



Buckland Primary School Curriculum Policy 2020 - 2022



Date of Approval	January 2022
Date of next review	January 2024





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 creating a life-giving 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

<div style="text-align: center; border: 1px solid black; padding: 2px; margin-bottom: 5px;">Believe</div> <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> 	<div style="font-size: 4em; color: green; margin-bottom: 10px;">B</div> <div style="font-size: 4em; color: red; margin-bottom: 10px;">E</div> <div style="font-size: 4em; color: blue; margin-bottom: 10px;">S</div> <div style="font-size: 4em; color: yellow;">T</div>	<div style="text-align: center; border: 1px solid black; padding: 2px; margin-bottom: 5px;">Excel</div> <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> 
<div style="text-align: center; border: 1px solid black; padding: 2px; margin-bottom: 5px;">Strive</div> <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> 		<div style="text-align: center; border: 1px solid black; padding: 2px; margin-bottom: 5px;">Together</div> <p>We enjoy working collaboratively. We are inclusive and achieve together. We are respectful. We value friendship.</p> 

Aims and Intent

Our curriculum aims to develop a pupil socially, emotionally, academically and spiritually. Our primary aim is to help develop a child so they are able to become an active member of our school community and society. Our children face challenges that impact on their social well-being, as a result our curriculum takes their personal development and welfare into account.

The subjects and topics we teach enable children to learn and develop new skills. Central to our school curriculum is the development of reading, writing and mathematics. Reading, writing and mathematics are essential to understand the world around us. 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.



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We align our topics and units of study with the national curriculum; however, we enrich our provision with key learning experiences that enable pupils to excel. Subjects that enable children to develop their cultural and spiritual development are key. This is why we study a range of religions, artists and cultures. In KS2 children learn French, this is taught by our SENCo Mrs Tracey who speaks fluent French.

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 - they choose independently opportunities to really challenge themselves - this helps their personal development.

Helping a child to understand how to stay safe in modern society is essential. We teach children about road, fire and water safety. Keeping safe on the Internet is a vital skill. Understanding how to interpret and read information on Google is a key skill all children need to know. Our computing and E-Safety lessons enable pupils to comprehend how to spot dangers and the range of media they will experience.

Our curriculum evolves to meet the needs of our children. We have embedded enquiry techniques with the children to provide them with the opportunity to question and discuss key issues in the world. For example, being given the chance to discuss political events, natural disasters and worldwide events.

Our curriculum helps our children to question, reason and problem solve. Buckland Primary has a clear language of learning and our enrichment activities support these. For example, Y3, Y4 and Y6 have overnight experiences. In Y3 we have the Big Sleepover, Y4 have Marwell (2 night stay) and Y6 have a week long 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.

This is a clear definition of our vision, **'Believe, Excel, Strive, Together.'**

Our subjects are:

- Reading, writing, mathematics, science, computing and religion
- Physical education, music, art, French (KS2) and drama
- History, geography, design technology, PSHE (Personal, social and health education)
- Forest Schools – Y1, Y3 and Y5.

More specifically the School will:

- Teach the national curriculum and education for personal relationships.
- Provide a daily act of collective reflection.
- Make provision for children with special educational needs and for those with special talents and abilities.
- Avoid any form of bias in its teaching.
- Promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid base for lifelong learning.
- Create exciting and stimulating learning environments where all children are encouraged to be risk takers.



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- To enable all pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Provide for parents/carers information about the curriculum, regular reports of their child's progress, and information linked to ways to support learning at home.

The Headteacher will ensure that:

- All elements of the curriculum have aims and objectives which reflect the aims of the school and the needs of the pupil. This relates to the teaching, the assessment, the use of language and the use of computing (including social media) technology.
- Adequate subject time is allocated and annually reviewed.
- Assessment procedures meet legal requirements; pupils and parents/carers receive information on progress and ways to improve.
- The governing body is fully involved in monitoring the breadth and balance of the curriculum.
- The governing body is advised on outcomes to make informed decisions.
- Subject leads/teams implement and monitor the curriculum in accordance with this policy.

The Governing Body will ensure that:

- It considers the Headteacher's advice when approving this policy and when monitoring progress towards end of year outcomes.
- On the school's website national curriculum test and assessment results are published with comparisons made to national outcomes (progress and attainment).
- It participates in decision-making about curriculum breadth and balance.
- There is no bias in presenting issues to pupils.

Monitoring and Evaluation

The Governing Body will receive regular Headteacher and Subject Lead reports on:

- Impact and Implementation of individual subjects including areas of strengths and areas of improvement
- Standards reached in the RWM by every year group
- Standards at the end of each key stage compared with national and local benchmarks.
- Standards achieved by pupils with special educational needs.
- Evidence of the impact of national strategies on standards.
- The views of staff.

School Improvement teams and Subject Leads monitor individual subjects across the school. Long, medium and weekly planning is monitored with Continual Professional Development training held in school (internally and externally lead). Subject leads also have responsibility for monitoring the way in which resources are bought and managed.

Relationship to other Policies:

- Teaching and Learning
- All curriculum subjects including Assessment
- PSHE and RSHE policies
- SEND