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# Bredenbury Primary School

## Curriculum Policy

This policy includes an appendix to Curriculum Policy added in January 2021: **Remote Teaching and Learning Provision**

Policy created:	December 2020
Agreed by staff:	December 2020
Agreed by Governors:	Ratified 01.02 2021

## Our Curriculum

### Curriculum Policy Rational

Whilst our curriculum is based on the National Curriculum, it is designed to meet the needs of our pupils in a small rural school. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (Key Stage 1 to 2, and to be 'secondary ready'), and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. We make meaningful connections across subjects, and the school expects everyone to develop and show awareness of equal opportunities.

Bredenbury Primary School strives to be a fully inclusive environment where children grow, learn and achieve together. We value each child as an individual with a unique potential for learning. Their natural curiosity is fostered through a creative, ambitious curriculum where children are at the center of their learning, driven by their needs. It is a curriculum that excites and challenges and enables all to be responsible, resilient, successful learners. Our curriculum nurtures and prepares children educationally, socially, physically and morally for their continuing learning journey. Supported by a culture of equality and aspiration we aim to remove barriers to learning so that every child believes in themselves and can thrive. Through the curriculum children develop an understanding of citizenship and are empowered to make valuable contributions locally and globally.

Building on the good foundations laid in the homes of our children, we work in partnership with parents so that pupils leave our school as happy, confident, resilient and responsible young people with a highly developed sense of duty.

At Bredenbury Primary School we aim to develop pupils who are successful, independent, responsible and resilient and as a result of the curriculum offered the children will, at a level appropriate to their age and ability, be able to be:

Successful – by being:

- Creative thinkers
- Problem solvers
- Good question askers and learn by their mistakes
- Good collaborators
- Good communicators
- Secure in their knowledge from the world and how it is shaped
- Motivated to learn.

**Independent – by having a secure:**

- Sense of identity
- Good relationships with all members of their community
- Emotional awareness
- Knowledge of right and wrong
- Understanding of organizational skills
- Awareness of a healthy lifestyle
- Understanding of risk awareness
- Understanding of how to develop their strengths, talents and ambitions
- Confidence and willingness to try new things

**Responsible – by developing their ability to be:**

- Well prepared for life and work
- Enterprising
- Able to respect others and understand their own and others' cultures and traditions
- Able to understand what it means to be British and will appreciate diversity
- Able to challenge injustice
- Recognising how to sustain and improve the environment
- Able to try to change things for the better

Our curriculum has a positive impact on everyone involved – pupils, staff and the wider community. Everyone is planning and working together and there's a great sense of sharing and empathy, a real community spirit.

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the curriculum guarantees we as a school provide to develop the independence and responsibility of all of our pupils. We ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. We aim to teach our pupils 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 full potential.

We believe that learning should be an enjoyable, lifelong process through which everyone can achieve their potential and exceed their expectations. We will challenge and support our pupils to do their very best, by providing an extensive range of learning experiences beyond the statutory requirement.

Our curriculum is the means by which we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our school curriculum is underpinned by our principle value of providing high quality educational experiences that are focused on continued improvement in whole school standards and the development of independent and responsible learners.

These are the core values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual children, as well as for people of all cultures.
- We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and provide equal opportunities for all children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our country and the world, and how we should care for it for future generations, as well as our own.

### **Curriculum Design (Implementation)**

Emphasis is on a thematic approach bringing subjects alive and making them meaningful. Each theme is developed per class to include all year groups, whilst ensuring appropriate year group coverage. National Curriculum Programs are mapped across the year groups to ensure entitlement and access. Subjects are carefully planned to ensure progression of knowledge and build upon one another. Each theme is carefully devised to build upon previous learning, whilst delivering new knowledge and the opportunity to gather new skills.

**The following skills have been deemed ‘key skills’ in the revised National Curriculum:**

- Communication
- Application of number
- Information technology
- Working with others

- Improving own learning and performance
- Problem-solving

We strive to develop these skills across the curriculum.

The themes are as follows (whilst acknowledging that current local, national and world events may be inserted where appropriate)

	Cycle A	Cycle B	Cycle C	Cycle D
KS1	Knights and Castles Childhood through the Ages Our Planet	Fire and Water! NHS Toys and Games		
KS2	Rainforest Caveman to Celts Evacuees	Under Attack! Bright lights, super sounds Walk like an Egyptian!	Greek Life Animal Adventures Extraordinary Earth	Crash Bang Wallop! Chocolate Raiders and Invaders

### **Achieving high standards (Impact)**

Our curriculum design allows for creativity and a cross curricular delivery of subjects within our themes. We do not force subjects into our approach if it affects the quality of the subject delivery, which means that sometimes subjects are taught discretely and away from the main theme.

Mathematics is always taught discretely, but there will often be opportunities for the subject to feature across the curriculum. Creative writing tends to dovetail more easily within the themes and because the writing has meaning for the children, the standards achieved are far higher.

