



## Bingham Primary School

Policy Document

Policy Name: Curriculum Policy

Date: Sept 2023

Review: Sept 2024

### Introduction:

At Bingham Primary School (for the rest of this policy to be referred to as BPS), we are committed to providing a curriculum which is broad and balanced, and provides our pupils with opportunities to gain essential knowledge, skills and understanding.

We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners – fully ready for a productive happy life in modern Britain.

We have created a broad and balanced curriculum from the earliest onset, where high quality first teaching is expected and modelled in all subjects. This will ensure all pupils can make strong and rapid progress from their individual starting points.

*The foundation of our curriculum for Bingham is on **building citizens for the future** and using the whole environment to facilitate learning.*

At BPS we recognise that the core subjects of reading, writing and maths are the gateway to the rest of the curriculum. We value early reading success in learners, and understand that if pupils cannot read effectively, this limits their access to the full breadth and width of the curriculum.

Our Early Reading Policy (which states the approach to early reading and decoding is through the teaching of sequential synthetic phonics) threads through all our curriculum plans as we aim for all our children to be confident, happy lifelong readers.

The model used for the teaching of Reading is the 'Simple Model' where the teaching of decoding skills is matched with the teaching of comprehension and inference/deduction strategies needed to make sure children are able to progress securely with their reading and not have significant gaps that appear as they progress through key stages.

Through the promotion of the core subjects of reading, writing and maths (the tools that all learners need to access the wider curriculum), we encourage the use of thinking skills, reasoning and enquiry to challenge our learners.

All pupils at BPS access high quality curriculum enrichment via sport, arts, drama, dance and music that are accessible to all equally.

It is an expectation that every member of the school community will share the same high expectations and aspirations for ALL our pupils, striving for every child to achieve their individual potential and beyond.

Our curriculum will nurture curious minds, allow children to make reasoned choices and rationalise them, stretch the imagination and provide opportunities for every child to discover their particular talents. We believe that education should take place in a fully inclusive environment with equal opportunities for all, where children feel safe to try new things.

BPS will use the National Curriculum as the basis for all our curriculum planning, always ensuring that we meet or exceed its ambition and scope. We will teach all areas of the National Curriculum and there will be no narrowing of the subjects that we teach.



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We understand that the curriculum that is studied by pupils in primary school is the key to ensuring they build a foundation of knowledge base as well as learning behaviours that will enable them to be ready for the next stages in their journey.

We are committed to ensuring all pupils are prepared for the next stages in their learning at all points, i.e. EYFS to KS1, KS1 to KS2, and from KS2 they are ready for secondary education.

We value input from previous childcare settings and have a strong history of working with other EY pre-school providers to transition pupils smoothly into EYFS Trust-settings.

This work then scaffolds transition for pupils into their KS1 provision. We believe a strong and robust curriculum examines the starting points and sets the goals for every stage of learning, with clear curricular goals set for the end of units, academic years and key stages, making sure all pupils are ready to transition to the next stage of their learning.

The curriculum that we have built throughout our school is designed to enable all our pupils to be ready for the next steps in their learning and our curriculum frameworks ensure this at all levels, from assessments for next steps during lessons through to the medium-term subject plans, taking learners on a journey through a logical progression to a clear expected outcome. This is also clear in expectations for learners on transition through the different phases in school and ultimately from the end of Y6 preparing them for a smooth transition to their chosen secondary provider.

We believe that a strong commitment to lifelong learning will offer our young people the ability to be able to make informed and considered future life choices.

Our teachers and adults who support learning will be supported to adapt the curriculum and approach to meet the needs of all learners including those with specific barriers to learning such as SEND. This will be an expectation from leaders that will be checked and evaluated through regular monitoring activities.

We recognise that some children will also have natural abilities in subjects as well as possible talents in specific areas that are non-academic. This may be sports, music, the arts or ICT. Our curriculum provision will therefore establish a programme of recognition and enrichment for pupils who have specific abilities. This will start by close communication and partnerships with home to find out what these are, clubs that children attend outside of school or tuition they receive. This will mean that as a school we will aim to offer clubs, visits, activities and tuition that supplement and enhance these skills. This might be through visiting authors, skilled sports coaches, visits from Olympians/Paralympians, visits to museums and art galleries, participation in competitive sports, working with secondary schools for maths and science workshops, theatre visits, film making. We will be responsive to the needs of our learners and make sure all talents are recognised and celebrated.

