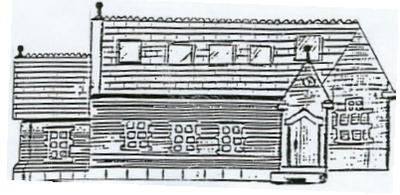




Beckley CEP School

Curriculum Policy



Values Statement

At Beckley Church of England Primary School the curriculum is firmly rooted in its Christian foundation: enabling every child to grow spiritually and emotionally; fostering imagination and a deep sense of personal identity and self-worth; providing guidance through the loving example of Jesus Christ.

Mission Statement

Our hope is that each child at Beckley will develop an appetite for learning that will endure throughout their lives. To achieve this, the curriculum will need to motivate and excite children so that they engage fully in learning, cultivate positive attitudes and relationships, make good progress, fulfil their true potential and **Achieve, Believe, Care.**

Policy revised: 13 November 2014

Policy adopted by the governors of Beckley School: 20 November 2014

Curriculum Policy

Beckley CEP School

Values Statement

At Beckley CE Primary School the curriculum is firmly rooted in its Christian foundation: enabling every child to grow spiritually and emotionally; fostering imagination and a deep sense of personal identity and self worth; providing guidance through the loving example of Jesus Christ.

Mission Statement

Our hope is that each child at Beckley CE Primary School will develop an appetite for learning that will endure throughout their lives. To achieve this, the curriculum will need to motivate and excite children so that they engage fully in learning, cultivate positive attitudes and relationships, make good progress and fulfil their true potential and Achieve, Believe, Care.

Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. At Beckley CEP School we have developed a creative approach to our curriculum. However, our creative curriculum does include the formal requirements of the National Curriculum and Foundation Stage, as well as the range of extra-curricular activities that the school organises in order to enrich the experience of the children. 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. Our motto of **Achieve, Believe, Care** reflects this view.

Values

At Beckley our school curriculum is underpinned by our values and mission (see statements above). The curriculum is the means by which the school achieves its objectives of educating children in the knowledge, skills and understanding they need in order to lead fulfilling lives.

The curriculum at Beckley complies fully with the aims and structure of The National Curriculum in England Key Stages 1 and 2 Framework Document. The planned curriculum at Beckley also draws strongly upon our school values.

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;
- the spiritual and moral development of each person, as well as their intellectual and physical growth;
- the importance of each person in our community, and our curriculum promotes co-operation and understanding between all members of our school community and the wider community;
- the rights enjoyed by each person in our society. We respect each child in our school for who they are, irrespective of race, gender, disability, faith or religion or socio-economic background 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 children in our school.
- Our environment, and we aim through our curriculum to teach respect for our world and how we should care for it for future generations, as well as our own.

Aims and objectives

The aims of our school curriculum are:

- 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 gain a solid base for lifelong learning based upon the desire to acquire knowledge and deepen understanding;
- to teach children the basic skills of literacy, numeracy and ICT capability along with personal and social development;
- to enable children to be creative and develop their own thinking;
- to teach children about their developing world, including how their society and environment have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society, aware of their responsibilities;
- to fulfil all the requirements of the national curriculum and the locally agreed syllabus for religious education;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children to consider the relevance of Christian ideas, values and beliefs in their own lives;
- to provide a daily act of worship;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Organisation and Planning

We plan our curriculum in 3 phases. We agree a long-term plan for each key stage. This indicates what Creative Themes for Learning (referred to as 'Learning Journeys') will be taught in each term, and to which groups of children. It also includes an indication of which NC Programmes of Study will be taught through each theme. We review our long-term plan on an annual basis.

Our medium-term plans give a brief overview of the learning objectives, key skills, curriculum drivers and assessment opportunities within each Creative Theme for Learning.

Our short-term planning gives greater detail of planned activities, resources and assessment and includes reference to the Essential Learning Objectives and the level at which they will be taught.

Creative Themes for Learning

Teachers work closely with the children in their classes when planning Creative Themes for Learning. The themes make meaningful links between National Curriculum subjects and promote Community Cohesion, Enterprise Skills, Environmental Understanding and Spiritual and Moral Development.

Essential Learning Objectives

Teachers' planning addresses essential learning objectives in a subject or area of learning. These essential learning objectives are revisited throughout the time that the children are in school and achievement within these objectives is tracked as children progress through the Milestones. When planning Creative Themes, teachers identify the key skills and learning objectives that will be taught, practised and applied, using their knowledge of the children in their class to decide at which level to teach them.

