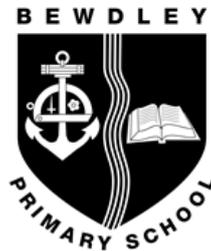


**Update: April 2018**  
**Next update: April 2021**



## **BEWDLEY PRIMARY SCHOOL**

### **Curriculum Policy**

#### **Policy Statement**

At Bewdley Primary School we aim to provide the children with a curriculum which is broad, well balanced and above all stimulates the children to learn through, where possible, first hand experiences. In addition to acquiring skills and knowledge, we aim to help the children grow in confidence and maturity so that they can develop the ability to pursue wholeheartedly academic, social and cultural activities later in life.

At Bewdley Primary School we have developed a creative approach to our curriculum where we embrace the opportunities on offer both locally and globally to enhance learning. We fully comply with the National Curriculum and the Early Years Foundation Stage requirements, but weave these through a variety of topics in order to enrich the experiences of the children as well as develop skills. It also includes the 'hidden curriculum', or the values the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

#### **Aims and Objectives**

The aims of our school curriculum are to:

- Enable pupils to reach high standards of attainment
- Develop inquisitive minds, a spirit of curiosity and a passion for learning
- Provide wide and varied education experiences, which are based on the Foundation Stage Curriculum and the Key Stage 1 & 2 National Curriculum
- Be respectful and productive members of the community
- Weave links across subjects through the use of topic work

- Identifying areas of interest to capture pupils' curiosity
- Using a range of teaching styles to encompass the different learners within the classroom
- Planning themed weeks to encourage creativity and innovation (e.g. Book Week, Science Week, Arts Week)
- Whenever possible, promote experiential learning outside of the classroom (eg. Trips & visitors)
- Allow children to have autonomy with their own learning

## **Equal Opportunities**

Our curriculum is inclusive, catering for the needs, interests and talents of all children. In accordance with our ***Equal Opportunities and Inclusion Policies***, the curriculum which we offer is differentiated as appropriate to take account of differences of life-experience, outlook and background, and to overcome the barriers and disadvantages which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, women and men are recognised.

The progress of all children is monitored closely. Teaching strategies and resources are differentiated in response to the needs and abilities of individual children to ensure their on-going progress with a wide range of skills, knowledge and experience.

## **Health and Safety**

- When working with tools, equipment and materials in practical activities pupils should be taught:
- About hazards and risk control
- To recognise hazards and assess consequent risks and take steps to control risks themselves and others
- To manage their environment to ensure the health and safety of themselves and others
- To explain the steps they take to control risks

General risk assessments can be found in the Risk Assessment file. Teachers will refer to these risk assessments in their planning or produce risk assessment for one off activities not covered by a general risk assessment.

Whenever possible, pupils will take part in activities beyond the school grounds. All staff will comply with the guidance laid out in our educational visits policy and all risk assessments will be approved by the educational visits leader.

## **Principles of Curriculum Planning**

### **Curriculum planning:**

- has a focus on raising standards and providing increased opportunities for children's
- personal, social and emotional development;
- responds to pupil voice;
- regularly takes learning outside the classroom;
- incorporates National Curriculum Programmes of Study in required subject areas;
- ensures the development of children's skills in/across each subject area;
- promotes effective cross-curricular learning and application of skills;
- draws upon knowledge and research about how individuals/groups of children learn most effectively;
- builds on existing practice, planning and resources;
- is supported by high quality advice, CPD and resources;
- responds to the local, national, international community;
- is kept under continuous review.

### **Cross-curricular learning is promoted through planning and delivery which:**

- is grounded in well-developed knowledge about subjects, aspects and areas of the curriculum;
- demonstrates to children the relevance and usefulness of applied knowledge, understanding and skills;
- ensures that objectives for learning and children's interests drive the development of themes, topics and activities;
- increases children's motivation, engagement and achievement in all the subjects, aspects and areas of the curriculum;
- maintains the integrity, progression and coverage of individual subjects, aspects and areas of the curriculum;
- permits separate teaching of subjects, aspects and areas of the curriculum where this is a more effective approach.

## **Long-term planning**

### **Early Years Foundation Stage**

Pupils in our EYFS may join us in the term in which they are 3 years of age up until the start of the academic year in which they become 5 years of age. This means that all children experience at least 3 terms of the EYFS curriculum whilst many may receive up to 8 terms. Planning for the EYFS follows the requirements of the Statutory Framework. There will be times when children in the EYFS will pursue discrete learning opportunities planned by the teacher in response to their learning needs within the EYFS.

## **Key Stage 1/ Key Stage 2**

Pupils undertake a variety of topics throughout the year. These may be of a scientific/historical/geographical/religious basis and will incorporate as many subject areas as is appropriate. Topics may change on a year by year basis according to pupil interest or relevant local/national or international events. The class teacher will ensure that key skills are developed through these topics and that essential coverage of national curriculum programmes of study and objectives is maintained.

### **Medium – term planning**

Each phase completes medium-term planning for each topic to support children's learning in each curriculum area. Medium-term plans identify:

- Cross-curricular areas of learning opportunities
- Key Skills to be developed
- Suggested activities
- Assessment opportunities/activities

Where possible, children will be asked about what direction they would like to take their studies in.

Medium-term plans are monitored by phase leaders each term. They may also be monitored by the curriculum leader and subject leaders to ensure coverage and progression across the school.

Curriculum folders are available for each year group/phase which identify coverage and skill progression.

### **Short-term planning**

All teachers work within their phase to complete short-term planning each week to support children's learning in each curriculum area. Short-term planning identifies:

- learning objectives and activities planned for each subject area across the week
- cross-curricular learning opportunities
- differentiated activities to support pupils' different learning needs and abilities
- deployment of teaching assistants available to support the pupils' learning
- assessment opportunities/activities

Short-term plans are evaluated by teachers in order to support planning of future learning. They should be annotated to identify changes made to the plan and the effectiveness of the planned activities. Short term planning and evaluation may be monitored by the Headteacher.

## **Resources**

There are a range of resources available to support planning and delivery in each curriculum area available in various resources bases around school.

These are supplemented by the wide range of materials available through ICT resources.

Resources available for each subject area are reviewed and updated by subject leaders.

## **Responsibilities**

### **Teacher**

The teacher is responsible, with their phase team, for ensuring all national curriculum programmes of study and objectives identified for that year group are covered through their planned topics. They should give pupils an opportunity to share their thoughts and ideas about the topic plan. Teachers will plan topics that meet the individual needs of their pupils and ensure that each child makes good progress. They will provide assessment information for Subject Leaders.

### **Subject Leader**

The subject leader is responsible for supporting their colleagues in planning and delivering specific subject areas. They will also monitor the coverage and teaching of their subject to ensure that National Curriculum requirements are being met and that pupils are making good progress in terms of their development of key skills, knowledge and understanding. In line with the monitoring rolling programme, subject leaders will review subject specific guidance, monitor the quality of learning in their subject area through books trawls, learning walks, pupil and staff discussions and lesson observations. They will use this information to prepare a yearly action plan. They are also responsible for organising, purchasing and evaluating resources in relation to their subject area and managing a budget when necessary.

### **Headteacher**

The Headteacher will maintain an overview of the curriculum to ensure it meets the needs of the pupils. They will make sure that the School Improvement Plan reflects the developments needed acting upon the advice of the subject leader and through monitoring.

## **Governors**

Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the policy review timetable.

We have named governors for special needs and gifted and talented education.

### **Curriculum Responsibilities**

Curriculum Overview – Mrs. Hares/Mrs Woakes

Literacy – Mrs Brazier

Phonics – Mrs. Field

Mathematics – Mrs. Wodward

Science – Mrs Tench

Design and Technology (D&T) / – Mrs. Jones

Information and Communication Technology (ICT)/Computing – Mr. Pritchard

History/Geography – Mr. Morris

Art and Design – Mrs Jones

Music – Mrs Page

Physical Education – Mrs Trow

Personal, Social, Health and Citizenship Education (PSHCE) – Mrs Dunn

Religious Education – Mr Cottrill

MFL – Mrs Walter