



## **Curriculum Policy**

Amy Willoughby

Autumn 2019

Approved by Governors: 23/10/2019

To be reviewed: Autumn 2020

## **Beck Curriculum Policy**

### **Introduction**

The curriculum is all the planned learning that we as a school organise in order to promote learning, personal growth and development of skills. Our curriculum includes the formal requirements of the National Curriculum and a wide range of extra-curricular activities that enrich the experiences of our children. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing the necessary knowledge, skills and excellent attitudes to learning, so they can all reach their true potential. We strive to enable pupils to enjoy their learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment.

### **Curriculum Organisation and Aims**

Our engaging, progressive curriculum aims to inspire pupils to investigate, create and present their learning in a range of creative, authentic ways. When this is combined with high quality teaching, it ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning.

Learning is organised into three topics for each year group, each lasting a full school term. Each topic is introduced through a broad philosophical question that enables children to see links between the different areas of the curriculum whilst developing a wider understanding of their place in the world. Learning builds towards a final outcome at the end of each full term in which children have a chance to showcase their learning in as authentic a way as possible. Through each topic, children have many enrichment opportunities such as trips and visitors that provide excitement and a real sense of purpose for their learning. Children then learn and develop the necessary skills and knowledge relevant to them in order to answer the big question and prepare their outcome. This enables children to lead their own learning, experience the wider world and develop skills needed in later life. Each term also focuses upon particular areas of the curriculum (Humanities, Science and DT and The Arts) culminating in themed weeks where children can demonstrate the skills they've developed and the new knowledge they have gained

Our curriculum allows pupils to develop English and Maths skills and then apply these in a range of contexts. Links are made where possible and appropriate between the topic and different areas of the curriculum including though knowledge and skills are taught discretely where necessary.

Subject leadership is strong with different curriculum areas organised into groups led by an experienced teacher. These groups share excellent practice, develop teachers' skills and knowledge and plan future themes, events and enrichment opportunities. In addition, we have specialist teachers of Music, PE and Modern Foreign Languages

(French and Mandarin). Each class has an hour a week of teaching from each of these teachers. Some links are made between the wider curriculum and these subjects and learning in these subjects often supports the final outcome.

### **Our Core Values**

Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for both life-long learning and for when they take their place in the wider world. At Beck our Core Values guide our curriculum and are promoted through planned lessons, assemblies and the whole school ethos.

#### **Beck Core Values:**

**Aim High** – We aim to provide experiences that show children the wide range of possibilities available for their future whilst also developing their basic skills particularly in reading, writing and mathematics so that they have the foundations needed to access and enjoy the next stage of their education.

**Be Enthusiastic** – We design learning around children’s interests and encourage them to be creative in all areas of the curriculum.

**Be Safe** – We teach children how to keep themselves and others safe, healthy and happy.

**Respect all** – We aim to develop children’s awe and wonder in their world. This includes an appreciation of their own history, culture and that of those who live around them, the local environment and wider world and their role in protecting it.

**Be Team Players** – We provide opportunities for children to learn how to work together and teach them skills of empathy necessary for this.

**Have your say** – We aim to provide experiences to develop children’s confidence and ability to articulate ideas, concepts and understanding in a variety of ways.

**Be honest** – We aim for children to have a fully grounded understanding of the difference between right and wrong.

### **English and Maths**

English and maths are taught daily at Beck to maximise progress and development of skills.

In English, pupils follow the Beck Writing Sequence for their main lesson and work in English books. Guided reading is taught through school from Foundation 2 to teach pupils the conventions of reading. Phonics is taught in EYFS and KS1 to teach segmenting and blending of words for decoding. Inference is taught from Y2 onwards to

promote reading for meaning and to ensure children develop a deep understanding of what they read. In addition, handwriting is taught at least three times per week across school.

Maths follows the White Rose units and pupils are given regular opportunities to develop a deep understanding of different concepts. All children have access to a wide range of concrete manipulatives to support their understanding of number and regular reason mathematically in lessons.

### **Empathy**

At Beck empathy is taught both explicitly and through English lessons. High quality texts are used to allow pupils to step into the shoes of the different characters to empathise with them. This supports the development of reading and writing skills through school as well as enabling pupils to learn about what life is like for other people. Each year group teaches an empathy book study unit each full term and Beck celebrates Empathy Day in June where empathy learning culminates in the Empathy Awards.

### **Learning Outside the Classroom**

Beck has achieved the Bronze Learning Outside the Classroom award in recognition of all of the learning that happens beyond the classroom to enrich our pupils' education. This involves trips, visitors from outside school and lessons happening outside of the classrooms. Teachers plan at least one English, Maths and wider curriculum lesson outside of the classroom for each half term. There is also a trip or visitor once per full term as part of topic learning.

### **SMSC**

We carefully monitor children's progress with their personal development and our well-planned and thoughtful approach to SMSC and British Values helps to ensure that every child is well cared for and supported. SMSC is planned for through the termly topics and SMSC learning is recorded in class books.

### **Assessment**

See Assessment Policy.

### **Religious Education**

RE is taught weekly at Beck as a stand-alone lesson where learning is recorded in the curriculum book at the back. RE topics are taken from the SACRE document and allow pupils to develop a wider understanding of different faiths and beliefs. Pupils learn about Christianity, Hinduism, Sikhism, Islam, Buddhism and Judaism. They learn to understand the different religions, world views of others and religious practices.

## **Early Years Curriculum**

**At Beck we follow the National Early Years Foundation Stage Framework. The values which underpin all provision are grouped into four guiding principles which form the context for the seven areas of learning.**

### **The EYFS Principles**

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

### **The seven areas of learning**

Prime Areas – these areas ignite children’s curiosity and enthusiasm for learning and enable them to build relationships

- Communication and Language
- Physical Development
- Personal, social and emotional development

Specific Areas (through which the 3 prime areas are strengthened and applied)

- Literacy
- Maths
- Understanding the world
- Expressive arts and design

In planning and setting up a variety of activities staff will always include opportunities for children to follow their own interests and fascinations. Staff will observe the way children learn and reflect this in their planning and practise. The way children learn is reflected through the Characteristics of Effective Learning as detailed below.

### **The Characteristics of Effective Learning**

- Playing and exploring – children investigate and are willing to have a go.
- Active learning – children concentrate and keep on trying if they encounter difficulties. They enjoy achievements.

Creating and thinking critically – children develop their own ideas, making links and develop strategies

In planning and setting up a variety of activities staff will always include opportunities for children to follow their own interests and fascinations. Staff will observe the way children learn and reflect this in their planning and practice. Children are assessed through long and short observations

Each child has their own characteristic of learning book and we welcome parental involvement in their children's education, for example through frequent discussions (formal and informal) and their contribution to the EYFS profile by providing photographs and information about their child's interests and home life. All of this will make an important and valuable contribution to their development.

Lessons and activities are based around termly topics and themes guided by the children's own interests. The learning in each topic builds up towards an exciting end of term outcome which parents are invited to attend.

During the summer term in Foundation Stage 2, staff will make a judgement about whether the children have achieved the Early Learning Goals and if they have achieved a good level of development. This information will be shared with the parents/carers in an end of year report.