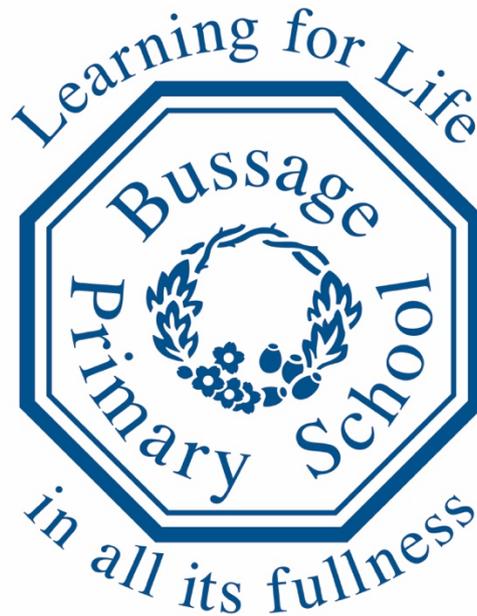


Policy on Curriculum



Next review: Summer 2024

Bussage Primary School is a Church of England Voluntary Aided Primary School and this policy is written within the context of the Christian faith, practice and values which underpin our ethos, and which are in keeping with our Trust Deed.

Our school's Christian ethos is that all pupils, whatever their ability or talents, are created in the image of God, and are loved equally by him.

Our school's mission is to provide a learning and development environment in which all pupils and staff can make the most of their God given potential and aspire to "be the best that they can be."

Our school vision is built upon the four cornerstones of WISDOM, HOPE, COMMUNITY and DIGNITY.

Statutory	Yes
Web-Site	Yes
Owner	Headteacher
Principle Author	Deputy Headteacher
Committee	Quality of Education

Delegation and Review	
Max. Permitted	Committee
Determined	Committee
Review	Governors decide
Frequency	Every 3 years

Related Policies

Policies which take precedence over this one

Child Protection and Safeguarding

Other related policies

Early Years Foundation Stage (EYFS)
Special Educational Needs and Disabilities (SEND)
Remote Learning
Remote Learning Offer
Relationships and Sex Education
Homework
Home School Agreement
Mental Health and Wellbeing

Related school curriculum overview documents

Phonics Scheme (KS1)
Mathematics Scheme
Reading Scheme
Writing Scheme

Key External Resource Links used to build our Curriculum

[National Curriculum \(Primary\)](#)
[Religious Education Syllabus \(Gloucestershire\)](#)
[Coram Life \(SCARF\)](#)
[Facts4Life](#)

1. Curriculum Intent

'Learning for life in all its fullness'

The Bussage Primary School vision is built upon the four cornerstones of **WISDOM, HOPE, COMMUNITY** and **DIGNITY**.

Learning and teaching at Bussage C of E Primary School is based on a creative approach to the National Curriculum. We believe that rich experiences create rich minds.

We aim to deliver a curriculum which allows our learners to attain the highest possible standards in readiness for the next stage of their education.

Our curriculum is based on two basic principles:

1.) Learning is a change to long-term memory:

Knowing more and remembering more - We place a high value on key concepts in each subject, our curriculum has breadth. Concepts are carefully ordered across a year group to enable links to be made between subjects. Concepts are also progressive, so in any subject a teacher can link back to previous learning.

2.) Language:

We prioritise and secure early literacy skills. Our curriculum design is centred on rich language development, oracy (expression through speech) and reading, because this is what our pupils need.

Therefore we teach an engaging and relevant 21st century curriculum that promotes:

- initiative
- independence
- creativity
- problem solving
- research skills

Our school's curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and co-operate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We endorse aspirational learning, and seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide; making it broad and balanced. We aim to foster creativity in our children, and to help them become independent learners. We strive to create opportunities for children to learn experientially, through hands on tasks, educational visits and having visitors into school. Above all, we believe in making learning fun and engaging.

Our curriculum is planned thematically and, where appropriate, curriculum links are made to enhance pupil's ability to adapt skills, applying them effectively to a variety of purposes.

Our **Curriculum Breadth** is shaped by our curriculum drivers, cultural capital and the aspects of the subjects that are studied (see the Primary National Curriculum). Our curriculum is carefully organised and planned so that each theme (termly theme or half termly theme in EYFS) has subject content knowledge that has been clearly sequenced to build on prior learning. Clear sequential progression of aspects of a subject ensures children's knowledge is built upon systematically.

Curriculum Drivers shape our curriculum breadth. They are derived from an exploration of the background of our children, our beliefs about high quality education and our core values and purposes.

Our Curriculum Drivers are:

- **Wellbeing** - Positive mental health is key because 'educating the mind without educating the heart is no education at all' — Aristotle. SMSC (Spiritual, Moral, Social and Cultural development) is a 'golden thread' that runs throughout the school. Whilst positive mental health is woven into day to day life at Bussage, it is also specifically taught through PSHE teaching and is evident in pastoral care. In addition, all lessons are designed to encourage collaborative problem-solving which develop our school values and provide challenge and ambition, as well as self-management and discipline.
- **Sustainability** - Another 'golden thread' running throughout our curriculum is caring for the world we live in and taking responsibility in ensuring its future. A number of our curriculum areas are used to explore projects designed to make our children more environmentally aware, as well as giving them hope for their future.

