



Curriculum Policy

June 2023

Policy to be reviewed annually

THE UN CONVENTION OF THE RIGHTS OF THE CHILD

Article 28

"You have the right to a good quality education. You should be encouraged to go to school to the highest level you can."

**Safe, Secure and Successful
- the Blakesley way**

Introduction

Our curriculum is all the planned activities which we organise in order to promote learning and personal growth. It includes the formal requirements of the National Curriculum, but also the curriculum guarantees we, as a school provide, to help develop the 'whole child'.

Aims

The aims of our school curriculum are:

- ✓ To enable all children to learn and develop their skills to the best of their ability.
- ✓ To facilitate children's acquisition of knowledge and skills.
- ✓ To promote a positive and inquisitive attitude towards learning, so that children enjoy coming to school and develop a lifelong love of learning.
- ✓ To recognise the important role that parents play in their child's education and encourage parental involvement.
- ✓ To enable children to respect and contribute positively to the communities in which they live and learn.
- ✓ To GROW each child as an individual.
- ✓ To make the curriculum relevant to each child so that they can learn about and celebrate their **cultural legacy**. Our definition of cultural legacy is:

"Teaching and learning that reflects the children in our community in order to help them understand their past, present and future within modern Britain."

Intentions/Implementation/Impact

The following 4 areas help us to achieve our aims:

1. The development of learning-OUR ACQUISITION OF KNOWLEDGE AND SKILLS

-What is our intention?

To provide a broad and balanced curriculum (as set out in the National Curriculum) that is accessible to all so that children can develop their knowledge, skills and vocabulary to the best of their ability as well as keeping themselves safe.

-How is it implemented?

Teachers plan the wider curriculum using progressive skills, which show what children should be learning at each stage of their school life. These skills are mapped out and linked to National Curriculum expectations to ensure a broad and balanced approach. Expectations for key knowledge are set out in Knowledge Organisers so that children develop a factual understanding of each topic covered. In class, Knowledge Boards are used to record the knowledge so that regular revision of it can happen. This aids the retention of the knowledge in the long term memory. POP (Proof of Progress) Tasks are used to assess the depth of knowledge acquired. Links are made to English and Maths to ensure that opportunities for cross curricular learning are strong.

Each year group has a key event each half term linked to one of their topics. These are: a visit to a local place of interest, a visiting performance group/workshop activity, visit to a religious building, guest speakers and an 'experience day'. In addition to this, we have other additional educational activities that enhance the wider curriculum including a residential, a variety of sports clubs, events and competitions and additional music opportunities. We believe, these holistic childhood experiences are key to the development of a child's understanding of the world.

Parents are regular visitors into the classroom, with parents invited into school to learn alongside their children.

-What is the impact?

We strive to ensure that our children's attainment in wider curriculum subjects is in line with or exceeding their potential when we consider the varied starting points of children. POP Tasks (Proof of Progress) and Art, DT and Music evaluations provide feedback on learning which are used to track attainment and progress. Class Learning Journeys tell the story of learning across each year group. We have a full monitoring programme where leaders conduct lesson walkthroughs, pupil voice activities, book looks and coach staff to ensure the curriculum meets the needs of all pupils. The curriculum is regularly reviewed and changes made where required. The impact is that children will be academically and physically prepared for life in secondary school and in Modern Britain and the world.

2. The development of behaviours and habits to become effective learners-HOW WE LEARN

-What is our intention?

To facilitate the growth and development of positive and inquisitive attitudes, so that children enjoy coming to school and develop a passion for learning.

-How is it implemented?

When our teachers design our learning opportunities, they look for ways to develop good learning behaviours. Our school recognises that understanding learning helps us to be better learners and that memory and knowledge retention are key. This philosophy is linked to our Growth Mindset to create a common language for learning. These include:

- We** remember that intelligence is something that we can grow.
- We** recognise that effort is more important than results.
- We** learn new things as often as we can.
- We** are not scared of making mistakes or of failure because we can learn from them.
- We** take risks in order to improve our learning.
- We** don't say 'I can't do this' – we say 'I can't do this YET!'

We recognise that good questioning is key to good teaching and learning. Questions for each topic are planned in advance to aid discussion and maximise knowledge development as well as scaffolding the development of their understanding to enable them to close the gap between what they currently know and the learning goals.

Our teachers notice when learners are showing great learning behaviours. They award Golden Book Award certificates for this in our weekly celebration assemblies. We use Class Dojo to reward Proud Points with rewards for high achievers. We have regular awards ceremonies to celebrate progress and attainment across the curriculum.

-What is the impact?