PHSE and SRE curricula are in place to enable children from the earliest stages to understand and take some control of their own physical and mental wellbeing. This runs alongside staff support and training for key adults to identify and respond to young people who need short, medium or long-term intervention to help them. There is a separate policy for these on our website.



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### Curriculum Aims:

Here at BPS it is our expectation that all learners are entitled to **quality first teaching in all subjects of the National Curriculum**. All subjects have equality of importance and all subjects will be taught with the same expectation of quality of education.

We aim to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards the cumulative acquisition of knowledge and skills for future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and the ability to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Promote fundamental British values.
- 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.
- For all pupils to make the best possible progress and to achieve the highest possible attainment.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide children with an inspiring and enquiry-based curriculum to promote creativity and a thirst for learning.

All our curriculum subjects have a mapped-out curriculum 'journey' of components of knowledge that take learners from their starting points at the beginning of the year through to the expected composite outcomes for that subject at the end. The skill of the subject lead is to then 'weave' appropriate and contextual topics into this framework to ensure a meaningful curriculum experience for all learners. We therefore advocate curriculum as a journey from clear starting points to clear end points, with topics and themes being used as a tool to deliver these - topics and themes do not drive the sequence.

At BPS we believe that the best way to challenge and therefore deepen the thinking skills of our learners (and this is especially effective for enriching and extending the learning for higher attaining pupils) is through enabling them to have opportunities to problem solve and reason about their learning. We aim to embed this pedagogy across all the areas of the curriculum as we know that this is the very best way to differentiate learning outcomes (not content) specifically for those children who need challenge.

For example, posing questions about interpretation of primary and secondary source materials in history, making predictions ahead of experiments when working scientifically, then testing



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hypotheses - this methodology is written in to the curriculum for Bingham as we believe it is a vital tool in enabling learners to meet their potential and prepare them for secondary school. A broad and balanced curriculum is not just the timetabled subjects; it is every student's holistic experience of school. This encompasses the 'hidden curriculum', such as: extracurricular activities, trips, careers, how to behave, how to have tolerance of others and good mental health.

The curriculum also includes experiences of 'cultural capital', which can be described as students being given an awareness of the world around them, this includes Social, Moral, Spiritual and Cultural experiences and knowledge of democracy and the rule of law. We also understand that having a wide vocabulary and good reading skills are crucial for our students to be able to access all aspects of the curriculum. We believe that all students, regardless of their background, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.

British Values will be woven through the full scope of all curriculum provision, making sure that children understand explicitly what the five agreed values are, as well as having an age appropriate knowledge of what they mean and look like in practice.

### Quality First Teaching At BPS:

This means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing every child's progress.

Through recruitment and development (through structured and continuous training programmes) of excellent class teachers, clear and robust expectations supported by transparent and rigorous monitoring, will ensure that all our pupils get a quality classroom experience and therefore the vast majority of pupils will make rapid progress to their individual goals from their starting points. Intervention should therefore be used for those learners who really need it, not as a 'catch-up programme' for those who have gaps due to historic poor teaching. We aim to get the basics right for ALL pupils through all year groups.

It is our expectation that:

- Staff have high expectations of themselves and all of the children, with the understanding that children will '**Keep up, not (have to) catch up**'..
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- Teachers are expected to revisit and build on prior knowledge and experiences and to move learning forward from this in a systematic way.
- Highly focused lesson design with sharp objectives.
- High demands of child engagement with their learning.
- High levels of interaction for all children, adapting questions, resources and approaches to meet the learning needs of all pupils in the class.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue, expecting learners to not only answer questions but ask them – and to be given time to reflect, reason and make choices linked with their learning outcomes..



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- An expectation that children will develop resilience and accept responsibility for their own learning and work independently.
- Regular use of encouragement and praise to motivate children.

### **EYFS - Great lifelong learning starts in the earliest stages**

We believe that we must start the journey of high expectations and lifelong learning as early as possible. This policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

We have designed a unique Trust-wide Early Years curriculum ('**Everything Early Years**') that supports this learning ethos through the pedagogical structure of '+Plan-Do-Review'.

The EYFS curriculum will follow the 7 areas of learning and will set a sequence of knowledge that moves the children in their learning from entry to the vast majority achieving Early Learning Goals. Through the implementation of our sequential curriculum, our learners start the journey of high expectations and lifelong learning as early as possible. CIT schools prioritise their youngest pupils and support them to be autonomous, make choices, explain and reason, reflect and explain their learning, and to take responsibility for their choices.

