



Buxton Primary School Curriculum Policy



Introduction

This policy is a statement of aims and principles relating to the school's curriculum. It will be reviewed annually and presented to the Governors' Pupils and Curriculum Committee.

Rationale

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum 2014, but also the additional and extra-curricular activities that the school organises in order to enrich the experience of the children. We believe that children need to be engaged and enjoy their learning, so our curriculum is practical and as active as possible.

It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential and be the best they can. This includes learning how to keep themselves and others safe, how to spot signs of grooming and bullying, and how to deal with these should they happen.

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. At the Heart of our Curriculum lie our Values. Through what and how we teach, through our relationships with the children and each other, we show children how to be good citizens, respecting difference, to make informed judgements and be tolerant of all around them.

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures, beliefs and orientation. We value the spiritual and moral development of each person, 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.

Education influences and reflects the values of society, and the kind of society we want to be. It is important therefore, to recognise a set of common values and purposes that underpin the curriculum at Buxton Primary School and enable the school to achieve its aims.

We believe children learn better when they are excited and actively engaged; what excites children best is excellent teaching, which will challenge them and demonstrate what they are capable of achieving. When there is joy in what they are doing, they learn to love learning. The curriculum at Buxton reflects this.

We believe it is our job to bring out the best in people by providing an enjoyable, excitable learning environment. No child should be labelled as a failure and every child has something to offer. Expectations of all involved should be high as we strive for excellence....

“Excellence from all Excellence for all.”

Our goal in delivering the curriculum is to combine excellence in teaching with enjoyment of learning.

Curriculum Statement

The Staff and Governors of Buxton Primary School aim to tailor education to individual need, interest and aptitude so as to fulfil every child's potential. Every pupil will have access to a creative, exciting, rich, broad, balanced and differentiated curriculum, which will sometimes be based on first hand experiences. However, it is recognised that every child has a different knowledge base and skill set, as well as varying aptitudes and aspirations; and that, as a result, there is a determination for every young person's needs to be assessed and their talents developed through diverse teaching strategies. At Buxton Primary School this means teachers using the flexibilities that already exist to ensure high standards in the basics with opportunities for enrichment and creativity.

Common Values and Purpose

- The curriculum, whilst paying due regard to achieving high standards in English and Maths, is broad, exciting and challenging;
- The curriculum embraces our School Values through encouraging children to be safe, be happy, achieve their best, challenge themselves and develop and understanding of the world around them and their place in it.
- The curriculum is used as an engaging way to increase pupil's knowledge, skills and understanding as they grow and develop and become more aware of the world around them;
- The curriculum will be carefully planned and structured to ensure that learning is continuous and progressive, and that pupils make good progress with the development of their learning;
- The curriculum will engage the children's interest, encourage and motivate them to want to learn;
- It will be exciting and at times offer pupils first hand experience to re-enforce their learning and to underpin their growing knowledge, skills and understanding;
- It will open their eyes to the wonders of creation and cause them to marvel at the incredible and fantastic world in which we live;
- The curriculum relates to the values from Collective Worship and PSHE.
- The curriculum will embrace all cultures, religions and traditions, reflecting the diverse society in which we live.

- The curriculum will aim to enable all pupils to grow into responsible, productive members of adult society.

Broad Guidelines

Planning

The Reception Year follows the DfE publication – Development Matters, which details the development and growth of pupils in Early Years. This includes 17 areas of learning:

When pupils move into year 1, they move onto the National Curriculum 2014 when they are ready. Provision is made within year 1 to continue some/all of the learning areas from Early Years. Transition to the Year 1 curriculum does not happen at a point in time but rather when pupils have reached that stage in their development.

From Year 1 to Year 6 the curriculum consists of:

- ✓ The National Curriculum; the programmes of study for each subject are used as a starting point for the long term and medium term plans, teachers have produced a school Planning Document which shows how the National Curriculum has been built upon and organised across the year groups from 1 – 6;
- ✓ Norfolk's agreed syllabus for RE 2012. Parents may exercise their right of withdrawal from religious worship and instruction.
- ✓ A bespoke PSHE curriculum which encompasses SEAL and Forest Schools – illustrating how we teach children about their emotional well-being, how to manage their feelings, how to be good learners and challenge themselves to achieve their dreams.