We ensure children receive high quality experiences in the full range of subjects, because every child is different and deserves the opportunity to explore ways in which they learn and flourish.

Assessment is both formative and summative (see assessment policy). Additional ways of gathering impact are through pupil conversations at the end of each theme, pupil's questionnaire, parent questionnaire.

## **National Curriculum Subjects:**

### **English:**

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. Literacy is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely. We use the Letters and Sounds Scheme to introduce our phonics program. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually and in groups. Reading sessions implicitly teach through a range of high-quality texts and genres and teach comprehension skills alongside decoding. Accelerated Reader is used from Y2 onwards as the scheme children work through to develop their proficiency. Regular comprehension quizzes are conducted as part of the process. Parents are given clear expectations, and support about reading at home.

We develop writing skills so that our Reception pupils have the stamina and ability to write simple statements and sentences. From here we support children in moving towards independent writing and provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We provide opportunities for writing for purpose and the children regular complete sustained, independent pieces that reflect their capability. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences. Handwriting sessions are incorporated into the English lessons.

National Curriculum English Programmes of Study: <https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

### **Mathematics**

Our teachers will ensure that mathematical skills are taught every day. They also use every relevant subject to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. In each lesson there is a short and simple mental maths session focusing on arithmetic. We build on skills and understanding from Reception on in a step by step way and continue to develop place value, the four number operations and their application through reasoning and problem solving following the White Rose Hub long and medium term planning.

National Curriculum Mathematics Programmes of Study: <https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

### **Science**

Science is taught as a separate lesson but is linked to our theme where appropriate. We encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. We use a variety of teaching and learning styles in Science lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Sometimes we do this through whole-class teaching, while at other times we engage the children in an enquiry-based research activity. We encourage the children to ask, as well as answer, scientific questions. They have the opportunity to use a variety of data, such as statistics, graphs, pictures, and photographs. They use ICT in science lessons where it enhances their learning. Wherever possible, we involve the pupils in 'real' scientific activities, for example, researching a local environmental problem or carrying out a practical experiment and analysing the results. Scientific enquiry is embedded into science units.

National Curriculum Science Programmes of Study: <https://www.gov.uk/government/publications/national-curriculum-in-england-scienceprogrammes-of-study>

### **Religious Education**

We follow the Herefordshire RE syllabus

### **ICT and Computing**

We strive to deliver a curriculum that develops children into responsible users of computing, with the skills to use it independently and apply computing skills to all subjects. The core of computing is computer science. In this, children are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Children will be taught to become digitally literate and able to express their ideas through information and communication technology. Children will apply the fundamental principles of computer science including abstraction, logic, algorithms and data representation. They will use their practical experiences to help solve problems, in particular when writing their own computer programmes. Children will become responsible, competent, confident and creative users of information and communication technology.

### **The Arts**

The Arts are very important in our curriculum and are woven into our themes. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. Over the year we have themed art days but also ensure we play any active role in the community and regularly complete local art projects run by the community.

National Curriculum Art Programmes of Study

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<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-designprogrammes-of-study>

## **History**

The history curriculum aims to ensure that pupils know and understand the history of our island as a coherent and chronological narrative, from the earliest times to 1066. Studies will include change in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, British settlement by the Anglo-Saxons and Scots, and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. We also aim to teach significant aspects of the wider world, including the nature of ancient civilizations and the characteristic features of past non-European societies, as well as helping pupils to understand historical concepts, methods of historical enquiry and gain an historical perspective. Wherever possible we use the local community to support learning.

## **Geography**

We aim to inspire in pupils a curiosity and fascination about the world and its people, and equip them with a knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. We focus on teaching locational and place knowledge, human and physical geography as well as geographical skills and fieldwork.

**Music** The teaching of music is based upon the fact that it is a creative and social art to be enjoyed. Children have the opportunity to enjoy musical experiences through listening, singing, movement and dance, and by playing tuned and un-tuned percussion. Music should engage and inspire, so that the children have the opportunity to develop a love of music and their talent as a musician. Children will be able to compose and listen to different genres of music and evaluate what they have listened to. They will study the works of the great composers and musicians.

Children will have the opportunity to learn a musical instrument, understanding how music is created with the dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation.

**SRE:** SRE will be taught in the context of relationships. It will promote self-esteem, emotional health and wellbeing and help our pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Every pupil will receive their full entitlement to SRE, regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith.

**Design & Technology** Using creativity and imagination, pupils design, make and evaluate products that solve real and relevant problems within a variety of contexts. They acquire a broad range of subject knowledge and skills and draw on other areas of the curriculum such as mathematics,

science, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable of participating successfully in an increasing technological world.

**Foreign Languages** We believe that teaching pupils different languages provides them with an opportunity to explore and understand other cultures, providing them with the skills to understand and respond to its speakers. We teach German and focus predominantly on the spoken word with children learning through role-play and rehearsal.

