

Curriculum Policy

Booth Wood Primary School



Approved by:

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1. Objective of Policy:

This policy aims to provide all stakeholders with a clear understanding of Booth Wood Primary School's curriculum for pupils.

2. Rationale:

Booth Wood is committed to providing an outstanding education to its pupils. A rich and relevant curriculum is fundamental to this. Our curriculum is designed to maximise pupils' life chances. It is pupil-centred, using pupils' needs and lived experiences as its starting point.

3. Statutory Requirements

The curriculum delivered to pupils at Booth Wood provides them with access to the full National Curriculum, and fulfil certain other statutory obligations, as detailed below.

The statutory Primary National Curriculum states that:

3.1 Every state-funded school must offer a curriculum which is balanced and broadly-based and which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

3.2 The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.

(The national curriculum in England – Key stages 1 and 2 framework document September 2013)

In addition, *The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe.* (Statutory Framework for the Early Years Foundation Stage, March 2021)

Primary schools must also:

- *make provision for a daily act of collective worship* (National Curriculum, 2013)
- *teach Religious Education (RE) to pupils* (National Curriculum, 2013)
- *make provision for personal, social, health and economic education (PSHE), drawing on good practice* (National Curriculum, 2013)

Furthermore, the statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education states that:

- *Relationships Education (is) compulsory for all pupils receiving primary education and...Health Education (is) compulsory in all schools* (Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, 2019).

4. Definitions

Curriculum Intent Statements:

The character development-focused purpose of our curriculum. Our intent statements summarise the attributes that pupils will gain through accessing our curriculum. They also detail the ways in which our curriculum addresses social disadvantage and ensures that pupils accrue the required knowledge and skills needed to take advantage of the opportunities, responsibilities and experiences of later life.

School Values:

Our slogan 'S.M.I.L.E' says it all: *Stimulating Minds through Imaginative Learning Experiences*. Our values of: *resilience, teamwork, effort, friendship and kindness, respect and creativity* help our children articulate how to be independent learners.

5. Overview: The Booth Wood Curriculum

We base our learning on a broad and balanced curriculum. We deliver a wide and varied learning experience and are fully committed to developing each child's unique potential within a secure and caring environment.

We use a range of sources to meet the needs of the curriculum and provide an exciting and enlightening learning experience for our children, maximising the opportunities in our local area. We believe that our children should not only reach their best academically, but also develop a thirst for knowledge, foster a love of learning and leave our school ready for the next phase of their education.

Children of Booth Wood Primary School are happy learners who work hard to reach the challenges set by their teachers. Outstanding teaching and learning give children opportunities to be successful in a creative, safe, calm environment where classrooms and other learning spaces promote creativity and high aspiration. Our slogan 'S.M.I.L.E' says it all: *Stimulating minds with imaginative learning experiences*. Our values of *resilience, teamwork, effort, friendship and kindness, respect and creativity* help children articulate how to be independent learners.

Our curriculum allows children to build on their learning, progressively acquiring the knowledge and skills needed for the next stage in their education. Children are confident in reading, writing and maths, which supports them in fully accessing the broad curriculum and enrichment opportunities available.

Pupils are given opportunities to rehearse and embed these skills daily. They are challenged not only to develop their understanding, but to master and articulate it. As a result, our pupils are successful, self-motivated, independent learners who love to learn.

Booth Wood develops the skills and attitudes that help children become life-long learners and succeed in their future. These are embedded in our curriculum and celebrated in all classes and in our wider community.

Each half term, children are immersed in an engaging topic. Some subjects are taught outside of this. Throughout our curriculum we also provide:

- Cross-curricular links where they are meaningful.

- Resources that are inspiring and motivating and ensure that all pupils learn and progress

- Relevant and rich first-hand experiences including visits and visitors

- An appropriate level of challenge for pupils, no matter what their starting point

- Opportunities for deep thinking and debate

- Regular opportunities for parents to be involved in their child's learning

- Spiritual, moral, social and cultural development through the curriculum

We have designed a fully comprehensive curriculum framework that meets the requirements of the latest National curriculum review. Our curriculum continues to ensure that our children's learning is both meaningful and benefits from a specific focus on the core requirements of the English and Mathematics curriculum. It is based on an analysis of how it can benefit the needs of our specific children and their community. It is designed to ensure that children can become upwardly socially mobile. It supports children in developing Global and the fundamental British Values. Children are given opportunities to actively engage on their learning through meaningful and applied contexts. Children know they can be Expert Learners and that there are no limits on their ability. They are able to develop a Growth Mindset to help support the effectiveness of their learning.

Our planning builds on prior learning and allows pupils to show that they are making progress each and every lesson no matter what the subject. Each lesson (and unit) has clearly defined end points that provide the basis for highly interactive formative and summative assessment. These elements are in place thus providing evidence that our planning delivers a high quality of education for all pupils whatever their starting point.

