

Barn Croft Primary School

Curriculum Policy 2022

Intent, Implementation and Impact of our Curriculum at Barn Croft

Introduction

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children at Barn Croft Primary School. It also includes discrete teaching to support children to learn from the way they are treated, how they see adults interact, the behaviour expectations and the strong, inclusive nature of the school. We aim to teach children how to grow into emotionally literate, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their individual goals and potential.

Our Vision

At Barn Croft Primary School, we take pride in providing a carefully planned and balanced school curriculum which ensures breadth, depth, continuity and a clear progression. Our curriculum aims to educate the child for life through meaningful learning experiences, active learning and a strong ethos of inclusion and self-awareness. We are very aware that children in primary education now are part of a generation driving significant global change and social reform and so we need to ensure that our children are equipped with the necessary skills to cope with the challenges of a rapidly changing world.

As a school we have developed our curriculum in a way that we believe meets the wide range of needs presenting in our school, while still enabling all children to learn, grow and succeed. Through research, professional reading and reflection, we have taken the opportunity to really develop how we integrate the teaching of key skills as well as ensuring our children gain the essential knowledge in all the subject areas. Barn Croft's curriculum has been designed to draw upon the many different learning experiences open to children, harvesting every opportunity to make learning fun, exciting and meaningful. It relies on making connections between subject areas, enabling learning to be synthesised and mutually reinforced, helping develop the child's ability to transfer their learning to other settings. Research has shown that, *"The brain learns best in real-life, immersion-style multipath learning...fragmented, piecemeal presenting can forever kill the joy and love of learning"* (Jensen, 1996) and we believe this is as every bit relevant now, as it was then.

We are reflective practitioners and have spent much time reviewing our Curriculum; thinking deeply about what we want for our children as they progress on their learning journey from Nursery to Year 6 and transition onto secondary school. As a small team, curriculum leaders included all stakeholders in the process of designing, developing and reflecting on our curriculum to refine and improve our offer over time; ensuring that stakeholders had a deep understanding of Barn Croft's curriculum design, the rationale, how learning is revisited and built upon for an individual child's school journey and learning experience.

Our vision for learning extends way beyond what can be conveniently measured and marked, acknowledging that every day is a 'learning day' for children which exceeds the boundaries

of subject areas. We draw upon each child's cultural and community experience to bring context and meaning to their learning and we work hard to ensure parents are supported to further support the education of their children.

Barn Croft's curriculum is designed to help today's young learners fend for tomorrow's challenges and opportunities; it will inspire our children to create and imagine, reach out, speak up and enquire and above all, live Barn Croft's values. It provides breadth, balance and relevance to the modern world, as well as securing the fundamentals of literacy, maths and computing capability. There is a strong emphasis on children's personal development, including the development of learning and thinking skills, and personal, social and emotional skills. The curriculum offers the flexibility to tailor learning to children's needs, interests and aspirations. It recognises the importance of active learning in engaging children, helping them achieve a wide range of outcomes and make the best possible progress.

Values

Our motto is 'hand in hand to success' and we believe that only by working together will we secure the best possible future for our children. Everything we do comes back to our values of **courage, love, excellence** – the courage to stand up for what we believe and to challenge ourselves even when we find things hard or difficult; that love is being compassionate and nurturing towards each other and caring for everyone and the world around us; that through an attitude of striving for excellence in all we do we can reach for the stars and achieve our dreams.

It is the values of our school upon which we have based our curriculum design:

- We value the way in which all children are unique, and our curriculum promotes respect for the views and needs of each individual child, as well as for people of all cultures.
- We value the spiritual and moral development of each pupil as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness, dignity and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the children in our school.
- We value our environment and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations as well as our own.
- We value the importance of mental health and wellbeing for all in our community. We aim to promote healthy habits, raise awareness and educate to promote understanding, compassion and a culture of open conversations about mental health to eliminate stigma.
- We value inclusion at Barn Croft and really do go the extra mile to ensure that every child, no matter what their needs or background, is given everything they need to succeed and to have a joyful experience of primary school.

Aims

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; however, this is just one element in the education of every child. There is time and space planned into children's time at Barn Croft to extend 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.

The aims of our school curriculum at Barn Croft are to promote:

- Feeling safe and valued as part of a caring, inclusive community that celebrates individuals and collective success.
- Mastery of key knowledge, understanding and skills within a coherent, broad and balanced curriculum, particularly in speaking, listening, reading and writing.
- Global, Social, Health, Environmental, Financial, Entrepreneurial, Spiritual, Moral, Social and Cultural awareness and understanding, being proactive in their responsibilities towards the community, society, environment and wider world.
- Developing an enquiring mind, to respectfully challenge others' and their ideas and the confidence to take risks in learning.
- Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all
- Information, media and technology skills to equip them for the digital world.
- Understanding and respect of diversity
- A sense of self, a culture of mental health awareness and positivity: supporting children to be well balanced and healthy individuals.

Organisation and planning

Our yearly curriculum overviews indicate which subjects are taught to which groups of children in which terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Staff in year groups, and curriculum leaders, have pulled together areas of learning from different curriculum subjects which contain similar themes or links. This allows for a more creative and cross curricular approach to learning and encourages children to apply skills in a variety of ways.