**Physical Education (PE)** The development of a high-quality physical education curriculum inspires all pupils to succeed and excel in sport and other physically demanding activities. We aim to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. The Schemes of Work used (PE hub) meet the statutory requirements of the National Curriculum and ensure there is continuity and progression within the school. Differentiation and development activities are included to ensure that children of all ability levels have the chance to succeed and reach their potential.

### **EYFS Curriculum**

At the heart of our teaching and learning in the early years are the characteristics of effective learning which are essential for children's development.

These are:

- 1) Playing and Exploring:
- 2) Active Learning
- 3) Creating and Thinking Critically

Our Early Years curriculum is supported by the statutory and non-statutory guidance for the Early Years Foundation Stage (Department for Education and Skills). Our Early Years Foundation Stage curriculum supports Learning and Development within seven main curriculum areas:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development
4. Literacy

## 5. Mathematics

### The Bredenbury Experience

#### **Enrichment**

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks.

For example, we have weekly forest school sessions for all children, have guest speakers such as NSPCC, participate in national events such as Young Voices and spend time taking part in community events.

#### **Extra-curricular activities**

In order to enrich learning further range of age-appropriate clubs are offered both before and after school for Key Stage 1 and 2 pupils. Typically, these could include breakfast club, art club, gardening club, pet club, reading club, sporting clubs.

**Sporting Activity** – We have strong links with the Queen Elizabeth High School and compete in competitive sporting events across Herefordshire when possible.

#### **Local Area**

The community within which the school sits is extremely important which is why we engage with events such as Christmas lamp making, Scarecrow competitions and poetry reading on a regular basis. It instils in the children a sense of pride and identity, being part of their community.

#### **Forest school**

Forest school allows everyone, particularly children and young people the opportunity to learn through experience within a woodland setting in a hands-on manner to develop their self-esteem and confidence. Children are involved in activities such as den building, land management, fire making, weaving and crafts using nature. All of which rely heavily on the children being able to cooperate, problem solve, be resilient and committed.

#### **Pupils with Special Needs**

The curriculum at Bredenbury is designed to provide access and opportunity for all pupils who attend our school. If we think it is necessary to adapt the curriculum to meet the needs of individual pupils, then we do so in consultation with the parents of the pupil. Further information can be found in the SEN Information Report published on our school website.

This policy has been written with the staff at Bredenbury and will be reviewed annually.

Appendix to Curriculum Policy

### **Remote Teaching and Learning Provision**

This appendix has been added January 2021 in response to the closure of all schools due to the Corona Virus Pandemic March 20<sup>th</sup> 2020, and subsequent reopening with restrictions in place.

#### Principles:

In developing curricula for remote education the following principles were agreed upon:

- Deciding what is most important for our pupils to learn and remember, prioritising important concepts
- Consider and plan the opportunity of consolidating learning
- Where possible the continuing to carefully sequence material
- Any new knowledge integrated into larger concepts and themes to ensure richness through breadth and variety
- Postpone delivery of new, particularly tricky concepts until a later stage
- Awareness that many families have children who may be sharing devices to complete work, so set a variety of learning opportunities

#### Implementation:

- Children are provided with resource packs and learning material to use at home so that the process of home learning can be as productive as possible.
- Difficulties with online learning are identified and rectified as soon as possible with those who require being given additional ICT support, often in the form of an additional device either purchased or borrowed through school.
- Work is set using the online platform Seesaw and the school website. Where appropriate, additional online resources are used such as TT Rockstar and support material referred to.
- Pupils are set daily maths, literacy, reading and regular spelling, tables and GAPS. In addition they have weekly science, topic (History, Geography, Arts), PHSE, RE and PE. Lesson content is broadly in-line with what would be taught if the children were in school, having purpose, clear progression and assessment opportunities.
- Parents and pupils are provided with a weekly timetable also published on the website that has links to resources used. The activities outlined on the timetable are presented as individual lessons for the children to access through the Seesaw platform. Through the platform the children and teacher can comment on the work.
- Individual pupil needs are planned for through the Seesaw platform as work can be sent individually, as well as collectively for groups or the whole class. This ensures children can be supported where appropriate or challenged when able.
- Feedback is given daily and assessment tasks given to monitor progress.
- For early years foundation stage (EYFS) we recognise that it's not always possible or easy for our pupils to access and submit work online, so daily work is sent to parents directly as well as using Seesaw in a similar way (but to a lesser extent) to the rest of the school. All activities for EYFS are kept accessible and straightforward.
- Parent – teacher – pupil communication takes place through Seesaw, Teams or email. Parents can also communicate on the facebook group for the school which is a closed group. A skype helpline is also set up for parents to further communicate their needs.
- Headteacher monitors provision and communication and feeds back to pupils, particularly where submitted learning excels.

*On reopening fully in September 2020*

- The above provision continues to be ready should 'bubbles or school have to close.

Primary Resources:

