

The Belham Primary School



Curriculum Policy

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Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Roles and responsibilities.....	3
4. Organisation and planning.....	4
5. Inclusion.....	12
6. Monitoring arrangements.....	12

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I. Aims

Our curriculum vision and aims:

Aims

- That all pupils, regardless of ability, are provided with outstanding learning experiences that lead to consistently outstanding levels of pupil achievement
- That all teachers and other professionals possess expert levels of knowledge in the subjects they teach
- That all teachers and other professionals are “lifelong learners”, committed to an on- going development of their own knowledge and skills to optimise pupils’ learning experiences
- That a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school
- That all pupils from the earliest opportunity, are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience
- That a shared sense of purpose amongst pupils, staff and parents is fostered from the very start.

Ethos

We promote a positive, energetic, caring atmosphere where children always feel safe and secure and wish to come to school. The school promotes equality of opportunity where all children and adults are respected, regardless of race, ethnicity, class or ability.

Children are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (‘Key Stage 1 ready’, ‘Key Stage 2 ready’ and ‘Secondary ready’), and enable them to be successful in the community. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. The school does not tolerate poor behaviour and adopts positive behaviour management strategies to ensure that children are responding to positive, not negative models of social interactions.

We believe that learning should not be constrained to the classroom and so use our wider community (such as our school garden) as a classroom.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#), which the school has chosen to follow. 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](#). It complies with our funding agreement and articles of association. 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 body

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
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- 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 Head of School

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
- 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 Other staff

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

The Head of each key stage will take responsibility for the provision of the curriculum within their key stage.

The Special Educational Needs Coordinator will oversee the provision provided to children with special education needs (SEN).

4. Organisation and planning

The most effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. Connections across subjects are integral to our curriculum design.

Literacy: writing and GPS

At The Belham Primary School we recognise the crucial importance of studying and exploring the English language. Improved performance at reading, writing and spoken language will enable our children to express their thoughts and ideas more fluently, accurately and, ultimately, to their greater satisfaction. This will also help them to engage successfully with other curriculum subjects, while enriching their lives beyond school. The teaching and learning of language skills are, therefore, embedded across the school and where possible the creative curriculum and ICT are used as tools.

We treat children as writers, from the earliest stage, who have ideas that they will want to communicate, building on writing skills they have acquired and their knowledge of print from their environment. We develop writing skills so that our Reception pupils have the stamina and ability to write simple statements and sentences. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We ensure we provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. Editing is introduced early on the school and highlighted as a key component of the writing process. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences. A range of extra activities are used to promote literacy within the school including focus events such as 'Shakespeare Week' and 'World Book Day'. ICT is integrated into literacy teaching both as a highly engaging teaching tool (using key resources such as The Literacy Shed) and as an expected outcome, such as script writing and film making.

We seek to inspire children into writers who are clear communicators as well as creative, imaginative and adaptable. We use literacy scaffolds and supports and make full use of success criteria that reflect high expectations of written and spoken outcomes. Explicit spelling, punctuation and grammar learning objectives are integrated into our planning and reinforced at opportune moments. We encourage pupils to take pride in their work and see themselves as authors by promoting the status of written work by providing opportunities for children's writing to be 'published' and read by real audiences. This further reinforces the link between reading and writing, helping to create lifelong learners of the English language.

Programme of Study:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Literacy: Reading

In our English lessons, units of work are planned alongside high quality, engaging texts which link to our termly topics in a cross-curricular way, reinforcing their learning with other areas of the

curriculum. We incorporate planning sequences recommended by leading literacy advisers and researchers such as The Literacy Tree and the Centre for Literacy in Primary Education. These sessions promote a love for literature as well as an enriching exposure to a variety of text types. Through the reading of these texts, vocabulary is developed systematically and reinforced in other areas of the curriculum. Our pupils are encouraged to read for pleasure and to read widely. We use a bespoke reading scheme and a bespoke phonics programme incorporating best practice from Read Write Inc. Phonic awareness helps the development of reading by segmenting and blending sounds. Across the year groups, children are regularly heard reading individually and in small groups. Parents are given clear expectations about reading at home.

We support children to develop their skills in decoding words where necessary and in understanding texts at a literal level, interpreting implied meaning, understanding how texts are organised, discussing authors' use of language, identifying the effect on the reader and making links between texts and real life, including historical context. Teachers and support staff work together to provide opportunities for children to work on all aspects of reading, including whole class discussions and debates, paired and group work, written responses to texts (e.g. writing in role as a character), cross-curricular work, and use of film and imagery. Children are encouraged to think critically about texts and become discerning and analytical readers. We use a wide range of strategies tailored to meet the needs of individual pupils. Guided reading, which supports readers at all levels and stages of reading development, is taught as a whole class. Children engage in reading texts aloud and listening to models. They gain a deeper understanding of these texts through carefully considered questioning. This allows high-ability readers to engage in texts that make increasing demands on comprehension, inference and links to other texts and authors. It also supports early/emergent readers to engage in differentiated materials at age-appropriate levels and allows for active teaching of reading objectives.