We have developed our own personalised knowledge organisers that have:

- a 'prior learning' element
- a start and end of unit assessment
- Key vocabulary

We believe that inclusion is vital to the success of our children. Pupils follow a curriculum that stretches them and makes them think. Teachers make sure pupils learn things in an order that helps them make sense of their work. Our sequencing of lessons also focusses on the 'end' core skills, knowledge and understanding needed in order for all children to be successful. With this focus in mind, planning ensures that the needs of all learners are met. Highly skilled support staff make a positive contribution to the success of all learners.

6. Curriculum Intent, Implementation and Impact

Intent (why?): We have developed a broad and balanced curriculum that is child-centred, creative and inclusive – but most of all it is relevant to the demographics of our school. Our foundation subjects needed to reflect and respond to our demographic. We also needed to provide knowledge, skills and experiences that may not be relevant to another school that is just a few miles with a very different demographic - it is only for us.

Implementation (how?): We carefully considered what we are teaching to make sure that the topics are exciting, inspiring and relevant to our children; whilst still covering the whole of the national curriculum. Having decided on the topics we thought about trips or visits that would stimulate the minds of the children.

Knowledge organisers help the children to focus on the key knowledge and skills needed to be successful. Curriculum maps (each year group) ensures clear progression of knowledge and skills.

Impact (outcome): Starting the school year with new topics in each year group has given our curriculum a fresh purpose – for both staff and children. Naturally, there are challenges involved in this process, such as resourcing new topics, starting plans from scratch and visiting new places, but, as with all new things, there is a buzz of excitement around the school and one that will continue as the year goes on and we see the impact of our changes.

7. Delivering the Curriculum in the classroom: The way teaching supports pupils to learn the curriculum.

Revisiting and embedding the key learning planned and ensured by using the knowledge organisers that show prior learning as well as a beginning and end of unit assessment. Our 'roads to success' act as 'aide memoires'. We teach using and recalling new and existing vocabulary. If a child is struggling in any subject then personalised intervention will be put into place. If it is retention that is the problem then 'little and often' activities help to put the knowledge into their long term memories. We pride ourselves on inclusion.

Teachers constantly review previous lessons, units and years. They are very knowledgeable about the curriculum and know what was taught previously and where the current learning will lead to next. Our learning walls are updated daily with new questions, answers and key vocabulary. In each subject children make a glossary of key words and their definitions. This follows them through school.

Our pupils are very enthusiastic about learning new things. Our curriculum is relevant to the needs of our children and, as such, any new initiative is shared with all stakeholders (including children) before put in place.

We use a range of ways in order to provide opportunities for our pupils to make connections:

- Innovative and creative
- Reflection activities
- Using STEM sentences
- Questioning
- Go deeper activities
- Peer to peer teaching

Pupils are encouraged to 'know and remember more'. Teachers constantly review previous lessons, units and years. They are very knowledgeable about the curriculum and know what was taught previously and where the current learning will lead to next. Our learning walls are updated daily with new questions, answers and key vocabulary. In each subject children make a glossary of key words and their definitions. This follows them through school.

Using our 'roads to success' focusses children on their previous learning. They use their key vocabulary glossary and their knowledge maps to review previous learning.

8. The EYFS Curriculum

Also see the EYFS policy and the New EYFS Curriculum Document

Best practice EYFS pedagogy is vital in ensuring that all pupils are ready for Year 1. In securing positive outcomes at the end of the EYFS, practitioners at Booth Wood value the development of positive relationships with and between pupils, the role of play and the contribution of an enabling environment both indoors and outdoors.

At Booth Wood we believe that children learn best through practical, hands-on experiences and interactions with their environment. The best outcomes for children's learning occur when adults provide opportunities for both:

Child-initiated play, actively supported by adults and
Focused learning, with adults guiding the learning through playful, rich and experiential activities.

9. Safeguarding and the curriculum

Refer to Safeguarding Policy

Throughout our curriculum, teachers emphasise how pupils can help to keep themselves safe and what they should do if they are worried. Every opportunity is taken to address key contextual safeguarding issues through the curriculum, such as domestic abuse and radicalisation.

10. The Role of PSHE/RSE

Refer to PSHE/RSE Policy

Learning in relation to a pupil's personal, social, health and economic development occurs explicitly throughout the curriculum. Additionally, the subject is taught discreetly. PSHE / Relationships and Health Education is taught every half term, using 'Jigsaw'. The PSHE themes taught at any given point in the year are the same throughout the school.

