



**HARRIS GOUGH**  
F E D E R A T I O N

## **Curriculum Policy**

Signed by ..... Chair of Curriculum and Standards committee

October 2017

Review date: October 2020

## Introduction

This policy outlines the teaching, organisation and leadership of the curriculum taught and learnt at Baschurch Primary School and Myddle Primary School and Nursery.

The policy has been drawn up as a result of national curriculum changes, looking at what best suits our school and pupils' needs. It has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the curriculum leader, overseen by the SLT and link governor where applicable.

The National Curriculum 2014 has been introduced in England. New tests were implemented by the DfE to assess children's attainment were introduced in 2016.

## National Curriculum Aims

'The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.'

(National Curriculum Framework Document 2013)

## Essential Characteristics

At our schools we want the children to become 'Experts' and develop a mastery approach. We want children to understand the life-long skills that give all the curriculum areas relevance to real life and future career opportunities.

We want children at our schools to develop:

- An extensive base of knowledge and vocabulary.
- A mastery of the skills within each subject and apply them across the curriculum
- Fluency in enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- A passion for and commitment to the subjects taught, and a real sense of curiosity to find out about the world and the subjects covered.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about the issues and evidence available.

## Our Aims

To offer a curriculum which takes into account

- Our individual needs
- Our locality in rural Shropshire
- The differing needs of our children and the school community.

When planning for the curriculum we will:

- Ensure the curriculum best suits and interests our children
- Plan a skills based curriculum which covers key skills and requirements set out in the new framework.
- Plan for creative and clear learning, not for coverage.
- Plan for engagement and enjoyment.
- Plan for learning which gives purpose and relevance to real life.
- Plan to develop curiosity – plan content and activities, which provoke pupils into asking their own questions. Let the children ‘steer’ the learning and contribute to the content, method of delivery or recording.
- Don’t over plan – you can limit their learning by making the children do everything that *you* want them to do. Allow time for pupils to explore their chosen lines of enquiry. (Teachers are guided by their knowledge of children’s needs and interest when selecting appropriate subject content and develop this into challenging and relevant teaching experiences using their professional skills.) Allow time to adapt planning as the week progresses (assessment for learning). Don’t make children complete tasks just because you planned them – if they know it, move on. If they are not engaged, adapt it!
- Choice – recognise that children have a variety of learning styles
- Make it Real - events brought to life by practical experiences, trips, hands – on etc.
- Collaboration –sharing strengths in planning and teaching
- Create real end products – make it worthwhile and meaningful to the children.
- Making links-deepen learning
- Application of skills – cross curricular skills.
- Slowing down, going deeper with learning
- Practical
- Plan Visits, workshops, visitors to come in and stimulate learning and bring learning to life.

With this in mind we have recruited additional experts to develop this approach. Our own teachers observe these experts, therefore developing and enriching their own skills.

- Shropshire Music service – whole class instrument tuition; classroom music; school ensembles.
- Jonny Hughes Sports Coaching – whole class PE lessons, lunchtime and afterschool clubs.
- Spanish – one of our fully qualified teaching staff has responsibility for teaching Spanish and leading MFL across both schools.
- Forest School – both schools have a qualified Forest School leader who deliver sessions weekly to all classes at Myddle, and classes 1 and 2 at Baschurch.

### **Our Unique Offer – Both Schools**

**Collaboration** – We pride ourselves in the collaborative work we do with other local schools. These include music, sport, MFL, science for the children. We also plan in termly staff meetings, moderation and training sessions for our staff with staff from local primary schools and have forged links between the curriculum subject co-ordinators in each school so that they can support each other and collaborate on ideas or resources.

**Music** – As well as regular lessons and input from the Shropshire Music Service, where all children have the opportunity to learn a tuned instrument, music is an extremely important part of school life at Baschurch. The headteacher set up a school band and the music co-ordinator runs a popular choir. We take part in the annual ‘Young Voices’ concert, singing with 6000 other children, and take part in other local initiatives, such as Shropshire Sings. We provide regular opportunities for children to perform together, such as joint

concerts at the Corbet Academy, Adcote Girls School and local primary schools. Children perform in church and at village functions.

**Our Locality** – our long term plans ensure that children learn about the rich history in and around Baschurch, Myddle, the historic town of Shrewsbury and other places of significant interest in Shropshire, such as Ironbridge World Heritage Site and Oswestry Iron-Age Hill fort. The objectives for each year group take into account the progress history or geography skills needed to meet the requirements of the curriculum.

**Nurture** – both schools have a trained Learning Mentor and designated Nurture Room, which can be used to support children’s emotional well-being. This has a positive effect on their ability to access the curriculum.

**Physical Education** – we use our Sports Grant to good effect and are very well resourced for PE equipment. We have a dedicated sports coach to teach every class, plus provide CPD to our own staff. We use our feeder secondary school, along with the other primary schools in the cluster, to take part in regular sports events, competitions and festivals.



