

Curriculum Policy



Introduction

At Bridgewater our policies are regularly reviewed. This reflects current practice within school and all related government guidance and statutory requirements.

1. Rationale

The curriculum is all the planned activities that 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 additional provision which supports our curriculum drivers.

Curriculum drivers:

Our curriculum drivers are what we have identified as priorities for our children due to the context of our school and they underpin our curriculum and wider work. On entry, children generally are behind with their **language development**, speaking, listening and vocabulary. We therefore have focused additional resources and curriculum provision on developing these areas as well as the children's **conceptual understanding** which is built upon throughout. We also want to support our children to realise their **aspirations** by broadening their knowledge, skills and understanding of what they can achieve in life. Our 'In Harmony' programme with Sage Gateshead enables every child to learn to play an orchestral instrument. We have developed a **social curriculum**, which develops them personally and how they relate to others. This also relates to how we are developing their knowledge of the **world of work** and the skills they require, including **enterprise** for employability in the future.

Our children do not always have access to the world around them and the opportunity to see and **visit places** first hand so throughout our curriculum there are regular opportunities to visit places and for **visitors** to come into school. This includes the **local area** but also the wider North East to develop their **culture capital** and a greater sense of place and belonging. We also have an annual trip to our capital city London. Our children also need more opportunities to be **actively involved in their learning** indoors and outdoors and develop **skills of enquiry** to enable them to question, extend and deepen the knowledge they are being taught.

Our children's **well-being**, both physical and mental, is at the heart of what we do. We have developed our curriculum and used our resources to ensure we focus on both of these aspects, including a wellbeing team. We also have a multicultural school and community so our work with our children and parents supports the work on diversity and tolerance which we promote to develop **cohesion**. It also supports our focus of developing our children as **global citizens** with an outward view of the world through our work on the global goals.

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- It also includes a range of out of 'school' hours activities that the school organises in order to enrich the experience of the children and what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow in to positive, responsible people who can work and co-operate with others while developing their knowledge and skills in all subjects in order to achieve their true potential.

2 Vision and Values

- 2.1 Our school curriculum is underpinned by our school values. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our curriculum will ensure all our children, whatever their starting point, will have the cultural capital to succeed in life.

Vision for Curriculum intent

- Our curriculum will ensure all children have the ability to read with meaning so they can access knowledge and will promote good oracy to be successful in life. They will have a mathematical knowledge that allows them to apply number, reason and problem solve, which also supports other areas of the curriculum. Through science, they will have an understanding of life and the universe and be encouraged to pose questions, be inquisitive and analyse evidence. They will understand how our physical earth works in geography and how we have struggled to become who we are through learning in history. They will know how society works, how we should live and respect each other(PSHE); how we experience and interpret the world (the arts); how to use our basic tools (technology); how to look after ourselves (PE) and our family (food technology). We want to encourage excellence and have specialist teachers who support in the delivery of our subjects to encourage this. Our curriculum is efficient, inspiring and promotes aspiration, comes with excitement, creativity and provokes inner drive. Subsequently, children will leave us well prepared for their next stage in education.

2.2 Our school values are:

- Honesty
- Kindness
- Rights and Respect
- Fairness
- Our Community
- Uniqueness
- Hardworking
- Co-operation
- Tolerance
- Understanding

3 Aims and objectives

This school aims to build a community where everyone:

- tries and achieves their best;
- respects and values themselves and others;

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- has confidence and self-esteem;
- is able to manage and regulate themselves and take responsibility;
- co-operates with each other;
- is able to work both independently and collaboratively;
- feels a strong sense of ownership and commitment to our school and local community.

We will ensure that each child has access to a curriculum which:

- enables them to work to the best of their ability and make progress;
- learn and remember knowledge and skills in all curriculum areas in a sequential order.
- allows everyone to make a contribution;
- broadens the children's horizons and raises their awareness;
- demands the highest expectations of achievement and behaviour;
- places a particular emphasis on English and Maths;
- teaches life skills which enable them to take control of their own life and influence their future.

We believe that our children should:

- fulfil their potential;
- enjoy the possibilities which life has to offer;
- have access to the wider world and other cultures;
- be able to work in a calm, secure and stable atmosphere

4 Organisation and planning

- 4.1 We plan our curriculum in three phases. We agree a long-term plan for each subject in each key stage. This indicates what areas of the programmes of study for each subject either discretely or through topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

4.2 With our medium-term plans, we give clear guidance on the objectives, knowledge, skills, vocabulary and experiences the children will be given and taught. We use the national curriculum programmes of study and school's schemes of work for our medium-term planning in all subjects. We also teach knowledge and skills through enquiry based learning. Enquiry based learning builds on subject knowledge and is driven by curiosity and questions. It deepens, extends and applies knowledge learned and results in an end product which will be shared with an audience. It is collaborative and the children take ownership, they also develop skills and knowledge in communication, personal development and cultural capital. The projects also give the children the opportunity to work with partners in the community and the world of work. Teaching also moves from direct instruction to facilitation and monitoring.

- 4.3 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session,

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and to identify what resources and activities we are going to use in the lesson and to identify assessment opportunities. It also includes teaching strategies that we use when teaching each topic or subject.

5 Children with special needs

- 5.1 The curriculum in our school is designed to provide access and opportunity for all children who attend the school. We adapt the curriculum to meet the needs of individual children.
- 5.2 If a child has a special need, our school does all it can to meet this individual need. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, their teacher makes an assessment of this need. In most instances, the school is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation using the mainstream guidance. If a child's need is more severe, we consider if the child needs to be assessed by outside professionals or if they need an Education, Health and Care Plan and we involve the appropriate external agencies when making this assessment.
- 5.3 The school creates an individual support plan which maps out the additional and different support and sets targets for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

6 The Foundation Stage

- 6.1 The curriculum that we teach in the reception, nursery and 0-3 class meets the requirements set out in the Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and Early Years Outcome statements on developing children's skills and experiences, as set out in this document. We ensure the children have continuous opportunity to learn outside as well as inside. We use the Early Years outcome statements to plan and assess against and have broken these down into smaller steps.
- 6.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Nursery and Reception classes builds on the experiences of the children in the 0-3 setting.
- 6.3 During the children's first term in the Reception or Nursery class, their teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.
- 6.4 We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

7 The role of the subject leader/curriculum coordinator

- 7.1 The role of the subject leader is to:
 - provide a strategic lead and direction for the subject;
 - know why and what is taught in each year group and ensure a logical sequence to learning is in place;
 - know what standards are like in the subject across the school;
 - support and offer advice to colleagues on issues related to the subject;
 - monitor pupil progress in that subject area;
 - provide efficient resource management for the subject.
- 7.2 It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work and detailed progression documents. The knowledge and skills to be taught in each year group are broken down in to 'know that' statements. Key learning is captured on knowledge organisers. The subject leader will also keep a portfolio of children's work, which they use to show the achievements of children at each key stage and to give examples of expectations of attainment.

8 Monitoring and review

- 8.1 Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented.
- 8.2 We have named governors for phases in school and areas of the curriculum .The governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.
- 8.3 The Head teacher is responsible for the day-to-day organisation of the curriculum. The Head teacher and senior staff monitor plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.
- 8.4 Subject leaders monitor the way their subject is taught throughout the school. They examine planning and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed. (See the agreed role of the coordinator document.)

A disability equality assessment has been carried out on the policy and the guidance contained in it. Implementing this policy ensures that the same opportunities are provided to all pupils and supports Equality and Diversity.

Date: Spring 2022

Review: Summer 2024

Signed: S.Robson