Medium term or topic plans are written to ensure coverage of the foundation subjects. They include learning intentions, themes and suggested activities with differentiation identified.

Our short-term plans are the flipcharts, resources and supporting documents that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each session and to organise what resources and activities staff will use in the lesson.

Curriculum Delivery

Whilst some subjects and aspects of subjects are taught separately, some are taught through cross curricular topics, using "Cornerstones" curriculum as a starting point for planning. These

help children to see connections and make learning relevant and meaningful. For some children with special educational needs or disability, a bespoke curriculum is created for them in conjunction with the SENDCO, a range of specialist professionals and parents, in line with targets set out in their EHCP. All areas of the curriculum are planned with these principals of teaching and learning at the heart:

- **Learning is progressive**
Planning, with reference to the National Curriculum, ensures children make progress in key knowledge and skills as they move through each key stage.
- **Pupil voice and choice is at the heart**
Children are consulted on what they want to learn within units, building on their interests and prior knowledge and skills.
- **Questioning, modelling and talk for learning is paramount**
Teachers regularly model their thinking routines in order to support children to develop skills and understanding. We plan open questioning to give opportunities for development, exploration and assessment as well as providing regular opportunities for partner talk to investigate ideas and concepts as well as revisiting and consolidating learning and themes.
- **Time is given to ensure depth of learning**
Units of work and lessons are planned to ensure enough time is given to explore and deepen key learning.
- **Learning in enriched**
Learning is made memorable and engaging through first hand experiences, “hands on” opportunities and the use of the outdoors. Children are also given opportunities to explore and extend their interests in extra-curricular activities and clubs.
- **Information Technology is used to personalise and engage learning**
Information Technology is used as a tool to engage, motivate and personalise learning, in addition to the teaching and learning of computer knowledge and skills to prepare children for a rapidly developing digital world.
- **Learning is inclusive**
The curriculum provides relevant and challenging learning to all children by: setting suitable learning challenges, overcoming potential barriers to learning for individuals and groups of pupils and responding to pupils’ diverse learning needs.
- **Reading, writing and aspects of maths are learnt across the whole curriculum.**
The wider curriculum at Barn Croft provides an engaging context to practise and consolidate key knowledge and skills in reading, writing and maths.

How we know we are being successful

Children are assessed against national curriculum objectives in each subject/year group. The main source of evidence for achievement is pupils’ work, in addition to outcomes from twice annual summative tests in reading and maths. Pupil progress meetings are held termly to

review each individual child and parents are regularly informed about their child's progress through informal meetings with teachers as needed and formal parent-teacher meetings and end of year reports.

Inclusion

Teachers set high expectations for every pupil. They plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment, come from disadvantaged backgrounds or have special educational needs. Teachers regularly use appropriate assessment to identify areas for development, misconceptions and to set targets which are deliberately ambitious. Termly pupil progress meetings ensure whole school monitoring as well as having a culture of supportive practice to enable staff to seek support from colleagues and senior leaders with regard to learning outcomes and support as needed.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents.

If a child has a special educational need or disability, Barn Croft school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice. In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation, if concerns are sustained then Barn Croft's SENDCO supports next steps. Please refer to our SEND policy for further information.

Role of Curriculum Leaders

All aspects of the curriculum are overseen by the Curriculum Leader, supported by a small team of middle leaders with specialist expertise in particular curriculum areas as we are a small school with a small teaching team. Our focus is always to include all staff in curriculum vision, design and delivery but to remove additional responsibilities and workload from them to ensure their energy is directed towards preparation and delivery of high quality lessons and resources to best support good progress for all children.

The role of the Curriculum Leader in conjunction with middle leaders is to:

- provide a strategic lead and direction for the subject;
- 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.

The school gives middle leaders regular non-contact time so that they can carry out the necessary duties involved with their role. It is the role of senior and middle leaders to keep up to date with developments in their subject specialism, 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. Curriculum plans are regularly reviewed to ensure

that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work and seen within books.

All leaders work hard to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational needs.

Monitoring and review

Curriculum leaders work to support teachers and teaching assistants to plan and deliver consistently high-quality lessons, they are available during teachers PPA time for support as well as more informally throughout the working week. Book looks are carried out to ensure clear progression is evident in books; they ensure that learning is pitched individually, progressive and that children receive consistent and developmental verbal feedback on their work in line with the school's feedback policy. The leadership team also conduct learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children.

Leaders feedback to individuals or year group teams about their monitoring so that strengths can be shared amongst staff and development points are supported and acted upon.

Assessment

Assessment at Barn Croft is predominantly formative and used to inform next steps in curriculum planning, support, differentiation and intervention focus. Feedback in the classroom is given verbally and children respond and make improvements based on these conversations (see feedback policy). Teachers record assessments online for each child weekly against the objectives they have covered that week in English, reading and maths. Over the course of the term they teacher assess objectives covered in foundation subjects as they are covered. These assessments inform next steps in planning. Termly, teachers record an overall teacher judgement for each of the core subjects taking into account their knowledge of individuals, outcomes for the child and low level summative assessments. Pupil Progress meetings are held termly to discuss each child's learning journey and to plan for any additional measures that will need to be introduced. These outcomes are all recorded and used as a working document throughout a child's time at Barn Croft to ensure everyone receives the support they need and that opportunities are not missed.