerns of modern design.</p> <p>In 'cook' students learn to cook from recipes which gradually build basic culinary skills, Whilst studying these practical skills they learn about concepts relating to food such as nutrition, seasonality, food production, transportation and food from different cultures.</p> <p>In 'sew' students practise using fabric and thread to learn basic sewing techniques to create objects which demonstrate embroidery, appliqué, weaving and plaiting. Concepts such as the properties and creation of different fabrics, fast fashion, industrialisation, waste, recycling and pollution are interwoven into these activities.</p> <p>In 'build' students learn about the creation of structures and mechanical and electrical devices to create products such as cars, moving cards, toys and books. The practical process of designing and creating a product is interleaved with learning about concepts which have a bearing on what the students make. These concepts, for example force, motion and the properties of materials are often connected with those encountered in the science curriculum.</p>
Computing	<p>All pupils at Bird's Bush have the right to have rich, deep learning experiences that balance all the aspects of computing. With technology playing such a significant role in society today, we believe computing is a skill children must be taught if they are to be able to participate effectively and safely in this digital world. A high-quality computing education equips pupils to use creativity to understand the world and our curriculum enables children to become effective users of technology. Online safety and the appropriate use of technology is woven throughout the curriculum, as both specific taught sessions and those intertwined with other areas of computing.</p> <p>At our school, the pupils are introduced to a wide range of technology, including desktops, laptops, iPads and interactive whiteboards, allowing them to continually practice and improve the skills they learn.</p>
Physical Education	<p>Bird's Bush Primary School recognises the value of Physical Education (P.E). We aim to provide a curriculum that ensures all children:</p> <ul style="list-style-type: none"> • develop competence to progress in a broad range of physical activities. • are physically active for sustained periods of time. • engage in competitive sports and activities. • lead healthy, active lives. <p>P.E is taught as a basis for lifelong learning, where the children have access to a wide range of sporting activities. Our children are encouraged to compete and succeed, so they will continue to have a physically active life. A high-quality physical education curriculum inspires all children to progress and excel in competitive sport and other physically-demanding activities. At Bird's Bush, we provide opportunities for children to become physically confident in a way which</p>

	<p>supports their health and fitness. We strive to find exciting ways to integrate PE into other areas of the curriculum. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Our Bird's Bush CHAMPIONS and House system enables us to further embed this.</p>
Geography	<p>Our Geography curriculum is knowledge rich. This means the knowledge children will gain has been carefully specified, ordered coherently and builds over time. As children work through our geography curriculum they will know more and understand more about the world around them. A good geographical understanding relies on firm foundations of knowledge and skills. The skills our curriculum develops, like the knowledge, are specified, ordered coherently and progress over time. This curriculum structure helps pupils to deepen their understanding of physical and human geographical processes, fostering curiosity and fascination for the world we live in.</p> <p>Conceptual understanding is at the heart of our curriculum. Children will learn about key geographical concepts such as place, space, the environment and interconnection. Over time, working through an essential process of elaboration, children will add to their conceptual understanding with many examples of geographical knowledge in context. Children will become more skilled at answering questions such as; what is it like to live in this place? What are the challenges of this environment? How have people changed this landscape over time? Children will gain an understanding of what geographers do, what they look for and what they may say about a place. They will discover explorers and they will look at the migration of both animals and people, studying the impact migration and colonialism had on places such as Australia and New Zealand.</p> <p>Each year our geography curriculum begins with a 'Spatial Sense' unit that explicitly teaches geographical skills. The spatial sense units for each year group are positioned at the beginning of the year to explicitly teach skills which will then be used in context throughout the rest of the year as children apply those skills to learn more about people, places and the environment. The spatial sense units build on prior knowledge before moving children on as the level of challenges increases from year to year. The aim of the spatial sense units is to build children's geographical literacy so that they are able to use an atlas, maps and geographical data with ease to answer questions they may have about the world.</p>
History	<p>The history curriculum at Bird's Bush has been designed to be both knowledge-rich and coherently sequenced. Knowledge, in the realm of history, means not only substantive knowledge of historical events, dates and people in the past, but also knowledge of substantive concepts in history (such as 'empire', 'monarchy' and 'civil war'), and disciplinary historical concepts (such as evidence, causation, significance and interpretation).</p> <p>Our history curriculum allows children to develop a chronologically secure knowledge and understanding of local, British and world history. The substantive knowledge taught in the curriculum has been carefully chosen and sequenced using a largely chronological approach. Each unit of work should not be viewed as a stand-alone topic, but as a chapter in the story of the history of Britain and the wider world. In this sense, the chronological approach provides a solid framework, anchoring each unit within a wider narrative. Understanding in history requires an understanding of causation. Children will be able to understand the causes of significant national and global events, (such as World War I), when they have some background knowledge of what happened before (such as the origins and growth of European empires, including the British</p>

	<p>Empire).</p> <p>The curriculum aims to help children understand how the past is constructed and contested. Children begin by learning about what a historian does, looking at basic sources and simplified perspectives to develop an appreciation and understanding of what it means to be a historian. As their substantive knowledge grows, children will be able to ask perceptive questions, analyse more complex sources and begin to use their knowledge to develop perspective. Disciplinary concepts, such as continuity and change, cause and consequence and similarity, difference and significance, are explored in every unit, and children are supported to think outside of their current unit of work and apply these concepts across the curriculum.</p> <p>Our History Curriculum aspires to create curious and knowledgeable young people, who hold a deep understanding and appreciation of the discipline of history, and are able to sift and weigh evidence to begin to formulate their own viewpoints and perspectives of the world.</p>
MFL	<p>We value the learning of a modern foreign language as an essential element of the curriculum as well as a cornerstone for participating in the future of the UK as a part of a modern Europe.</p> <p>We aspire to enable all children to experience learning a language in a way that builds the confidence they need, building upon their independence, resilience, and their ability to work with enthusiasm and collaboratively. Our children will access a carefully planned curriculum which focuses on the key skills required.</p> <p>At Bird's Bush Primary School, the core language taught throughout Key Stage Two is French. Teaching will enable pupils to express their ideas and thoughts in another language, and to understand and respond to its speakers, both in speech and in writing. It will also provide opportunities for them to communicate for practical purposes and learn new ways of thinking. Language teaching provides the foundation, curiosity and confidence for learning further languages, equipping pupils to study and work in other countries.</p>
Music	<p>At Bird's Bush Primary School we believe that music is an important part of the curriculum. We ensure that throughout school children are exposed to different music genres, responding in a range of ways, and widening their music knowledge.</p> <p>Our aspiration is that all children will experience music in a way that builds the confidence they need in order to thrive within school, building upon their independence, resilience, organisation and their ability to work collaboratively.</p> <p>Our children will access a carefully planned curriculum which focuses on three key aims: for children to have the opportunity to listen to, evaluate and perform a range of styles and musical genres; for children to sing and compose using instruments and for children to use the inter related dimensions of music to understand how music is created and have the chance to explore this.</p> <p>We encourage all children to feel proud of their work by showcasing the skills and progress they have made on their way to completing final projects, collectively we celebrate this.</p> <p>Overall, we aim to inspire, motivate and challenge pupils, equipping them with the knowledge and skills they need to enhance their own creative, musical abilities.</p>