



Curriculum Policy



Every child has the right to an education which develops their ability, personality and talents to the full. It should encourage children to respect human rights and their own and other cultures. It should also help them to learn to live peacefully, protect the environment and respect other people.

Article 29, UNCRC (United Nations Convention on the Rights of the Child).

Rationale:

At Bearwood Primary and Nursery School, we value each child as an individual with a unique potential for learning. Our aim is to enable each child to participate fully in current and future society as a responsible, self-confident learner. We promote the spiritual, moral, cultural, mental and physical qualities of all pupils. Our curriculum is designed with these concepts in mind.

Introduction:

We define curriculum as the totality of a child's experience at Bearwood Primary and Nursery School. This includes not only **what** but also **how** the child learns.

Curriculum Aims:

At Bearwood Primary and Nursery School, we design a curriculum which is:

Engaging:

Our aim is that children enjoy learning and embrace challenge: this high level of engagement leads to progress.

Enriching:

Our aim is that the curriculum is enriched in a variety of ways: trips; visitors; real world contexts; innovative, stimulating and inspiring experiences; cross-curricular links; purposeful use of the environment; pupil and staff collaboration.

Unique:

We recognise that not only is each child an individual but also each class and each member of staff have unique interests, skills and talents. Our curriculum is designed flexibly to meet the needs of these groups.

Rights-Respecting:

All decisions are made in the best interests of the child and are framed by the UNCRC (United Nations Convention on the Rights of the Child) and UDHR (Universal Declaration of Human Rights).

Curriculum Model:

The curriculum at Bearwood Primary and Nursery School is led by explicit skills-teaching and experiences that enable children to become:

Independent Learners

Confident Communicators

Global Citizens

The National Curriculum (DfE, 2014) and Early Years Foundation Stage strategy provide the core subject knowledge covered by Early Years, Key Stage 1 and Key Stage 2.

A child's right to access the full range of this curriculum is upheld by ensuring that elements such as PE, music and the creative arts (art, design, drama) are given due consideration. Each year, coverage of statutory curriculum objectives is organised to reflect the personalised needs of individual cohorts.

This core curriculum is enriched in a variety of ways.

Learning Skills:

At Bearwood Primary and Nursery School, we have identified learning skills essential to the successful development of the whole child:

Independent Learner

An independent learner is a self-motivated problem solver.

This is important because learning independently supports achievement, aspiration and problem solving now and into the future. Independent learning is about being self-questioning, self-reflective, self-motivated, self-organised and taking personal pride in achievements. It is about making the right choice in complex situations.

Confident Communicator

A confident communicator is emotionally mature with a depth of language learning that enables them to share ideas effectively, including in collaborative contexts.

This is important because effective communication is essential for life-long learning and for being responsible citizens. Confident communication is about the ability to articulate feelings, resist negative peer pressure, facilitate positive peer pressure and challenge misconceptions. It is about explaining, understanding, questioning, justifying, reflecting and predicting. It is centred around the skills of reading, writing, speaking and listening.

Global Citizen

A global citizen respects the rights of others and is proactive in helping to make the world a better place to live in.

This is important because respectful citizenship is at the heart of successful, fulfilled communities. Global citizenship is about diversity, environmental awareness, sustainability, tolerance, awareness of other cultures, beliefs and lifestyles and respect for minorities. It is framed by values of empathy, kindness and generosity.

Exploration and understanding of British Values is a key element of becoming a Global Citizen: democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Learning Skills - Appendix A

Enrichment:

At Bearwood Primary and Nursery School, enrichment is an essential component of curriculum design. Enrichment improves the quality and value of learning and may extend children's learning beyond the statutory objectives.