11. Raising Cultural Capital

School life at Booth Wood focuses on the right of all pupils to access a culturally rich education that enables them to be educated citizens and engenders a passion for creativity and achievement. Through experiential hooks into learning; educational visits; high quality texts; participation in the arts; and out of school experiences, our curriculum ensures that rich cultural experiences underpin the education of all learners at our school. A particular emphasis is placed on redressing the imbalance both for learners who are eligible for the Pupil Premium and other vulnerable pupils such as those with no recourse to public funds. In pursuit of these goals, our provision is enhanced through collaboration with an extensive range of external organisations.

12. Pupil Democracy

All pupils at Booth Wood participate in a meaningful and effective democratic process in order to be selected for our school council. The Councillors for this body are made up of both elected and selected members from both Years 1 through to 6. The selected members are chosen in consultation with SLT to promote social inclusion and provide wider opportunities for our vulnerable / disadvantaged pupils. The council members are responsible for organising events to raise money for items that will benefit both the school and the local community.

13. The Role of Assessment

In studying the Booth Wood Curriculum, every pupil is entitled to be assessed and the outcomes analysed to inform teaching and improve learning. Provision for such assessment is built into the planned curriculum. This includes both formative assessment (used for feedback from pupils to adults, from adults to pupils and pupil to pupil, in order to improve standards as part of day-to-day teaching) and summative assessment (used termly to assign an in-school tracking judgment, for standardisation and for gap analysis).

Formative assessment is characterised by: planning that builds on prior assessment; effective questioning and dialogue; observation and listening by staff; and pupils knowing what to do independently when challenged. Staff respond to their formative assessments through varying the

lesson pace or the level of modelling, through teaching a guided group or individual, through giving instant feedback to individuals, groups, or the class, and through adapting resources.

The outcomes to in-school summative assessments are used by class teachers and leaders to identify gaps and misunderstandings, to monitor the performance of pupil cohorts, to identify where interventions may be required, and to work with teachers to ensure that pupils are supported to achieve good progress and attainment. Pupils are given feedback on how they can address their next steps in learning. Parents are informed about this attainment at both parents evenings and in the end of year report. Summative data is further used to evaluate the effectiveness of the curriculum offer, and to modify it accordingly.

14. Inclusion and Pupil Progress in the Curriculum

Leaders and staff have established a vision which is both highly inclusive and highly ambitious. Staff know exactly what pupils need to be able to know and do to achieve. They focus their efforts with precision to make a difference. Many children start at the school with low levels of knowledge and skills in language and communication. Therefore, leaders prioritise speech and language support. There is a sharp focus on the teaching of phonics. Children are completely absorbed by this. They develop a love of reading together and thoroughly enjoy retelling stories, including their own. Children compare stories with what they have read before. Leaders make sure that all staff are well supported so that they become experts in the teaching of reading. Staff are committed to this. Pupils make rapid gains and become fluent readers. They tackle increasingly complex texts with success. They know that as they read more widely they will encounter new words. Pupils can clearly explain how their prior learning helps them to work out what the author means. The curriculum is planned with precision so that pupils build on what they know. Teachers remind pupils of what they have learned before. Teachers provide parents with resources to help pupils practise their skills. Leaders make sure that all pupils, including those who are disadvantaged, have the chance to review previous work. This helps pupils to retain what they have learned as a basis for acquiring new knowledge. Staff spot misconceptions quickly. Teachers and teaching assistants work closely together so that pupils practise, become fluent and keep up. Staff swiftly identify pupils who have SEND. Leaders check that the support pupils get is making a difference. Pupils become confident and articulate individuals. They know, and can explain, how what they have learned before helps them.

We know what excellence looks like in all subjects.

We share what excellence looks like in all subjects.

Through growth mindsets and our school values, we support our children to achieve excellence.

We help them secure the knowledge and then allow our children time to apply that knowledge.

We make redrafting part of our culture with only the best work possible accepted.

15. Roles and Responsibilities

Governors are responsible for:

- Attending Governing Body meetings and engaging in strategic planning in relation to the curriculum.
- Meeting with subject leaders
- Observing the curriculum in the classroom
- Being familiar with expectations in relation to the school's curriculum
- Attending training

Headteacher & SLT are responsible for:

- Ensuring that this policy is adhered to

- Articulating the curriculum vision to all stakeholders
- Monitoring and improving the effectiveness of the curriculum in response to pupil outcomes and feedback from all stakeholders

Subject Leaders are responsible for:

- Monitoring and improving the standard of provision and outcomes in their subject area(s).
- Ensuring that learning with their subject(s) is coherent, developmental and progressive.

Teachers are responsible for:

- Following the curriculum procedures outlined in this policy
- Articulating the curriculum vision to pupils
- Feeding back on the effectiveness of the curriculum

Pupils are responsible for:

- Engaging in contributing to the curriculum