



# Bembridge C of E Primary School

‘Learning to love God, one another and ourselves’

Curriculum Policy

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(Headteacher)

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(Chairman Board of Governors)

Review date: September 2020

## **Rationale**

At Bembridge CE Primary School we believe that every child can achieve to their full potential and exceed their expectations. We seek to inspire, motivate, challenge and nurture our children, providing each individual with every opportunity to succeed through the provision of an exciting broad and balanced curriculum. Our curriculum will prepare our children for a range of opportunities and experiences in the life which lies ahead of them. Thus, as our children leave our school they are equipped with the essential skills and knowledge they need to become responsible and able citizens. We want our children to be aspirational young people with the ability to make informed choices; to have positive attitudes and healthy relationships.

The curriculum is all the planned activities that we as a school organise 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 and opportunities that the school organises in order to enrich the experiences of our children. It also includes the skills and qualities that the children learn from the way they are treated and are expected to behave.

Our curriculum is planned to ensure that every child has the opportunity to develop: Spiritually, morally, socially, culturally, emotionally, intellectually and physically.

## **Curriculum Intentions**

We intend to provide an inspiring and enriching curriculum that promotes a passion for learning and reflects the world the children live in today. We want the curriculum to enable all pupils to become successful learners who can show age appropriate levels of independence A curriculum which:

- Meets current statutory legislation. Informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops.
- Reflects the school's appreciation of British Values
- Focuses upon developing pupils; attitudes and attributes, key skills, knowledge and understanding as well as promoting resilience and independence
- Is planned and co-ordinated linked to our Christian ethos and values to provide a rich broad learning experience
- Develops strong partnerships with parents and carers that influence the whole child and learning at school and home
- Is inclusive: approaches to learning are sensitive to the needs of all learners and their well-being especially the vulnerable, provides equality of opportunity, learning styles and access to a range of varied experiences, resources and organisation. Factors that influence the learning, progress and attainment of pupils are understood; barriers and inequalities are addressed.
- Sets high standards, with teaching staff having a deep knowledge of the subjects they teach, using a variety of practices to meet the needs of children
- Ensures teaching is based on a clear understanding of cognition and learning
- Ensures the classroom climate created by teachers inspires and motivates all pupils
- Provides opportunities for real authentic learning experiences using our whole school and local environment
- Is monitored, reviewed and evaluated regularly

## **Curriculum Implementation**

Our curriculum comprises an entire planned educational experience informed by organisational principles and approaches, making full use of opportunities for real world learning. We meet statutory legislation by:

- Using the National Curriculum
- Providing school policies and programmes of learning for Sex and Relationship Education (Christopher Winter Project), RE (Living Difference 3) and Collective Worship
- Providing appropriate Assessment, Recording and Reporting arrangements

- Ensuring that individual education plans/pupil passports identify access to appropriate resources, opportunities and learning as required for identified children.

## **EYFS**

The Early Years Foundation Stage curriculum is led by pupil interest and wherever possible and appropriate it is developed within a cross-curricular context. To utilise good practice and to help prepare the children for Year 1, some whole class or small group English and Maths teaching takes place. English and Maths opportunities are abundant in all areas of continuous provision, inside and out. We recognise that we need to work beyond the EYFS Framework to ensure our children are well prepared for Year 1 curriculum requirements.

## **Phonics**

We follow the DFE Letters and Sounds approaches to the teaching of phonics in EYFS/KS1 and support this by using published resources such as Phonics Bug reading scheme.

## **Maths and English**

We follow the National Curriculum and ensure coverage of statutory objectives. Literacy teaching is primarily through the use of an age-appropriate 'rich text'. The school has adopted the 'Small Steps' curriculum approach set out in the White Rose mathematics resources. We ensure that maths and English is embedded across curriculum subjects.