Programme of Study:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Maths:

At The Belham, we follow the CPA approach (concrete-pictorial-abstract). Children have access to a wide range of concrete materials and are shown a variety of pictorial representations, alongside the abstract number sentence. We develop procedural fluency and conceptual understanding in tandem because each supports the development of the other. This enables children to gain a deeper understanding of number and operations in line with the mastery approach. Lessons are structured in small steps, building upon previous concepts taught, to enable all children to make progress. Our school calculations guide ensures that there is a consistency of approach; mathematical language and use of models throughout the years to further consolidate children's understanding and fluency. We regularly provide children with opportunities to apply their learning in practical and relevant contexts. We present them with rich problem solving and reasoning tasks to deepen their understanding. This provides opportunities for the use of a range of problem solving strategies and further develops their use of mathematical language. Reasoning activities will use terminology such as: convince me..., explain..., is it true/false... why? Which is the odd one out? What is the same and what is different? Prove it etc.

Year groups follow the White Rose Schemes of Work, interlaced with other activities such as problem solving tasks from NRich.

Children's mental maths is of great importance, with counting forwards and backwards in various steps, number bonds, times tables facts and various strategies for calculation taught and practiced at school on a regular basis, with support sought from parents and carers through homework

activities. From year 2 upwards, children are encouraged to access Mathematics at home, to help consolidate work carried out at school.

To encourage autonomous learning, children regularly respond to feedback in their books, whether that is the checking of a small error or a more detailed response to explain their thinking or approach.

Programme of Study:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum_-_Mathematics_220714.pdf

Calculation Guidance:

[https://teams.microsoft.com/_#/files/Subject%20Leadership?threadId=19%3A031e9040f8cd4c12b3f8548f23d3b889%40tthread.skype&ctx=channel&context=Maths%252FThe%2520Belham%2520Calculation%2520Policy](https://teams.microsoft.com/_#/files/Subject%20Leadership?threadId=19%3A031e9040f8cd4c12b3f8548f23d3b889%40thread.skype&ctx=channel&context=Maths%252FThe%2520Belham%2520Calculation%2520Policy)

Science:

Science at The Belham provides the foundations for understanding the world. Science has the ability to change lives and we are committed to our pupils recognizing its importance. Through investigation and discussion the pupils are encouraged to identify rational explanation and in doing so develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how key knowledge and concepts can be used to explain what is occurring, predict how things will behave, and analyse causes. This understanding also includes an appreciation of science in society and the economy. We heavily promote STEAM activities that identify the clear links between science and the world around us.

Our Science curriculum follows The National Curriculum 2014 and aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics;
- develop understanding of the nature, processes and methods of Science through different types of science enquiries that help them to answer scientific questions about the world around them;
- are equipped with the scientific knowledge required to understand the uses and implications of Science, today and in the future.

In teaching Science, we are developing in our children:

- A positive attitude towards Science.
- an understanding of Science through a process of enquiry and investigation;
- confidence and competence in scientific knowledge, concepts and skills;
- an ability to reason, predict, think logically and to work systematically and accurately;
- an ability to communicate scientifically;
- the initiative to work both independently and in co-operation with others;
- the ability and understanding to use and apply science across the curriculum and real life.

Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

Humanities:

The Belham believes that the best learning within Humanities takes place when meaningful and integrated links are made between history, geography, RE and broader educational themes encompassing spiritual, cultural, social and moral education.

Across the school the autumn term focuses on our local area, the spring term looks at the broader area and the summer term looks at the wider world.

‘Big Themes’ and the ‘Big Questions’ are key components of the Humanities curriculum. They can be examined throughout the children’s education, using more complex subject matter and approaches to learning as the children progress. An example of a big question might be “Why do people/ countries invade other countries?” This is examined via The Battle of Hastings and Roman Studies as well as when the continent of South America is explored geographically.

Themes and topics have a history, geography or RE ‘driver’. So a topic might focus more on geographical learning whilst being contextualised within a historical period. An example of this might be a main study of the geographical features of South America, which would also include aspects of the 16th century quest for resources and gold.

