



# Buckland Primary Curriculum Policy



<b>Approved by</b>	<b>R Hutton and FGB</b>	<b>Date</b>	<b>March 2022</b>
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*Believe, Excel, Strive, Together*

The children, both individually and as a community, are at the heart of the work at Buckland Primary School. We believe that every member of our community is a lifelong learner.

The curriculum in all its form will provide the framework for planning and implementing the children's educational development so that they will recognise and fulfil their individual potential and special talents.

The school is committed to create a real-life enhancing context for its work so that every child develops a lively appreciation of their individual value.

## Our Vision

Our school curriculum is underpinned by our vision as well as by the values of providing high quality educational experiences that are focused on continued improvement and the development of independent and responsible learners.

## Buckland Primary School - Being our BEST

<p style="text-align: center;"><b>Believe</b></p> <p>We believe in ourselves and each other. We have a positive mindset and never give up. We are resilient. We have high aspirations.</p> 	<p style="text-align: center;"><b>Excel</b></p> <p>We keep trying and never give up. We love a challenge. We celebrate success. We are the 'BEST' version of ourselves. We are resilient.</p> 
<p style="text-align: center;"><b>Strive</b></p> <p>We are hard working and have a 'can do' attitude. We understand making mistakes is part of our learning. We value the effort.</p> 	<p style="text-align: center;"><b>Together</b></p> <p>We enjoy working collaboratively. We are inclusive and achieve together. We are respectful. We value friendship.</p> 

## 1. Curriculum aims and Intent

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development whilst building individual character
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning

- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide a curriculum that support pupils' learning and progression
- Provide a broad curriculum prioritising a strong academic core of subjects, such as English and maths to enable wider access to the curriculum
- Develop pupils' independent skills and resilience, to equip lifelong learners
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- Promote the learning and development of our most vulnerable children and ensure they are able to access the curriculum whilst gaining life skills and resilience

We enrich our core learning with extra-curricular experiences including the arts and sport which develops key life-skills. All these experiences provide our children with the opportunity to develop a love of learning – pupils independently choose opportunities to really challenge themselves - this also helps their personal development.

Our curriculum helps our children to question, reason and problem solve. Buckland Primary has a clear language of learning which is supported by our enrichment activities and residential. These experiences enable our children to challenge themselves and discover talents they never knew they had.

We are aware that all children need the support of parents and other adults to progress in school and in life. We strive to build positive links with the parents and carers of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

## 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## 3. Roles and responsibilities

### 3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

### 3.2 Headteacher and Senior Leadership Team

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### **3.3 Teachers will:**

Teachers will ensure that the school curriculum is implemented in accordance with this policy.

The Leadership team will monitor and implement the school curriculum policy through observations, learning walks, book looks and pupil progress meetings whilst taking a proactive approach to their roles. Subject Leads will develop their subject, reviewing coverage and skills. They will also promote and foster a passion for their area with staff and children. Subjects Leads have an LT link who supports them to develop their subject and holds them to account for enacting their key priorities and actions.

## **4. Organisation and planning**

### **Our Curriculum**

Our curriculum ensures learning is effective, exciting and above all relevant for the needs of our children. All pupils will secure firm foundations in English and maths and this underpins the opportunity for excellence in other subjects. Our child-led, skills and knowledge-based curriculum offers a broad range of subjects from EYFS up to Y6. We believe in bringing learning to life, both indoor and out, with an emphasis on engaging and purposeful learning.

Buckland Primary School aims to provide a curriculum that is exciting, balanced and relevant. We place great value on developing the 'whole' child (character) and provide an engaging programme of study in all curriculum areas.

Our high expectations of children begin in EYFS (see EYFS Policy) and children are regularly assessed (termly) using nationally recognised materials. These assessments are used to identify key strengths and next steps which inform planning and focus children who need to be targeted for additional support.

From Y1 to Y6 children have at least 4 maths and English lessons a week, as well as the teaching of spelling and grammar. These spelling and grammar lessons (SPaG) are linked to their learning in writing, to allow them to apply and deepen their basic skills.

Children access the wider curriculum through carefully planned termly thematic topics in science, religious education, computing, personal, social, health education (PSHE), Relationship and Health education (RHE), modern foreign language (French), physical education (PE), forest schools, history, geography, art, DT and music.

These are all delivered as timetabled discrete lessons.

Speaking and listening skills are also enhanced through our English curriculum, plays and performances and across subjects within the curriculum. All children from EYFS to Y2 and some in Y3 take part in phonics lessons. Children in other year groups may also access phonics sessions where needs are identified. Across the school our children continue their daily diet of rigorous teaching, taking part in intervention groups such as handwriting, vocabulary teaching and catch up sessions, social interaction and early language development. Consideration is always given to pupil transitions internally and when moving onto secondary school.

We demonstrate effective use of our school funding such as SEN funding, Sports Premium and Pupil Premium through annual subject reports and strategy plans which are shared with all governors. This ensures spending is effective and scrutiny is thorough. The SEN funding is reviewed through annual review meetings, pupil progress meetings and regular review of interventions. There is an annual review of SEN written with all policies available on the school website.

## 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets, creating and implementing provision maps or EHCPs, and planning challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN: SEND support and children with an Education Health Care Plan (EHCP)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and individual report.

## 6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Governor monitoring visits (Link Governors), subject reports, meetings with phase and subject leads, governor meetings, invitations to school events such as assemblies, open evenings and PTA events.

Subject leads monitor the way their subject is taught throughout the school day by:

- Learning walks / lesson visits
- Book looks
- Pupil voice
- Assessments
- Moderation sessions: internal and alongside other schools

Subject leads also have responsibility for monitoring the way in which resources are purchased, stored and managed (audits).

This policy will be reviewed bi-annually by the Headteacher, staff and Governors. At every review, the policy will be shared with the full governing board.

## 7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Feedback and Marking Policy
- SEN policy and information report (website)
- Equality information and objectives (website)
- Maths policy & Calculation policy
- Collective worship policy
- Computing policy
- Literacy policy
- PE policy
- PSHE / RSHE policy
- Science policy
- Teaching and Learning policy

Curriculum Design

Impact

- Achievement
- WOW experiences
- Pupils understand how to make connections
- Long term memory (knowledge)
- Metacognition
- Assessment & Data
- Pupils can articulate their successes and recognise next steps
- Pupil achievements celebrated

Exploring Possibilities

VINES

- Love of learning
- Believe anything is possible
- Ask questions
- Think 'BIG'
- Growth Mindset

CANOPY

Implementation

- Thematic Approach
- Planning
- Routines
- Practice
- Progressive: Knowledge and Skills
- Building on what children know
- Feedback & Marking

- Build on what the children want to learn
- Explore
- Staff CPD – skills & knowledge
- Making connections: retrieval practice
- Relevant and real-life experiences

TRUNK

Building Knowledge

- Values / Rules
- Ownership of learning
- Believe anything is possible
- High expectations
- Safe, secure environments
- Take risks
- Consistency

- Prior Knowledge
- Children feel like

learners

Intent

- Active curriculum / Outdoors
- Opportunities
- Engaging and Fun
- Emotional Well-being - readiness to learn
- Mutual respect
- Promote independence
- Resilience
- Relevance
- Teamwork / reciprocity

Establishing the conditions

ROOTS

ORACY AND LANGUAGE ACQUISITION