Essential Learning Characteristics

At Beckley we believe that each area of learning has some essential characteristics which need to be addressed throughout the curriculum we offer.

Essential Characteristics of Writers

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.

- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values

Essential Characteristics of Readers

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

Essential Characteristics of Excellent Communicators

- Engage in meaningful discussions in all areas of the curriculum.
- Listen to and learn a wide range of subject specific vocabulary.
- Through reading identify vocabulary that enriches and enlivens stories.
- Speak to small and larger audiences at frequent intervals.
- Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.
- Listen to and tell stories often so as to internalise the structure.
- Debate issues and formulate well-constructed points.

At Beckley School we follow the National Primary Framework for English and this provides a powerful structure for the development of skills, knowledge, understanding and application of English. In addition to a daily literacy session, we aim to develop the essential characteristics outlined above throughout the curriculum.

Essential Characteristics of Mathematicians

- An understanding of the important concepts and an ability to make connections within mathematics.
- A broad range of skills in using and applying mathematics.
- Fluent knowledge and recall of number facts and the number system.
- The ability to show initiative in solving problems in a wide range of contexts, including the new or unusual.
- The ability to think independently and to persevere when faced with challenges, showing a confidence of success.
- The ability to embrace the value of learning from mistakes and false starts.
- The ability to reason, generalise and make sense of solutions.
- Fluency in performing written and mental calculations and mathematical techniques.
- A wide range of mathematical vocabulary.
- A commitment to and passion for the subject.

At Beckley School we follow the National Primary Framework for Mathematics and this provides children with a thorough programme which ensures the development of skills, knowledge, understanding and application of Mathematics. In addition to a daily maths session, we aim to develop the essential characteristics outlined above throughout the curriculum, particularly in the area of Enterprise.

Essential Characteristics of Scientists

- The ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings.
- Confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out scientific investigations.
- Excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings.
- High levels of originality, imagination or innovation in the application of skills.
- The ability to undertake practical work in a variety of contexts, including fieldwork.
- A passion for science and its application in past, present and future technologies.

At Beckley we follow Kent's Scheme of Work for Science.

Further Areas of Learning and their Essential Characteristics

The **core subjects** or areas of learning as set out in the National Curriculum are:

1. English
2. Mathematics
3. Science

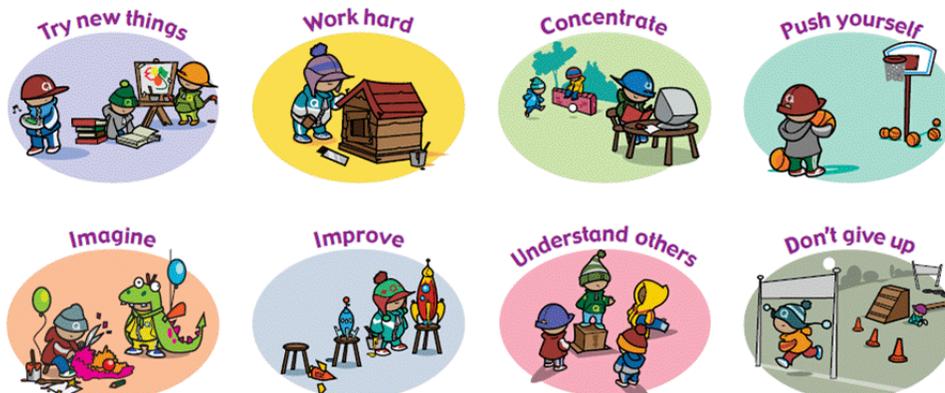
The **foundation subjects** or areas of learning as set out in the National Curriculum are:

1. Art and Design
2. Computing
3. Design and Technology
4. Languages
5. Geography
6. History
7. Music
8. Physical Education
9. Religious Education

The Essential Characteristics of the foundation subjects are set out in the Essentials file, a copy of which can be viewed by asking the Curriculum Leader, Mrs Kellaway or which can be accessed online at: www.essential.uk.com.

Personal and Social Development

We believe that the 'Secrets of Success' for children to become successful learners lie in the following:



These Secrets of Success are addressed in teachers' planning of Creative Themes for Learning and are promoted throughout the curriculum and in the weekly Share and Praise assembly.