Equally we know from the recent Ofsted Report into the quality of RE teaching in schools, that best practice makes clear links between world faiths and wider issues of history and settlement. So we link studies of the world faiths to relevant topics wherever appropriate. We also explore people’s right to not engage in an organised faith but still adopt a moral and ethical code of living that respects others’ right to a belief system.

Programme of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study>

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study/national-curriculum-in-england-history-programmes-of-study>

PSHE/RE:

The Belham teaches both PSHE and RE in line with best practice as advised by the local authority. In PSHE units are revisited termly to build on prior knowledge and where possible are linked to topic or other learning. In RE a clear progression of knowledge is mapped out (to be updated in 2018-19) which is incorporated into topic plans.

Programme of Study

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf

Computing/ICT: The Belham Primary School develops the use of ICT in line with current educational best practice. In such a fast changing environment there are two essentials: to ensure that the teachers are confident using iPads, IVBs, Macs and PCs to facilitate high-level educational learning experiences and outcomes, and to ensure strong, informed curriculum leadership in order

to remain on top of how ICT raises standards in the classroom. The requirement of the New National Curriculum to teach Computer Coding is delivered through Discover coding.

ICT is integrated into all core lessons: laptops and other hardware such as cameras and film cameras are used as learning tools just like pencils and pens. The Belham makes considerable use of publishing programmes such as Comic Life, and uses film and desk-top publishing, to allow children access to the widest range of communication outlets. The Belham even has its own Youtube channel.

Our CRAZE (Creative Reflection Artefact Zone) puts technology at the heart of all of our learning and allows children to showcase their digital work and to be hands on with digital media when investigating topics.

Programme of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study/national-curriculum-in-england-computing-programmes-of-study>

Art and Design:

The Arts and creativity are at the center of the ethos of The Belham. Art is represented in daily Creative Reflection time, taught in weekly subject sessions, embedded in our cross curricular and STEAM topics and key to our development of 'outward looking' critical thinkers. Art gives our pupils the opportunity to be inspired, challenged, to experiment and reflect, whilst equipping them with the ideas and developments that shaped cultures and history. At The Belham we promote the validity of Art, not only as a foundation subject but also as a route to a potential profession in our local and national creative industries.

Pupils are introduced to a variety of artists, crafts people, designers and art movements from their locality to world wide, figures in history and contemporary artists. They are encouraged to study artists work, its place in a historical context and develop confidence in their own response to their work. Although Art can form strong cross curricular links, it is taught in weekly sessions that are designed to introduce and develop pupil's skills in key areas: line, tone, pattern, colour, texture, shape, form and space. They work with a variety of medium; charcoal, pencil, watercolour, clay, print, photography and digital media etc. and work to develop their skills in each area, following a progression of skills (see link). Pupils experiment with different medium and also on different scales, engaging in Art focused days and co projects with other year groups and artist organisations. Tasks are open ended; allowing pupils to work at their own pace, make informed choices and progress to their full potential.

The focus of art at The Belham is process. Every pupil has a sketchbook in which they are encouraged to study artists and movements, comment on, explore, create, collect, try out, make mistakes and practise, recording finished pieces through photographs. The sketchbook acts as a personal art journal that records each child's journey through different topics and mediums. The journal can be annotated with reactions to artists work, notes on process and reflections at the end of a topic. Pupils are encouraged to add to the sketchbook, sticking in collections around topics, including pictures that inspire.

Central to art at The Belham, are our links with our local community of artist, designers, architects and galleries. We engage with our community to create community arts projects. We link with local studios, inviting artists to come and share their expertise, whilst offering support in developing their creative teaching skills. We encourage artists to share their skills with pupils and staff to promote confidence in teaching art and introduce teachers to new mediums. We invite artists to talk about their work and their career in working in Art to emphasise the validity of art

as a profession and key to our creative industries. Regular trips are organised with local and national galleries to develop pupil's critical thinking in art.

We recognise the positive effect of having our artwork displayed, not only around the school but in an annual Art show, open to our community, with exhibition space shared with local artists . The mounted art reflects the process the pupils have explored, with a focus on experimentation and exploration, rather than just producing a 'pretty picture'. It reflects all the children progress and process in the Art Curriculum.