- **Diversity** – to develop the Bussage child’s knowledge of the diversity of different people that we see in the world and throughout human history. Our location means that our children rarely come into direct contact with the cultural diversity which exists within Britain. We therefore strive to cover this aspect of British Life throughout our curriculum so that our children are ready to take their place in a 21st Century multi-cultural society and have a sound knowledge of British values and a range of cultures.

Concepts tie together aspects of the subject into a meaningful learning journey. The same concepts are explored in a wide breadth of topics. Through this ‘forwards and backwards engineering of the curriculum’, children return to the same concepts over and over and gradually build an understanding of them. Through intra-curricular and cross-curricular links, children have a wide range of opportunities to apply their knowledge.

For each of the concepts there are four **End Points** (end of the Early Years, end of Key Stage 1, end of Lower Key Stage 2 and end of Upper Key Stage 2), each of which includes knowledge children need to understand the concepts, providing our progression model. English and Mathematics are planned on a one-year cycle, they are taught daily with reading prioritized and have yearly end points. Computing, PSHE, RE, PE and MFL are also planned on a one-year cycle whilst the other National Curriculum subjects (Science, History, Geography, Art and Design, Design Technology and Music) are planned over a two-year cycle.

The aims of our school curriculum are:

- To offer the best for every child, so that they have equal chances of success;
- To make sure that high quality education takes account of starting points, and is fully inclusive so that each child can progress well;
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire the knowledge and skills they require for lifelong learning;
- To teach children the basic skills of English and Mathematics;
- To enable children to be creative and to develop their own thinking;
- To teach children about the developing world, including how their environment and society have changed over time;
- To help children understand Britain’s cultural heritage, preparing them as a citizen of modern Britain;
- To appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- To enable children to be positive citizens;
- To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- To teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- 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 live and work co-operatively with others;
- To promote the values of SMSC (Social, Moral, Spiritual & Cultural) within our school.

Our curriculum is designed to give **all pupils**, including those with SEND or those with different experiences or starting points, the knowledge they need to be independent learners and to be prepared for the next steps in their learning journeys.

It is underpinned by the values that we hold dear at our school arising from our Christian distinctiveness. 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 in modern Britain and the world beyond.

Values: Our school is in full agreement with the values statement included in the National Curriculum in England document which says that we will offer a curriculum which has balance and breadth and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

Breadth and balance are in the main values of our school, and our curriculum is based on promoting the following:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures;
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth;
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community;
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils;
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion;
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

Bussage Learning Powers: At Bussage we want our children to develop learning behaviours to enable them to become independent life-long learners. The six **Bussage Learning Powers** are:

- Independent enquiry (Carlos Cat)
- Reflective learning (Oscar Owl)
- Effective participation (Polly Penguin)
- Self-managing (Sammy Squirrel)
- Resourceful thinking (Sonia Spider)
- Team working (Bella Bee)

In our curriculum planning we emphasise the importance of these learning behaviours, and plan opportunities for children to practice and develop them in all curriculum areas. All teachers ensure that children are given time to reflect on their progress in these areas of learning and to think of ways to improve.

This is how we achieve it:

2. Curriculum Implementation

At Bussage, we recognise that each child's learning pathway begins when they start school at four and continues until they leave our school at age eleven. We base our curriculum on the very best practice that begins at Foundation Stage.

Our curriculum is:

- A top-level plan of everything we want the children to learn;
- Planning which helps every child develop their language as vital;
- Ambitious with careful sequencing to help children build their learning over time;
- Driven by the children's interests, reflected in flexible planning;
- Based on a depth of learning as it is much more important than covering lots of things in a superficial way.

From the Foundation Stage, we adopt an inter-disciplinary thematic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of their phase and there is planned progression in all curriculum areas.

EYFS (Phase 1) plan themes on a yearly basis, therefore covering just three main themes in a year, of which the main ideas may diversify in accordance with the children's interests.

As our children grow older we encourage the children to explore different subject areas via exciting topic themes. At KS1 and KS2 a selection of the foundation subjects within the National Curriculum act as key drivers for themes (Science, History, Geography, Design & Technology and Art & Design); they have been divided up into 6 themes per phase working on a two year rolling programme, (Phase 2 – Year 1 & 2, Phase 3 – Year 3 & 4, Phase 4 – Year 5 & 6).

Each phase ensures that all objectives are taught within that two year period. Coverage of knowledge and skills to be taught within each foundation subject is recorded on a highlighted overview document to which subject leaders can refer for monitoring purposes. These form our long term plans for each subject.

The thematic curriculum is taught through knowledge and skills. The themes are relevant and stimulating and allow the children to pursue their own ideas, make progress through the requirements of the EYFS and also the National Curriculum and ensure the children develop a broad set of transferable skills. Where possible and when it is of benefit to the children, subjects are combined to provide a cross-curricular approach. Most themes are driven by one leading subject such as History, Science or Geography, however it is also possible that they may be driven by more than one subject e.g. Design and technology and science.