An enriched curriculum is one which respects the rights of children. Enrichment can occur in a variety of ways:

- **Participation** – children's opinions influence decisions made about learning.
- **Real-world** – contexts for learning are explicitly connected to the real world in ways which are meaningful to children.
- **Purposeful use of the environment** – outdoor environments are used to improve the quality of learning.
- **Visits and visitors** – trips and visitors are chosen to widen children's access to knowledgeable experts and to provide experiences of learning on site in practical contexts.
- **Innovation** – learning is approached in fresh, new ways.
- **'Outside' the Curriculum** – topics are covered which are not explicitly identified in the National Curriculum/ EYFS.
- **Following Interests** – children's particular hobbies and interests are taken into account when designing the curriculum.

Enrichment permeates every aspect of curriculum design, influencing daily learning decisions as well as weekly, monthly and yearly ones.

One major element of enrichment is highlighted on the curriculum newsletter produced each half term.

Expectations:

At Bearwood Primary and Nursery School, we aim for the highest possible standards. We have identified a set of shared expectations which are present in all classes:

Appendix A

English:

Appendix B

Mathematics

Appendix C

Basic Skills:

'Basic skills' is a daily learning opportunity lasting between 10 and 50 minutes.

The focus is the rehearsal of objectives in English and Mathematics from previous year groups or which were taught earlier in the current academic year.

Rights Respecting:

- **Charter** – each class discusses and agrees a charter at the beginning of the year. This charter is based upon the UNCRC and shows the agreed behaviours of adults and children which will uphold the rights agreed as most relevant for the class.
- **Display** – each new display includes one of the rights from the UNCRC or UDHR to make the links between rights and learning explicit.

Appendix D

Assessment:

At Bearwood Primary and Nursery School, we believe that each child is an individual.

Progress is monitored during lessons in addition to outside lesson time through learning outcomes.

Feedback, both oral and written is provided in a timely fashion designed to have maximum impact. This occurs during learning experiences as well as through marking and pupil-teacher conferences.

Children are taught the skills of self-evaluation to support effective reflection on learning.

Curriculum design is modified on a day-to-day basis in the light of assessment information.

Children who have not made expected progress are given additional support through a variety of interventions. The impact of these interventions is continuously monitored to ensure progress.

Home Learning:

Home learning is designed to support children's development as independent learners. Much of the home learning is project based, giving children the opportunity to make their own choices about how and what is presented.

Curriculum Planning:

EYFS

Nursery Class and Reception (Oak Base) work together to cover the objectives outlined in the Early Years Foundation Stage strategy.

Projects are planned on a two-year cycle. This is reviewed and updated in the light of new cohorts and identified learning needs (Appendix E1 – Nursery; Appendix E2 - Reception).

Key Stage 1

The National Curriculum provides the core knowledge for Year 1 and Year 2 (Holly Base). Objectives in English, Mathematics, Science and RE are year-group specific. Objectives in other subject areas are taught on a two-year cycle. Teachers are responsible for ensuring that the identified objectives are covered during the designated year. The way in which objectives are grouped can be varied. (Appendix F)

Key Stage 2

The National Curriculum provides the core knowledge. Objectives in English, Mathematics, Science and RE are year-group specific. Objectives in other subject areas have been allocated to either lower or upper Key Stage 2. Lower Key Stage 2 is Year 3 and Year 4 (Willow Base). Upper Key Stage 2 is Year 5 and Year 6 (Maple Base). These subjects are taught on a two-year cycle. Teachers are responsible for ensuring that the identified objectives are covered during the designated year. (Appendix G)

The way in which objectives are grouped and delivered can be varied.

Examples of planning used by previous year groups is included in the following appendices:

Year 3 Cycle 1:	Appendix H
Year 4 Cycle 1:	Appendix I
Year 5 Cycle 1:	Appendix J
Year 6 Cycle 1:	Appendix K
Year 3 Cycle 2:	Appendix L
Year 4 Cycle 2:	Appendix M
Year 5 Cycle 2:	Appendix N
Year 6 Cycle 2:	Appendix O

Action	When	Signed
Policy drawn up	July 2017	L. Manson
Agreed by Governors		
Due for revision	Summer 2019	