



BERSTED GREEN PRIMARY SCHOOL

Curriculum Policy 2024-25

School Improvement priorities: Achieve; Care; Enrich, Enliven and value Enterprise.

Aim to:

- Value and support pupils to, in their day to day lives and learning, demonstrate our core values:
Resilience - Compassion - Responsibility - Respect - Honesty - Perseverance - Collaboration - Communication - Achievement - Flexibility - Creativity - Courage
- enable our pupils to be healthy, stay safe, enjoy and achieve in their learning, make a positive contribution towards achieving economic well-being and being able to make choices about their employment in the future.
- Pupils will make secure progress through appropriate expectations in an interesting, calm and positive learning environment.
- Pupils will behave appropriately and be safe and confident in a range of social and educational settings and situations.

Adopted by the Governing Body on 4th December 2024

Review Date - September 2026

The principles and purpose of the curriculum policy are to:

- Recognise that at BGPS we 'Learn Together'.
- Offer a broad range of learning to engage every child.
- Recognise that children are unique.
- Raise pupils' self-esteem and resilience.
- Encourage pupils to value the school environment and be good citizens.
- Support children to survive in the fast-moving digital world we live in.
- Ensure the policy is monitored and evaluated.
- Ensure the rights and responsibilities of all members of the school community.
- Ensure pupils make the progress they are capable of.

Our Intents:

- Independent research; sharing and taking turns; winning and losing; adept across a range of learning; a residential experience; Cook and cost a meal; Play safely; to make up our own mind; riding a bike; swim; beach safety; kiln; outdoor learning; bushcraft skills; Successful transitions; Opportunity to play, explore, learn actively; Each child unique; Creative; Think critically; Preparation for life in 'real world'
- To grow healthily; Families and people care for me; Caring friendships; Respectful relationships; Being safe; Making choices; Acceptance and tolerance.
- To develop: thinking skills, enquiring minds, questioning, respecting other's opinions, 'your turn, my turn'
- To rehearse, perform and practice. To appreciate other's performances
- Express ourselves clearly, communicate effectively, confident conversation. To actively listen to all the views
- Literate; Enjoy; Imagination fired; Inference; Facts; Develop as authors; Retell; Empathise with characters.
- To sound out to spell and read effectively. To say words correctly, build a wide vocabulary and learn the alphabet.
- To have the skills and knowledge to be authors who effectively get their ideas and messages across to readers. The children think about the purpose, audience, viewpoint and effect of their writing.
- To develop children who are numerate and confident problem solvers and to see the links in everyday situations.
- To develop and maintain skills; precise; planning; prepare for life and real-life contexts; To plan, evaluate and improve. To consider instructions. To ensure knowledge sticks and can be retrieved.

- Improve mastery of art and design techniques, learn about artists, differences and similarities with own work and artists. Experience art in the community. Use a personal sketchbook to develop ideas and to evaluate own learning.
- Explore music through listening, composing and performing music in groups and as individuals. Improvise and compose. Musical notation /symbols. Listen to and enjoy live and recorded music. History of music - relate to topics.
- Confident articulation, discussion and use of another language. Appreciation and understanding of other cultures.
- Digital age. Fast changing technologies influencing the world we live in; On-line relationships; Word processing and presentation skills taught and practiced.
- Enquiring scientists; Performing practical experiments - predicting, hypothesising and concluding. Knowing how scientists have influenced and made a difference to our lives.
- To be historians, researchers, inquisitive and to appreciate where life today came from in the past, Understanding chronology.
- To understand similarities and to tolerate difference. To know about different religions as well as non-religious groups; Appreciate. Interest. Informed views
- Children are active. Excel where they are capable. Experience a range of activities and skills including taster sessions. Games skills, team games, gymnastics, athletics and dance will be taught over the yearly cycle. Children in KS2 will have swimming lessons. There will be opportunities for every child to compete and to play sports with other children beyond their class and their school.
- To prepare children; to check and understand learning as well as misconceptions. To build resilience
- To evidence progress children make across the curriculum. Amend planning and learn from gaps/data differences.
- To check that what we have agreed is happening in the way we planned and agreed. To ensure secure impact from the school improvement priorities - we are making a difference - QFT is impacting on accelerated progress to ARE/GD.
- Children are engaged with the learning agenda. Understand the context of the learning. Are inspired.

National Implementation:

EYFS and National Curriculum to guide a range of topics that inspire, engage and ensure coverage so children leave primary with a comprehensive grounding.

EYFS – Reception

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes. The Early Years Foundation Stage (EYFS) framework supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children.

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- children learn to be strong and independent through **positive relationships**.
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.

Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Children joining reception class complete a baseline assessment in the first half term (Autumn 1).

Educational programmes must involve activities and experiences for children, as follows:

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities and development.

Bersted Green also supports children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involve enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology

Ofsted also looks at the following that we feel are really important:

- playing and exploring; active learning; creating and thinking critically.

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.
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum'.

There are programmes of study for each year group Y1-Y6 with specific expectations and a progression of skills which all staff follow and adapt to the needs of the child:

- English, maths, science, history, geography, design and technology, art and design, music, physical education including swimming, citizenship/PSHE/RSE and computing

RE is taught according to the locally agreed syllabus (new in September 2021) with strong links to P4C (Philosophy for Children).

KS2 also learn a modern foreign language which is French.

Children in Y6 are formally tested using standardised tests in May -

- KS2 checks cover Reading, maths and an English grammar, punctuation and spelling test

- Y1 children have a phonics assessment. Y4 children will be checked on times tables.
- Y2 children no longer have statutory checks but papers are used to support teacher assessment

Ofsted guidance states:

Intent

- Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.
- the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical - for example, for some learners with high levels of SEND - its curriculum is designed to be ambitious and to meet their needs.
- learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary.

Implementation

- teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
- over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.
- teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.
- teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select - in a way that does not create unnecessary workload for staff - reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge.

Impact

- learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
- learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.

Our implementation:

Subject and aspect leaders have action plans and files including:

Subjects - progression is mapped in each of the subject areas to ensure outcomes are matched to the National Curriculum expectation

Year groups - coverage ensures topics are revisited and learning is built upon throughout the children's time at Bersted Green Primary School.

Monitoring

- Subject/aspect leads - supporting, observing, checking planning, talking to children etc.
- Headteacher and SLT
- Governors know what is happening and the difference it is making
- External validation

Impact

- Children make good progress
- Children achieve and feel successful across the curriculum
- Children enjoy their learning and are well taught
- Adults have the skills and knowledge to teach to the highest standards
- Children develop skills, knowledge and can work independently
- Children are ARE/GD

Evaluation - on-going:

Reviewed by September 2024 Next review September 2026
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