Outdoor Education and Off Site Visits

We like to give our children opportunities to explore their learning outside the school environment. This may be through visits to places of interest, museums or residential visits. Children's enthusiasm for learning is enriched through such educational visits. As a parent you are asked to make a contribution towards the cost of the educational visit to enable us to enhance your child's educational experience at Beckley.

Our KS2 pupils engage in an annual residential visit. Children visit an environmental educational centre based in Rippledown in Kent. The children are given opportunities to explore the environment, making links with the science and geography curriculum. Children are encouraged throughout the week to explore their leadership and problem solving skills, work as a team, challenge themselves and support their friends. Children grow both socially and emotionally during the week and return to school feeling they can confront life with a renewed rigor.

Sex and Relationships Education

Sex and relationships Education is formally delivered in accordance with our SRE policy and will be presented within a moral, family-oriented and Christian framework. Parents, pupils and Governors have been involved in devising our SRE Policy. Parents have the right to remove their child from these sessions.

Additional Educational Needs

At Beckley we aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life. The school's aims with regard to supporting pupils with additional educational needs are:

- to identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development;
- to ensure that these children are given appropriate support to gain full access to the National Curriculum in a positive framework;
- to ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement;
- to involve parents, pupils and others in a developing partnership of support, enabling them full confidence in the strategy as adopted by the school.

Gifted and Talented

There are many definitions of 'gifted and talented'. 'Excellence in Cities' (EiC) guidance suggests:

'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE; 'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

Within our school we recognise that gifted and talented pupils can be:

- good all-rounders;
- high achievers in one area;
- of high ability but have poor writing skills.

We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

Class teachers will support the needs of gifted and talented pupils by:

- Looking for chances to widen the learning activities through the opportunities they provide in their planning;
- Providing an active curriculum;
- Providing a creative curriculum;
- Keeping a register of G&T pupils and updating it as necessary;
- Providing an exciting room where children want to be e.g. interesting writing areas/role play areas, interactive displays, etc.;
- Encouraging pupils to take risks, to play with ideas, and to see failure as a learning experience;
- Nurturing the able, as they would the least able, both academically and emotionally;
- Helping pupils to set their own goals for improvement;
- Monitoring the performance of the most able;
- Providing rigorous and constructive feedback, as often as possible, on pupil's work through evaluative marking;
- Seeking help from the school's G&T coordinator;
- Liaising with parents.

Equal Opportunities

At Beckley School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

At Beckley School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Early Years Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the revised Curriculum for the early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences.

Our school fully supports the principle that young people learn both through play, and by engaging in well-planned structured activities. Teaching staff in the reception class use observation to assess children's learning. This information enables the staff to plan the curriculum appropriately to promote the next steps in a child's learning.

Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and pre-school providers in the area.

During the children's first half term in the reception class, their teacher makes an assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future planning for each child.

We are well aware that all children need the support of parents/carers and teachers to make good progress in school.

We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

The Role of the Subject Leader

Activities for the subject co-ordinator:

- annual evaluation of the subject – identify subject priorities for future improvement and development;
- reviewing planning, meeting NC Programmes of Study;
- work scrutiny, consider standards across all abilities and ages;
- resourcing – ensure resources are appropriate, suitable stored, labelled etc. Identify shortfalls in resources, gaps in provision, ensuring resources in school are used;

- informal monitoring during year – displays, use of resources, talking to pupils at playtimes, photographs, pupil interviews and feedback;
- attendance at training courses if appropriate;
- dissemination from courses;
- up date subject policy when required;
- keep a subject co-ordinator’s file;
- provide articles for the school newsletter.

Equalities Statement

At Beckley CEP School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion, sexual orientation or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

At Beckley CEP School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Monitoring and Review

The monitoring pairs from the governors’ Learning and Development Team visit the school to monitor key aspects of the School Improvement Plan in relation to the curriculum.

How is the subject taught/organised? What areas have been identified for improvement?

Policy

Action Plan

School Improvement Plan

What do the pupils need to learn?

Chris Quigley essential learning objectives for subject

Scheme of work for subject

Overview of coverage in subject across the school

How will learning be assessed?

Assessment criteria for subject

What does teaching and learning in the subject look like?

Annotated photos, making reference to essential characteristics, essential learning objectives and essentials for progress through the milestones

How is the subject resourced?

Inventory of resources available and where stored

Records of expenditure

Useful websites, places of interest to visit

Training opportunities