



CURRICULUM POLICY

Excite - Inform - Engage - Inspire - Challenge - Believe

Our theme based curriculum at Boyne Hill has been designed to **excite** our pupils about learning - **acquiring new knowledge, skills and understanding**, about the past and the present, about themselves and others, in this diverse and culturally rich world in which they live.

Through **engaging** lessons, activities and projects, we aim to **inspire** them to want to learn more, **challenging** themselves, setting goals and aiming high; being independent, resilient and **believing** that anything is possible. The future is theirs to be grasped with both hands so every experience and opportunity we can give them now will help shape the people they become.

Curriculum Statement

Through the curriculum we offer, we acknowledge that:

- each child is a valued individual with unique physical, social, emotional, spiritual and intellectual needs
- children learn in different ways
- whole staff enthusiasm and knowledge of the curriculum enhances learning
- challenging expectations enhance children's performance
- all teaching should incorporate learning opportunities that take into account differing learning styles
- learning must be relevant and include real life experiences
- children learn best in a language rich environment for all subject areas
- children must be taught the value of learning
- children with special educational needs and disabilities or those vulnerable to under achievement, may require special services and resources
- children learn best when they are actively engaged in the learning process
- children's self-esteem is enhanced by positive relationships and mutual respect amongst and between children and staff

Introduction

The curriculum is all the planned activities that we organise in order to promote the spiritual, moral, social, cultural, mental and physical development of the pupils at our school and to prepare them for the opportunities, responsibilities and experiences of later life. It includes the statutory requirements of the national curriculum and additional planned activities in order to enrich our pupils' experiences, as well as what they learn from the way they are treated and expected to behave. We aim to teach our pupils how to grow into positive, responsible citizens who can work and co-operate with others whilst developing their knowledge, understanding and skills so that they achieve their true potential.

Values

Our school curriculum is underpinned by our foundations as a Church of England school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, understanding and skills that they

need in order to become educated citizens and lead fulfilling lives. Our school is in full agreement with the overarching principles of the Statutory Framework for the Early Years Foundation Stage and the National Curriculum in England framework document.

We value the way in which all children are unique and our curriculum promotes respect and tolerance for people of all faiths or of none, of all races and of all cultures.

We value the spiritual, moral, social, cultural, mental and physical development of each child.

We value the importance of each person in our community and organise our curriculum so that we promote co-operation and understanding between all members of our community.

We value the rights enjoyed by everyone in our community and respect them for who they are, treating them with fairness and honesty. We aim to enable all to be successful and we provide equal opportunities for everyone 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.

Aims and objectives

Through offering a broad, balanced and challenging curriculum, our pupils will be supported to:

- establish a healthy lifestyle
- understand how to keep themselves safe
- enjoy their learning and achieve their potential
- make a positive contribution to the school and wider community
- develop an age appropriate understanding of economic wellbeing

The curriculum is planned to help our pupils to:

- develop lively, enquiring minds, be creative and to develop their own thinking
- learn and develop their skills to the best of their ability
- promote a positive attitude towards learning so that they enjoy coming to school and acquire a solid basis for lifelong learning
- learn and develop their numeracy skills and mathematical fluency and appreciation for the importance of mathematics
- learn and develop their spoken language, reading, writing and vocabulary skills to be able to convey their ideas confidently using Standard English
- become responsible, competent, confident and creative users of information and communication technology
- learn about their developing world, including how their environment and society have changed over time
- understand Britain's cultural heritage and be positive citizens in society
- have access to the national curriculum and the Locally Agreed Syllabus for Religious Education
- be able to question and argue rationally and become independent learners, understanding right from wrong
- have an awareness of their own spiritual development and to understand the importance of truth and fairness so that they grow up committed to equal opportunities for all
- have respect for themselves and high self-esteem and to be able to live and work co-operatively with others

Organisation and planning

We plan our curriculum in three phases; Foundation Stage 1, Foundation Stage 2 and Key Stage 1 and agree a long-term plan for each phase. These plans indicate what the overarching theme is for each term and give an overview of the learning objectives within each subject area.

Our medium term plans give more detail about learning within each week throughout the term.

Our short term plans are those developed on a weekly basis by teachers working together in their key stage and year group. Learning objectives are set out to support children's next steps of learning alongside resources and activities which will form the lessons.

We have a cross curricular approach to our curriculum planning with a focus on child initiated learning in the Early Years Foundation Stage. Curriculum planning ensures full coverage of the EYFS areas of learning and development and all aspects of the national curriculum for Key Stage 1 with planned progression in all curriculum areas.

Further information on specific subject planning can be found on our website under Curriculum - Planning and Progression.

Inclusion

Our curriculum is designed to provide access and opportunity for all pupils of all abilities and the teachers set high expectations for every pupil. Their planning will stretch work for pupils whose attainment is significantly above the expected standard whilst also differentiated to support the needs of pupils who have lower levels of prior or current attainment.

Teachers will also take account of the needs of pupils whose first language is not English and curriculum planning will include teaching opportunities to help them develop their English. We aim to provide the support needed to enable all pupils to take part in all subjects.

Further information on provision can be found in our Special Educational Needs and Disabilities policy and our Equal Opportunities policy.

The Early Years Foundation Stage

Throughout their time in the Foundation Stage, each child will be carefully observed to see how they approach their learning and development.

We are looking for the specific 'characteristics of effective learning' and these are:

- Playing and exploring
- Active learning
- Creative and critical thinking

These are the tools which we encourage and promote throughout the daily activities to support the holistic development of each child. We also regularly monitor each pupil's wellbeing and involvement within the setting to offer greater understanding of how life events can impact on learning.

The Foundation Stage is play based as play is the best vehicle for learning. The children have free flow access to a stimulating inside and outside environment and there will be time for them to choose their own activities or have the opportunity to work with an adult. We work in different sized groups and our curriculum has broad themes but our planning for activities may come from the observations that staff make during each day.

The Foundation Stage curriculum covers 7 areas of learning:

1. Communication and Language (CL)
2. Physical Development (PD)

3. Personal, Social and Emotional Development (PSED)
4. Literacy (L)
5. Mathematics (M)
6. Understanding the World (UW)
7. Expressive Arts and Design (EAD)

Key Stage 1

Pupils in Year 1 and Year 2 must follow the national curriculum. It is organised into twelve subjects, classified in legal terms as 'core' and 'other foundation' subjects. A programme of study is published for each national curriculum subject, setting out the 'matters, skills and processes' to be taught.

Core subjects:

- English
- Mathematics
- Science

Foundation subjects:

- Art and design
- Computing
- Design and technology, including Cooking & Nutrition
- Geography
- History
- Music
- Physical education
- Religious education

Communication

All staff are very aware of the importance of good home/school relations and communication. We stress the importance of supportive parents/carers and teachers and that all children need support to be able to make good progress in all aspects of their learning. Weekly planning for the Early Years Foundation Stage is published on our school website whilst each year group in Key Stage 1 provides a half termly curriculum newsletter to parents/carers, informing them of areas of curriculum focus. This enables parents/carers to support learning out of school.

We have an 'open door' approach and therefore regular contact exists between staff and parents/carers. We provide opportunities for parents/carers to share their children's learning through invitation, e.g., to assemblies, open mornings or afternoons and curriculum workshops as well as to discuss individual children's progress and targets through parent consultation meetings. We also provide a written interim report or Target Cards in the Autumn and Spring terms and an annual report at the end of the school year.

The role of the subject leader

At Boyne Hill, we have a subject leader for each curriculum area. The role of the subject leader 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
- lead year group and cross-phase moderation meetings

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 development objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the EYFS and national curriculum and that progression is planned for.

Monitoring and review

Our Governing Board's Teaching and Learning Committee is responsible for monitoring the effectiveness and impact of the curriculum in raising standards through:

- links with curriculum subject leaders and reviews of each subject area according to their review timetable
- feedback from governors' visits to school
- feedback from the Head Teacher on assessment/data analysis
- review of the School Development Plan

At Boyne Hill, the Head Teacher, together with the Assistant Head Teachers, are responsible for leading the development and direction of the curriculum. The Assistant Head Teachers, as EYFS and KS1 phase leaders, are responsible for the day to-day organisation of the curriculum to ensure that all classes are taught the full requirements of the EYFS or national curriculum.

The Head Teacher will:

- evaluate the quality of teaching and learning through the extent to which teachers enthuse, engage and motivate children to learn and foster their curiosity and enthusiasm for learning
- support colleagues in raising the standards of teaching
- keep a record of all monitoring activities including drop-in lesson observations and scrutiny of work to include feedback and marking
- undertake progress monitoring every term through pupil progress meetings, provision mapping and analysis of tracking data
- provide timely feedback to the Governing Board
- ensure that support is in place and additional provision is available for pupils with special educational needs and disabilities or, where possible, for those with lower prior or current attainment
- monitor and evaluate the impact of any additional provision
- analyse attendance data

This policy will be reviewed biennially

Last reviewed: August 2023