### **Our Unique Offer - Baschurch**

**Residentials** – we recognise that our children are growing up in rural Shropshire, so carefully tailor school visits and residentials to take account of this. We visit cities in contrasting localities and arrange activities that children may not have opportunities to do with their own families. This is carefully planned into children’s curriculum work in class.

**CONTINENTS** – The children are split into 6 house groups, mixed R to yr6. They take part in 6 sessions per year studying various aspects of learning relating to their continent. Every year, they move to a new continent. These sessions cover many of our geography, history, RE, art, DT and SMSC objectives. The sessions promote collaboration, perseverance and support; older children are able to work with younger children, siblings are placed in the same continent, which encourages parental engagement in the activities.

**Attingham Park** – We are luckily enough to be a guardianship school for our local National Trust Property. Every year, class 4 work with the staff and volunteers, on site and in school, on a project which covers a lot of our science, geography and DT objectives.

**The Baschurch Way** – everything we teach and learn is underpinned by ‘The Baschurch Way’, which is the basis of our way of working – it is our values and ethos in practice. This is explicitly taught in some sessions such as PSHE, in collective worship and in Continents sessions. It is expected and applied in all other aspects of children’s work and conduct around school. Children are rewarded for demonstrating these values.

**Transition** – We are in the fortunate position to have our feeder secondary school next door and take full advantage of this to support and extend our curriculum. We attend science, maths and MFL days. We invite the year 7 staff to our support and observe in year 6 and attend moderation meetings. We have the opportunity to use the library, science labs, art room and technology department, which enables us to plan

more variety and depth into our curriculum provision. We have close links with the village pre-school; they visit the school regularly to familiarise the children with the school and staff. They use our dinner hall and forest school areas weekly.

**Child Initiated / pupil voice** – We think taking the children’s views, learning styles and interests into account is very important to encourage rapid progress, engagement and enjoyment of the curriculum. Regular opportunities are given for a ‘child initiated’ approach in all year groups, where children have the opportunity to plan for themselves which aspect of their theme they study and how to present it. We engage parents in extending this at home through our ‘homework menu’. Children can contribute their views on their learning and curriculum primarily via the School Council and the Kids News Blog on the school website.



### **Our Unique Offer – Myddle**

**Church** – we are fortunate enough to be a very short walk from the church, so use this every Thursday for our collective worship. The reverend leads a short service linked to our theme. These regular visits have helped to create the ‘Myddle Magic’ which we are proud of; the children show respect, co-operation, support and generosity. The Reverend comes into school regularly alongside this and offers support with RE and to the leadership team in his role as governor. The children work with the wider church community, taking part in events and celebrations at the church wherever possible. **Wem Baptist church** come regularly to school to deliver our collective worship throughout the year.

**Forest School** – Forest school lessons are undertaken by all children from nursery to year 6. We have a well maintained forest area as well as extensive school grounds which are utilised to good effect to ensure the children can develop their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being. It is used as a vehicle to stimulate science, geography, Understanding the World (EYFS), as well as many aspects of PSHE and SMSC.

**WWF for nature** – each class in the school is named after an endangered animal. We learn about and try to support the 3 aims of the WWF: *Conserve the world's biological diversity; Campaign for the use of renewable and sustainable resources; Reduce pollution and wasteful consumption*. The classes learn about their animal and through school fundraising events, pay to adopt an animal through the WWF. This initiative supports several aspects of the PSHE, Geography and SMSC curriculum.

**Whole school themes** – the whole school works on a termly theme, usually based on an aspect of history or geography. There is a progression in skills in each class which are planned and tracked by individual class teachers. The shared theme encourages collaboration, parental support and involvement and enhanced engagement from the children.

**BARK** - everything we teach and learn is underpinned by ‘Behaviour, Attitude, Respect and Kindness, which is the basis of our way of working – it is our values and ethos in practice. This is explicitly taught in some sessions such as PSHE and in collective worship. It is expected and applied in all other aspects of children’s work and conduct around school. Children are rewarded for demonstrating these values.

**Transition** – We have our own on-site nursery, who work together with our Reception children. The staff work across the nursery and main school, making transition from EYFS to key stage 1 very smooth. We have a mother and baby group once a week, which again supports transition into our setting. We make regular visits throughout the year to our feeder secondary school, to support and extend our curriculum. We attend science, maths, PE and MFL days. Children from year 2-6 take part in these activities. We invite the year 7 staff to our support and observe in year 6 and attend moderation meetings.

### The Hidden Curriculum

Children need to achieve but they also need confidence and resilience in today's competitive world. They need to learn skills that they can apply to various situations and scenarios, rather than learning a set number of facts. This will prepare them for the future, where we recognise that the job they make get probably doesn't even exist yet!

We know that high academic standards are underpinned by good attitudes to learning. These should be planned for and referred to in every lesson. We promote a **Growth Mindset** and through our values, constantly reinforce these characteristics of learning in all our work:

- **Resilience** – Don't give up
- **Creativity and Curiosity** – Try new things
- **Risk taking** – Push yourself
- **Communicate well and listen to others**
- **Overcome barriers** - Improve yourself
- **Perseverance** – Work hard
- **FAIL** – First Attempt In Learning – try, try and try again!