We want children to develop a Growth Mindset which provides them with the skills to approach everyday challenges with confidence. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. The impact is that children grow their intelligence, make a good effort, learn often, are not scared to make mistakes, take risks in their learning and always strive to be better. Children will use questioning as a tool to expand their knowledge of the world around them.

3. The development of character—WHO WE ARE

-What is our intention?

To recognise the role that parents play in their child's education and work alongside them to help develop, in their child, a set of values that provides a strong moral compass to help them thrive in life.

-How is it implemented?

Blakesley Hall Primary School is established on a set of core values. We strive to live by these values, as they embody who we are as a community and our role on a local, national and global scale. We learn about values in lessons and assemblies, which we then demonstrate in order to become Rights Respecting Ambassadors and good citizens of the world. We think carefully about the value, explore it in learning and demonstrate this whenever we can. Our 6 core values are:

RESPECT, CARING, HONESTY, UNITY, PERSEVERANCE AND APPRECIATION.

Our teachers ask learners to undertake positions of responsibility around our school, as we believe that children understand values by seeing them in action, both in themselves and others. The children who hold these positions are known collectively as our Junior Leadership Team (JLT). These roles include:

Deputy/Head Girl and Deputy/Head Boy; Prefects to role model expected behaviour for each class; School Council; Learning Ambassadors; Well-being Ambassadors, The Arts Ambassadors and SEND Council.

-What is the impact?

The impact will be that our learners will have fully rounded characters with a clear understanding of complex values like equality, friendship, trust and many others. Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community, demonstrating tolerance and equality and will understand their rights and responsibilities as global citizens. We measure this not just by the work our children produce, but in the behaviours we see

each and every day in all learners on the playground, in corridors, and in the many roles we give them. The impact of this intention is seen in the daily interaction of all members of our community, including staff and children.

4. The development of community—OUR PLACE IN THE WIDER WORLD

-What is our intention?

To enable children to respect, celebrate and contribute positively to the diverse communities in which they live and learn, becoming responsible, global citizens.

-How is it implemented?

When our teachers plan the curriculum, they think not just about what we should learn and how we should learn it, but also how they can bring in an understanding of their role as global citizens and the wider world. They do this through the use of the school values, as well as an understanding of the rights of the child.

Our school is a Rights Respecting School and each of the 54 different articles are referenced in assemblies, in the teaching of PSHE, HRE and other curriculum subjects, as well as being on display around the school so the children and staff can refer to them. The rights of the child are an integral part of the curriculum in our school and consequently, they are embedded in our learning. We believe in celebrating each child's cultural legacy and tailor our curriculum to suit the needs of our children and school setting. As part of this, we ensure that in our half termly learning, each topic is made relevant, in some way, to each individual child. We also teach the children to think about how to **challenge stereotypes**. We learn about slavery, both historical and modern, thinking about why it happens and what motivates this. Our teachers identify positive role models that challenge stereotypes.

We invite members of local religious denominations to meet the children and host assemblies as well as visit a variety of religious settings. This provides the children with the opportunity to celebrate their own religion and culture but also learn about others too. This provision helps us to celebrate our diversity and understand our similarities and differences.

We have links with different community groups and services and work closely with other schools within our Kingfisher Collaboration and the Cole Heath Consortium. This opportunity to learn from others and network is valuable to how we move forward as a school and ultimately benefits the members of the school community and beyond.

Our regular charity fundraisers model the importance of the need to help others and helps our children to develop a valuable sense of empathy.

-What is the impact?

Our learners will be articulate, responsible, and motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to others. Our learners

will be the owners of their own destinies and help to positively shape the destinies of others around them.

Monitoring

Evaluation is essential for the planning and development of the curriculum. SLT and subject leaders monitor lesson plans, moderate pupil work, conduct learning walks, observe lessons and talk to children in order to support their self-evaluation of their subject, provide training, support to colleagues and to identify next steps for improvement. Regular 'FAST' meetings (**F**eedback **A**t **S**peed **T**ogether) provide half termly opportunities for subject leaders to come together with every year group to share their monitoring findings in an at depth and focused way, highlighting the next steps for improvement, checking progress on previously shared development points and celebrating achievements.

Useful documents for additional information:

- Our VALUES OVERVIEW for a list of our core values.
- Our CURRICULUM OVERVIEW to see the range of topics taught.
- Our Knowledge Organisers and POP Tasks to see the knowledge taught and assessed.
- Our PSHE Medium Term Plan for a breakdown of areas studied (including British Values).
- Our British Values overview to see how they are woven throughout our curriculum (including how we include the PREVENT strategy and democracy and the rule of law).
- Our curriculum monitoring overview.