Links are made between learning in the EYFS and the start of Y1 so that learning flows naturally from one stage to the other, making sure learners build on what they have learned in EYFS and no gaps in learning appear.

### **Roles and Responsibilities**

#### **The Local School Board**

The local governing committee will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. The local governing committee will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND).

#### **Headteacher**

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.



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- The LSB is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The LSB 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 SEND.

### Teaching staff

All staff will ensure that the school curriculum is implemented in accordance with this policy. Teachers translate the curriculum plans into smaller units – medium term and then weekly plans where the specific needs of the learners are addressed.

Weekly planning sets out the learning objectives from the individual subject curriculum plan that identifies what knowledge is being taught that week and the teacher identifies the pedagogy of how this knowledge will be delivered to the class.

The weekly plan identifies key resources, questions, and differentiation based on prior learning and promoting challenge.

Teaching is to be carefully tailored to meet the needs of all the children and builds on prior learning from EYFS to the end of KS2 ensuring consistency and progression across the whole school.

Middle leaders (i.e. subject leaders) will quality assure the coverage of the curriculum to ensure the sequence that has been set out in the curriculum plans has been successfully delivered to all pupils, including how the teacher has adapted the pedagogy to meet the needs of all learners and groups of learners.

Teachers will ensure that the classroom/learning environment is adapted to the children's learning needs;

- The use of learning resources and ICT is developed to allow children to work independently and successfully;
- Effective use of other spaces is made: 'the outdoor classroom', Computer suite, hall space;
- Displays are used to celebrate children's work, supportive learning (Learning Walls) and the knowledge the pupils have gained. Inclusion Teachers set high expectations for all pupils. They 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
  - Pupils with SEND. Teachers 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 ensure that provision and adaptation is based on pupil's ACTUAL need and not an assumption that pupils with SEND belong to a homogenous group.
- Pupils with English as an additional language (EAL) English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils' access in all subjects. Intervention Individuals and groups who are not making sufficient progress are identified:
  - Provision for any necessary intervention is mapped according to need. Leaders will check that Intervention is a last resort, as whole class teaching and the integrated approach



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to learning is our first strategy. It is the Trust's and the school's clear position that the first place for supporting the needs of our learners is through quality first teaching and the adaptation of the curriculum to meet the needs of all.

### Curriculum Enrichment

At BPSN we will always aim to ensure we offer diverse curriculum enhancement experiences for our pupils both as part of the planned curriculum as well as extra-curricular activities.

We believe that all children should access high quality sports, cultural, musical and academic experiences both in and also beyond the classroom. This supports our methodology of ensuring all our pupils whatever their learning need have their needs met.

As a school we subscribe to the sports charity Inspire+. They will help us deliver outstanding sports and active provision (very important at the moment as part of our post-covid response) as well as a variety of extra-curricular clubs to help our pupils' access external competitive sports networks. In providing the basic skills required to compete in a range of sports against other schools, guarantees more opportunities for these young people. This organisation also gives our schools access to excellent sporting role models such as Olympians and Paralympians who come in to school to present key sporting messages to our learners on areas such as resilience, dedication, self-discipline and striving for goals.

As an addition to our sequenced curriculum plan for PE, we want to encourage as many of our pupils as possible to play in teams and individual sports against other schools in the area. We know that this is valued by parents as it not only builds fitness in young people but develops self-esteem and creates valuable learning experiences linked to resilience, team work and co-operation – which mirror our school values and support our drive to build 'learning character' in all pupils. Many of our potential pupils will already participate in sports and activities via external clubs such as football, rugby and gymnastics and therefore it is so important that high quality provision in school supports and develops pupils from beginner to more able, and staff need to be equipped with the skills they need to ensure all needs are met.

A big element of our learning ethos is using the natural environment to support curriculum learning across all subjects. CIT has its own '**Forest School**' centre at Wyville which is where we will learn key Forest Schools skills (in both adults and children) then bring these back to Bingham and apply to our own setting, allowing all pupils to be using outdoor areas consistently through all areas of the curriculum so that pupils can reap the benefits of confidence building, wellbeing and physical fitness.

We are **keen to promote and support all our pupils accessing high quality music provision** both in and outside the classroom. The town has a prestigious competition –



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**'Bingham Young Musician of the Year'** which will offer children the opportunity to perform and compete with other children and schools locally. We would want to participate in as many local events as possible.

In order to be fully inclusive, we will commit to using Pupil Premium funding to support those disadvantaged pupils who wish to take up the opportunity to learn an instrument.