**BRINKLEY GROVE PRIMARY SCHOOL**

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| **CURRICULUM** **POLICY****November 2021****Author: HEADTEACHER** |



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| Adopted by Governor  | November 2021 |
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 **Curriculum Policy**

**1 Introduction**

**1.1** The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the ‘hidden curriculum’, or what the children learn from the way they are treated and expected to behave.

At Brinkley Grove, nurturing each child’s love of learning and their drive and passion to learn, is the key to our curriculum. A fun, purposeful curriculum motivates our children and develops a thirst to learn more.

At Brinkley Grove, our learning is based on rigorous and systematic learning that is tailored to the children. We follow the National Curriculum and this is implemented through a range of school-wide, consistent approaches to the teaching of phonics, reading, writing and maths. We have a carefully thought-out approach to the teaching of reading with a focus on reading for pleasure. Part of our curriculum includes events that encourage the children participate in meaningful moments to enrich their experiences eg. Tudor Banquet; animal visits and museum tours.

We also aim to teach children how to grow into positive, responsible individuals, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

**2 Values**

**2.1** Our school curriculum is underpinned by the values that we hold dear at our school.

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

**2.2** These are the values of Brinkley Grove Primary School which we have based our curriculum upon:

* Care
* Resilience
* Empathy
* Challenge
* Curiosity
* Respect
* Independence
* Safety

**3 Aims and objectives**

**3.1** The aims of our school curriculum are:

* to enable all children to learn and develop their skills to the best of their ability
* to develop a love of learning and exploring, with a particular focus on becoming engaged and enthusiastic readers
* To provide rich and varied experiences to foster creativity and engagement
* to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
* to teach children the basic skills of literacy, numeracy, science and computing
* to enable children to be creative and to develop their own thinking
* to enable children to recognise and utilise their own best learning style
* to teach children about their developing world, including how their environment and society have changed over time
* to enable children to be positive citizens in their community and wider society
* to fulfil all the requirements of the National Curriculum and the Essex Agreed Syllabus for Religious Education
* to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
* to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

**4 Organisation and planning**

**4.1** In the Foundation Stage and at Key Stages 1 and 2 we adopt a topic approach to curriculum planning. We plan the curriculum carefully and progressively, so that there is coherence and full coverage of all aspects of the six areas of the Early Years Foundation Stage and the new National Curriculum 2014.

**4.2** We plan our curriculum in three phases. We have an agreed long-term plan for each key stage. This has been based upon a themed approach to the coverage of the National Curriculum. There is a separate long term plan for English, Maths, and PSHCE and RE. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on a regular basis.

**4.3** With our medium-term plans, the objectives and teaching strategies that we use when teaching are made clear. We use the National Curriculum for much of our medium-term planning across all subjects.

**4.4** Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Assessment opportunities are also included as are links to outdoor and global learning.

**4.5** The decisions we have made with regard to the teaching of set areas of curriculum are related directly to the pupils who we serve. We review the make-up and needs of our school community regularly and we adapt our curriculum offering.

**4.6** In addition to the formal taught curriculum, we have a number of themes that run school wide throughout the year. These themes have been chosen to reflect our community and include, but are not limited to: Diwali celebrations, anti-bullying week, charity events, celebrations of various nations and cultures such as Poland, Pakistan and Nigeria.

**5 Children with Special Needs, including more able learners**

**5.1** The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEN policy. We always provide additional resources and support for children with special needs. The curriculum can also be modified for children with SEN.

**5.2** If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If staff or parents or carers raise a concern about a child, his/her teacher will make an assessment under advice from the Inclusion Manager. In most instances the teacher is able to provide resources and educational opportunities which meet the child’s needs within the normal class organisation. Support staff or specialist teachers may be used to assist the child.

**5.3** If a child is working at greater depth, they will be given open-ended questions and tasks and encouraged to follow lines of thought independently. They also have enrichment activities that are provided beyond the curriculum and within extra-curricular clubs. The provision for more able pupils is overseen and monitored by our More Able Lead.

**6 The Foundation Stage**

**6.1** The curriculum that we teach in the Early Years classes meets the requirements set out in the revised Early Years Foundation Stage. Our curriculum planning focuses on the Development Matters Strategy and Early Learning Goals and on developing children’s skills and experiences.

**6.2** Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Early Years classes builds on the experiences of the children in their pre-school learning. We build positive partnerships through visits by the Foundation Stage teachers to the Nurseries and Pre-Schools which are linked to our school. If children are identified to have Special Needs the teachers and the Inclusion Manager make further visits and through discussion with other professionals and agencies, we ensure that their needs are met effectively.

**6.3** During the Foundation Stage, the teacher makes continual observations to record the children’s progress. These assessments form an important part of the future curriculum planning for each child and are shared with staff, parents and carers and the Governors.

**6.4** We are well aware that all children need the support of parents and carers and teachers to make good progress in school. We strive to build positive links with the families of each child by keeping them informed about their child’s progress through the Learning Journey as well as sharing achievements and learning via online methods. Parents and Carers are also invited into school regularly to support the children further.

**7 The role of the subject leader**

**7.1** 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.

The school gives subject leaders non-contact time each term, so that they can carry out the necessary duties involved with their role. 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 objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

**8 Monitoring and review**

**8.1** Our Governing Body is responsible for monitoring the way the school curriculum is implemented.

**8.2** The class teacher is responsible for the day to day organisation of the curriculum. Phase leaders and individual subject leaders monitor the impact of the sessions and this is done by consulting a range of sources, including speaking to pupils, teachers, book scrutiny, data analysis and lesson visits.

**8.3** Subject leaders monitor the way their subject is taught throughout the school. The vast majority of our curriculum is organised into half termly topics that span across the school. For example, this results in all classes teaching a geography based topic in one term and a science based topic in another. Subject leaders are given times to monitor their subject in line with the topics which are being taught. This allows all subject leaders to have a snap shot of the subject from EYFS to Year 6. A monitoring support pack is available to Subject Leaders so that they are supported in monitoring the impact of the curriculum on the teaching and learning. Subject leaders also have responsibility for the purchase, storage and management of resources.

**8.4** The teachers are responsible for the medium and short-term planning which is shared with the subject leader. Formats for this planning are provided.

**9. Extra Curricular Activities**

Brinkley Grove Primary School ensures that a wide range of extra curricular activities and events are provided for the pupils to develop an aspirational attitude for themselves and develop as independent, confident and creative young thinkers.

10.1 A vast variety of after school activities are facilitated through the Extra Curricular Co-ordinator. These are changed each half term and are run by staff and outside agencies. Many of these clubs are accredited by the Children’s University to ensure that these further contributions to children’s development are recognised and praised.

10.2 Each year group is encouraged to participate in trips which link meaningfully to the topics and which will enrich the school’s curriculum and the pupils’ experiences, e.g. Harry Potter Experience; Framlingham Castle.

10.3 Year 6 participate in a residential trip in the Autumn Term which helps them to develop skills of independence, confidence, self reliance and how to work effectively within a team. Year 6 also travel to London to watch a Musical show in the Summer Term to support their end of year performance.

10.4 Further Extra Curricular Activities encourage our children to have an aspirational attitude towards life long learning eg. Antony Horowitz live on stage; trips to museums; etc

**Further policies linked to the Curriculum Policy:**

* SEN Policy
* Teaching and Learning Policy
* Marking and Feedback Policy
* Assessment and Record Keeping Policy
* Foundation Stage Policy