## **Foundation Subjects**

Subjects are linked into topics/projects where appropriate; creating opportunities to inspire and motivate the children. We also ensure that:

- All children have the opportunity to learn a musical instrument as part of the music curriculum e.g Ocarina and Ukelele
- All children have access to a minimum of 2 hours physical education each week (enhanced with additional physical activity linked to other subject areas, Golden Mile, and access to an extensive programme of extra-curricular provision)
- All children have the opportunity to perform as part of a drama production each year in Key Stages
- KS2 children have the opportunity to participate in a residential experience
- Learning outside the classroom is promoted at every opportunity and children have the chance to explore the beautiful localities in which our school is situated
- All curriculum topics will be enhanced by some form of enrichment either a trip, visit, or visitors each term in order to bring a rich and meaningful context to learning
- Opportunities provided for real authentic learning experiences

Curriculum maps are shared on the school website to advise parents of the areas of study to be covered each term in each year group. However, it is recognised that the curriculum should be flexible enough to accommodate windows of opportunity as they are presented e.g a commemorative or historical event should be given appropriate coverage.

## **Inclusion**

The curriculum is designed to be accessed by all children who attend our school. If children have special educational needs or disabilities (SEND), we proactively comply with the requirements set out in the SEND Code of Practice. 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 we think it necessary to modify some children's access to the curriculum, in order to meet their individual needs, then we do this in consultation with parents, and additional external professionals too.

## **Extending the Curriculum**

We extend our curriculum by offering a wide range of extra-curricular activities including key stage appropriate after-school clubs, performances, sports events, competitions, trips, outreach visits and enrichment events for more-able and talented pupils

## **Curriculum Impact**

Our curriculum has an ambition for high achievement of all pupils, irrespective of background and starting points. Children make progress to reach a good standard in statutory and school curriculum areas reflected in outcomes of all kinds at individual and year group. The children aim to be the best they can be.

Children develop their own sense of identity and through learning discover their own particular strengths and areas for personal growth and relationships. This is reflected through well-being and positive behaviours and attitudes.

Children are resourceful, resilient and responsible and thus leave our school prepared for life in the future.

Teachers and leaders continued development of professional skills, capacity and resilience.

## **Key Skills and Characteristics**

Across all of the curriculum subjects we promote key skills. We want our children to be:

- Inquirers: using their natural curiosity to acquire the skills needed to conduct purposeful research
- Lifelong learners: with an active love of learning to develop skills to the best of their ability
- Successful learners: who can show age appropriate levels of independence
- Thinkers: skilled in using thinking skills critically and creatively to make decisions and solve problems
- Communicators: confident in receiving and expressing ideas and information through use of language
- Risk-takers: confident to explore new roles, ideas and strategies
- Knowledgeable: with significant knowledge of themes and topics of local and global importance
- Principled: with integrity, honesty and a sense of fairness and justice so they grow up committed to equal opportunities for all
- Caring: with a personal commitment to action and sensitive towards the needs and feelings of others
- Respectful: with respect for themselves and high self-esteem and to be able to live and work cooperatively with others
- Responsible: capable of being trusted, morally accountable for their behaviour
- Open-minded: committed to exploring a range of views, and understanding the values and traditions of other cultures
- Well-balanced: with an understanding of the importance of physical and mental balance and personal well being
- Reflective: with the ability to reflect wisely, and constructively analyse their personal strengths and weaknesses
- Confident: showing certainty in oneself or one's abilities or qualities
- Aspirational: to achieve with success

## **Monitoring and review**

Our Governing Body is responsible for monitoring the way in which the school curriculum is developed and implemented. Governors liaise with the respective subject leaders and monitor the way in which these subjects are taught. Subject leaders also produce reports for governors on an annual basis. There is also a named governor assigned to ensure appropriate provision for children with Special Educational Needs or Disabilities (SEND). The Headteacher and Assistant Headteacher are responsible for the day to day organisation of the curriculum. They monitor the curriculum through analysing standards of attainment and progress, planning and work scrutiny, lesson observations and liaising with subject leaders, EYFS Lead and SENCO.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term plans to ensure that appropriate objectives, teaching and assessment strategies are used.

September 2018

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