From Reception through to Year 6 opportunities will be taken to extend the curriculum beyond the statutory requirements through:

- ✓ visitors, including artists, dancers, craftspeople, actors, musicians;
- ✓ the use of the school grounds, the locality and the wider environment;
- ✓ educational visits;
- ✓ specialist teachers; musicians,
- ✓ Drama;
- ✓ support of parents.

Many of these activities will embrace the cultural diversity of the society in which we live and enhance the aesthetic environment of the school.

Delivery

The school week provides 22 hours and 30 minutes teaching time for Reception, 22 hours and 55 minutes teaching time for KS1 and 23 hours and 20 minutes for KS2. The curriculum is planned in such a way that it can be delivered over 34 weeks. This leaves 4 weeks integrated within the school year, for curriculum enrichment and collaborative events. eg. residential visits, family learning days, productions, cultural days, music festivals, visits out, curriculum days, DT challenges, charity days, geography field trips – to name just a few!

Both Literacy and Numeracy is delivered to mixed ability classes. All other aspects of the

curriculum are taught in classes with differentiation as necessary. Cross-curricular links are made between subjects where appropriate and an extensive range of high quality resources is used to underpin the curriculum. Optional homework is set, where appropriate, to link the curriculum with learning at home. To ensure progression, the teaching staff have developed Plannign Documents which form the starting point for all learning. As a theme is taught, it is recognised that children from different year groups will have varying skills and experiences. This is taken into account when MTP are devised. Our Curriculum promotes enrichment and caters for pupils' individual needs through personalised learning. Part of the curriculum is taught as continuing work whilst other aspects are taught as blocked units of work and allocated to specific years

As we are a small school, the long term curriculum map is a continuous work in progress.

Assessment

The school has policies for Assessment and Monitoring. Children have their own tracking record in Reading, Writing, Maths. There are also separate tracking records for pupils on the SEN register and those eligible for Pupil Premium Funding so progress can be monitored more closely. We follow the principles behind 'Assessment for Learning' and encourage children to self/peer evaluate their learning. At the end of a termly theme, units of work are assessed and used as the basis for devising MTP for future Themes. This information is recorded on spreadsheets, which create a developing picture both over the year and across the school. SLT and subject Leaders can see from these spreadsheets how many children are working at, above or below age related expectations in all subject areas. Inherent in our Curriculum are the principles of 'Aspects of Learning'. We aim to promote these principles of motivation, enquiry, problem solving, creative thinking, reasoning, evaluating, self awareness, empathy, social skills, challenge and communication through the Curriculum as a whole.

Teachers assess pupils progress constantly during/after a lessons, at the end of a unit of work and more formally in preparation for termly pupil progress meetings. Assessment judgements are made using teacher knowledge, school assessment materials, published testing materials and any other assessment resources that support learning.

Reporting on pupil attainment

All work carried out by the children is monitored and evaluated. A written school report is made available to parents annually in the summer term. Parents are invited to Parent/Teacher Consultation meetings in the autumn and spring terms. At these meetings parents are given a 'brief' written summary of their child's progress over the term in reading writing and maths, as well as making comments on their enjoyment and engagement with school. The Governing Body receives regular reports on pupil attainment compared to the national picture and similar schools and pupils` prior attainment.

Target setting

All pupils are set next steps for learning through teachers' marking and feedback. Specific pupil targets in Literacy and Numeracy are noted in the children's books. Children and teachers comment on these regularly. Yearly targets are set for each child, and these

collated to provide information on how many children are working at, above or below in reading, writing and maths across the school. This provides the SLT with an ongoing picture of potential attainment and progress at the end of key stages.

The Governing Body sets the statutory targets in the autumn term for those pupils reaching the end of key stage 2 in the following academic year. These targets are set in close consultation with the teaching staff using the evidence from ongoing standards analysis. Using the May assessment level as a base, end of year targets in Maths, Writing and Reading, are set for each child with the expected progress being three steps progress per year. The school maintains comprehensive Tracking data for all pupils in Reading, Writing and Maths.

Roles and Responsibilities

The Headteacher takes overall responsibility for the curriculum. The school has Subject Leaders in English, Maths, Science, ICT, Creative Arts, Humanities, PE/Sport, who monitor their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies. Consultation relating to the curriculum is facilitated through the annual stakeholder consultation process, from parents through newsletters, from pupils through the class and school councils, and from staff and governors at their regular meetings.