Programme of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study/national-curriculum-in-england-art-and-design-programmes-of-study>

Progression of Skills:

https://teams.microsoft.com/_#/pdf/viewer/teams/https%3A~2F~2Fbelhamprimaryschool.sharepoint.com~2Fsites~2Fteachingstaff~2Fshared%20documents~2Fsubject%20leadership~2Fart%20%26%20DT~2Fart%20progression.pdf?threadId=19%3A031e9040f8cd4c12b3f8548f23d3b889%40thread.skype&baseurl=https%3A~2F~2Fbelhamprimaryschool.sharepoint.com~2Fsites~2Fteachingstaff&fileId=BI6B8CA3-A6D1-4109-A18E-B57385C5836B&ctx=files&viewerAction=view

DT

Design Technology is embedded into many of our topics and where possible it is contextualised. Children undertake a food, textile and material based project each year. Projects encourage critical thinking, problem solving and tie into Science and Maths teaching. In each project children are encouraged to explore and research, design, test and make amendments (review). We believe that the process is more important than the finished product.

Programme of Study:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239041/PRIMARY_national_curriculum_-_Design_and_technology.pdf

Modern Foreign Languages: Spanish

We focus on Spanish, building on the knowledge and understanding of the children as they progress through the school, culminating in a trip to Spain in KS2.

We ensure that teaching is fun and engaging with an emphasis on spoken language skills, music, movement and role-play. We use a variety of rich resources including Linguascope and other online curriculum schemes.

We employ a native Spanish speaker to support children in conversational Spanish. Every class has a weekly timetabled Spanish session.

Programme of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study/national-curriculum-in-england-languages-programmes-of-study>

Music:

The National Curriculum states that “Music should engage and inspire pupils to develop a love of music”. That music uses a universal language is to all of our advantage and so, as a diverse school, we can use it express ourselves, our feelings and our understanding in many ways and to the benefit of the whole community. As pupils progress through the school, they must develop their critical engagement with music by listening to a wide variety of styles of music, composing and performing to small and larger groups. They will also learn to notate their compositions, firstly, using any visual notation and, ultimately using conventional musical notation.

Singing lies at the heart of music making at The Belham Primary School. All children take part in a year group singing lesson once a week and join together to celebrate their learning with the whole school once a week. They also have a weekly music lesson in which they will learn and practise all the necessary skills to become a discerning listener, composer and performer with a variety of tuned and un-tuned percussion as well as their voices.

All children from year one up have the opportunity to learn a musical instrument with a member of our peripatetic staff. These instruments are supplied by the school and loaned to the children, free of charge, for their life at the school. Lessons are given in small groups of three or four children during the school day. Fees may be subsidised as part of our commitment to offer instrumental lessons to all children regardless of their family’s ability to pay. Opportunities to perform in concerts and assemblies may be taken up if children show great progress through enthusiasm, hard work and regular practice.

Programme of Study:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf

PE:

Physical education develops the children’s knowledge, skills and understanding so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus we enable the children to make informed choices about physical activity throughout their lives.

The objectives of teaching PE in our school are:

- To enable children to develop and explore physical skills with increasing control and coordination.
- To encourage children to work and play with others in a range of group situations.
- To develop the way children perform skills, and apply rules and conventions for different activities.
- To show children how to improve the quality and control of their performance.
- To teach children to recognise and describe how their bodies feel during exercise.
- To develop the children’s enjoyment of physical activity through creativity and imagination.
- To develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.

Teaching and Learning Style:

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

Foundation Stage: We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Foundation profile, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

KSI & 2: The school provides all pupils with two hours high quality Physical Education, per week within all classes. This is delivered through two lessons of 1 hour duration. We offer sporting opportunities before school (free to sign up practises) during lunchtime (drop in sessions) and after school (after school club provision).

Competition:

A balance of individual, paired and group activities both collaborative and competitive will cater for the preferences, strengths and needs of every pupil. We will teach children how to deal with the emotions of success, failure and frustration. Our competitive sports provision aims to ensure all students understand the value of being a good sports person. We aim to allow as many children as wish a chance to represent the school in a competitive fixture.

Programme of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study/national-curriculum-in-england-physical-education-programmes-of-study>

Home learning:

Across the school weekly talking homework is set to encourage children and their families to communicate and have discussions based on Philosophy for Children (P4C) questions.

Mathletics is available for children in year two and above to develop and practise their skills.

Spelling and other home learning may be set on an ad-hoc basis.

Project work, giving children the opportunity to complete independent research, may be set from time to time.

Resources

****See our EYFS policy for information on how our early year's curriculum is delivered ****

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- More able disadvantaged pupils
- Pupils with SEN
- 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 inclusion policy and local offer

http://www.thebelhamprimaryschool.org.uk/uploads/3/8/5/1/38515623/inclusion_policy_january_2018_belham_final.pdf

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School visits
- Pupil Voice sessions
- Curriculum meetings

Subject leaders and senior leaders monitor the way subjects are being taught throughout the school in a variety of ways. See our Appraisal, Monitoring Moderation Cycle document for further details.