We use the EYFS and National Curriculum guidance for English and Mathematics to ensure sequence and flow. The Personal, Social and Health Education (PSHE) curriculum is planned using the online resources, SCARF (Safety, Caring, Achievement, Resilience and Friendship) and Facts4Life. Religious Education is planned using the locally agreed syllabus for Religious Education.

Organisation and planning

As a school, we reflect on the different rates at which children are developing and adjust our curriculum planning appropriately. We believe that the curriculum should build on the EYFS characteristics which offers every child the chance to:

- Play and explore - children investigate and experience things, and 'have a go';
- Actively learn - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- Create and think critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

This ensures every child has breadth to their learning.

The Foundation Stage: The curriculum that we teach in the reception class meets the requirements set out in the Early Years Foundation Stage Curriculum. Our curriculum planning focuses on the seven areas of learning, and on developing children's skills and experiences. These are assessed at the end of the year against the Early Learning Goals.

Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

Each term in the reception class, the teacher will assess each child's progress against Development Matters. Observations form a substantial part of the assessment process. These assessments form an important part of the future curriculum planning for each child.

We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing. We use on-line learning journeys that both school and parents can access; within these, school can share examples of the children's learning. In addition, parents are able to add examples of home experiences celebrating individuals 'out of school' achievement, this is also supported by means of WOW snaps (on Tapestry).

During the transition stage from pre-school to reception, in the first few weeks of autumn term, parents are offered home visits to assist with their child's and their familiarity with school and the adults who will be working with their child. In transition from EYFS to Year 1, work is planned carefully, informed by end of EYFS assessments, to build on learning undertaken in the Foundation Stage.

KS1 and KS2: Following on from the EYFS curriculum, in KS1 and KS2, alongside our thematic curriculum (detailed previously in this document, Mathematics and English are also planned into the curriculum pathway enabling cross curricular learning, and all learning is fed by experiences where possible.

Through our foundation subject medium-term plans, we enable all groups of learners to make progress in their long-term learning by providing carefully planned lessons around progressive knowledge and skills. Lessons plan to provide appropriate challenge for all groups of learners. Medium term plans give clear guidance on the objectives and teaching strategies for each learning sequence.

We recognise that children learn at different rates and sometimes have curriculum needs that come from an earlier curriculum stage. Some pupils in Year 1, for example, who left EYFS at an emerging standard continue to follow the Early Years Foundation Stage curriculum within Year 1 as needed. In addition, most able pupils are provided with appropriate challenge allowing for greater depth across the curriculum.

The curriculum and inclusion

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents or carers have been consulted.

If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we offer support and interventions to meet their additional needs. We always provide additional resources and support for children with special needs.

The school creates a My plan/My plan +/EHCP for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address it. The My plan/My plan +/EHCP also sets out measurable targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the Equality Act that came into effect from 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

The role of the subject leader

The role of the subject leader is to:

- Ensure that the curriculum offered has breadth;
- Ensure that the curriculum offered is based on progressive knowledge and skills;
- Provide a strategic lead and direction for the subject;
- Support and advise colleagues on issues related to the subject;
- Monitor pupils' progress in that subject area;
- Provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which 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 the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into themes of learning.

Monitoring and review

Our Governing Body's curriculum committee is responsible for monitoring the way in which the school curriculum is implemented.

The governors liaise with the respective subject leaders, and monitor closely the way in which these subjects are taught through the Quality of Education committee. There is also a named governor assigned to special needs, who liaises with the SEN coordinator, and monitors the ways in which special needs are addressed.

The deputy head teacher, as curriculum manager, is responsible for the day-to-day organisation of the curriculum.

Subject leaders monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, hold pupil voice meetings, audit staff needs, undertake book looks and observe lessons to ensure that appropriate teaching strategies are used in order to ensure that long-term learning opportunities take place. They are responsible for assessing standards within their subject using the school assessment record systems put into place which are in line with the National Curriculum 2014. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

3. Curriculum Impact

The impact of our curriculum and holistic schooling offer is seen through a myriad of sources. Our attention to Culture Capital enables our children to leave the school attaining the highest standards in all areas so that they reach their full potential. To see the real impact we would encourage you to talk with our children to hear the breadth of experiences they have had.

As with all schools, we also measure the impact of our children's education through at four stages, through: The Foundation Stage Profile, Year 1 Phonics screening, end of Key Stage 1 assessment and the statutory end of Y6 assessments (SATs). We also monitor through internal data during each year of our pupils' education. Teachers and senior staff meet every long term (three times a year) to discuss every child in terms of their academic strengths and barriers but also in terms of their social, pastoral and mental health needs.

As well as academic achievement, our learners leave us as confident, resilient and kind members of society, fully ready to embrace the challenges of their next academic adventure because we have instilled within them, a love of learning based on a clear understanding of what it is to be an independent life-long learner.

Review

This policy will be reviewed every three years or earlier if necessary