Inclusion - provision for all pupils

Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils' needs and abilities. Outcomes from assessment of learning enable teachers to set targets which reflect individual pupils' skills, abilities and potential.

The school has developed a model of intervention for children experiencing difficulties in literacy or mathematics based on three waves:

Wave One: The effective inclusion of all pupils in a high quality daily literacy and mathematics lesson (Quality First Teaching).

Wave Two: Small group, low cost intervention e.g. Booster classes, Numicon, Catch up programmes, toe-to-toe reading, sound discovery, amongst others. These materials may support our interventions strategies, rather than form the basis of them.

Wave Three: Specific targeted intervention for pupils identified as requiring special educational needs support. Specific curriculum extension programs for the Gifted and Talented.

Sex and Relationship Education (SRE)

The Governing Body has an agreed policy for SRE. Children are taught about families, relationships, friendships and reproduction as part of their Science and PSHE curriculum. Parents of pupils in Year 5 and 6 are taught a deeper understanding of sex and relationships and how this can vary due to orientation, religion, focusing on the common value of respect. Parents are given the opportunity to preview curriculum materials for the Sex Education programme of study which goes beyond the statutory science curriculum. Parents are offered the opportunity to view the materials prior to teaching

and any parents wishing to withdraw their children from these lessons are given the opportunity to do so. SRE for other year groups forms part of the science, PSHE and health education programmes of study. (Please see separate SRE Policy)

Spiritual, Moral, Social and Cultural Opportunities

The staff and governors are keen that all pupils are provided with SMSC opportunities both within the planned curriculum and through current affairs, independent study, extra events and experiences. We consider SMSC a real strength of our Curriculum and our school (see separate SMSC policy, and provision map)

Self Esteem and Self Worth

The SEAL, Forest Schools, Healthy schools principles and PSHE Curriculum form the central focus for our curriculum – all other subjects are based around these areas. As a small community it is vital that positive relationships and understanding of people's differences and strengths are recognised, accepted and celebrated. Every member of our school community is valued and taught to recognise their talents and abilities. All future members of our community will be equally respected and valued regardless of how they chose to lead their life.

Celebration assemblies are held each week recognising the achievements of our pupils. The school regularly seeks the views of children through the School Council, pupil interviews or the school buddy tree - children can identify others who have been a 'friend' to them. There are currently peer mentors to support pupils across the school at key times of the day and at school events. The school also have 'Trained' Buxton Buddies to support pupils friendships at playtimes.

Talents of individual pupils are celebrated within class and at school assemblies.

The awarding of house points also encourages pupils to do their best both in their school work and in their behaviour towards others. Each week at the celebration assembly the number of house points each team has collected is read out and the winning team receives an extra 5 minutes playtime at the end of Friday lunchtime.

'Lively Curriculum'

At Buxton Primary we strive to make the curriculum as lively, stimulating and exciting as possible. This includes regular participation in Forest Schools (see separate documentation), visits out and visitors into school. Children are also given many opportunities to apply their learnt skills in real situations. (Contextual Learning).

Extra curricular activities

As a small school we aim to provide an extra curricular activity most days after school for KS1/R and KS2. Parents of children wanting to attend such activities are asked to sign a consent form. All teaching staff participate in the provision of extra curricular activities at some stage during the year. Some enrichment activities are organised by external providers. Activities include: football, rugby, netball, music, eco club, gardening cross

country. There is no charge to parents for this provision – we feel that equal access to this provision for all children is vital to ensure a range of experiences.

Drama

We are extending our underpinning curriculum principle of ‘learning through first hand experience’ to include drama and ‘learning through imagined experience’. All teachers use drama as a valued and constructive teaching tool – enabling children to act out situations they may not ordinarily encounter.

Conclusion

We believe that it is vital children enjoy their school and develop a love of learning.

Therefore we make the curriculum as exciting and interactive as possible – as a small school we are in an ideal position to do this.

All Children’s work and achievement within the curriculum are celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute to the ethos. We ensure children know their work is valued and respected.

Policies to read in conjunction with this Policy:

- individual subject policies
- Forest School
- Sex and relationship Education
- Assessment
- Early Years
- Single Equality
- SEND and Inclusion
- Safeguarding
- Internet Safety

Signed:

Date: April 2017