We will reinforce these through the use of our 'Baschurch Way' reward cards and 'Myddle Bark Bones'.

Also as part of our curriculum, we promote British values such as democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs (see our British Values Statement for more details).

### Organisation and Planning

We plan our curriculum in three phases. We agree a long-term plan. This indicates which topic themes are to be taught in each term. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Our short-term plans are those that our teachers write on a weekly basis.

At Key Stages 1 and 2 the curriculum is taught in discrete subjects, but where relevant and where purposeful links can be made these, are used to integrate as much learning as possible. At Myddle, the rolling programme allows for mixed year groups to learn the key skills required for their age group. The whole school work on a common

theme and ensure that there is progression in skills which are monitored and tracked closely by co-ordinators and teachers.

We have agreed that our planning will be based on three principles:

1. Making it Real
  - a. We will ensure that we base opportunities for learning on real and relevant experiences.
  - b. We will engage our children through creative experiences that are relevant to them and the world they live in
  - c. Use stimulus – a visit, visitors, artefacts, videos, plays etc.
2. Using Pupils' to help steer the journey
  - a. Taking account of questions and lines of enquiry that the children raise within the framework of content
  - b. Involving them in how we can explore these lines of enquiry and how we can demonstrate and present our learning in areas studied
3. Avoid over planning
  - a. Allow for flexibility to take account of the above two points. The planning should enable teachers to respond to the needs of the pupils not just teach them a range of content.

In addition to the three principles all teachers will:

- Demonstrate an enthusiasm and interest for a subject to further encourage the children.
- Use children's interests to make learning **relevant** to them.
- Make use of current events and opportunities.
- Consider the timing in the academic year (When in the year should we teach certain topics to give children better access to outdoor learning and relevance e.g. seed dispersal in the Autumn, baby animals in Spring)
- Consider opportunities to cut down our topics to free up curriculum time, covering aspects through English lessons or completing maths challenges in Science and suchlike.
- Consider resource implications

### **Learning and Teaching**

Learning and teaching will be in line with the school's '**Learning and Teaching Policy**'. Teaching will always aim to provide real and relevant activities. We have agreed to ensure that:

- The teaching sequence will start with the concrete and move through to the abstract.
- Teaching will encourage the use of real apparatus and resources.
- Teaching will be differentiated (not just by outcome).
- The vocabulary will be made explicit and reinforced through opportunities in the rest of the curriculum (e.g. topic words for spelling activities)
- Some subjects will be taught through weekly subject lessons whilst others will be themed weeks, blocked topic (cross-curricular links) and through English lessons. The approach is flexible.
- Learning objectives for lessons are linked to the '**Milestones**' for assessment and broken down into manageable stepping stones for the children. For example one milestone will be taught over two or three consecutive lessons and several of these will be revisited throughout the years.
- There is a good balance between practical and written work to ensure children have a range of opportunities and experiences and there is good evidence of learning.
- The mode of working is a mix of class teaching, cooperative group work, individual work and differentiated challenges.
- Groups are usually of mixed ability and are encouraged to communicate their findings in a variety of ways.

- Practical work is a purposeful and integral part of the curriculum.
- Children’s learning and work is recognised in general display in classrooms and corridors.
- Key questions are often used to direct pupils’ thinking and enquiry
- Resources are varied, relevant and of good quality
- Teachers use effective starters and plenaries to ensure children fully understand and can evaluate their learning and their progression

### **Extra-Curricular Activities**

We believe in developing the whole child and aim to provide a rich variety of additional opportunities for children at our schools including:

- Cooking club
- Multi sport
- Netball
- Table tennis
- Choir
- Band / recorder group
- Football
- Rockstar Maths
- Digital Leaders
- Rugby

### **Assessment**

Detailed information can be found in our Assessment Policies.

At present, assessment for the core subjects will be carried out using the Rising Stars Progress tests. Writing is assessed using Ros Wilson Big Write Criterion scale.

### **Subject Specific Information**

For more information please refer to the subject specific policies.

### **Equal opportunities**

In line with our Equal Opportunities Policy we are committed to providing a teaching environment conducive to learning where each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

All pupils are entitled to access the national curriculum at a level appropriate to their needs arising from race, gender, ability or disability. Teaching and resources may have to be adapted to individual requirements. If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we will consult with the parents of the child. In most instances the teacher is able to provide resources and educational opportunities which meet the child’s needs within the normal class organisation. If a child’s need is more severe, we consider the child for an Education Health Care Plan, and we involve the appropriate external agencies when making this assessment.

### **Monitoring and Reviewing**

At our schools, each subject has an individual subject leader who is responsible for overseeing, monitoring and reviewing the subject. They review the way the subject is taught and keep staff up to date with changes and developments. They attend regular subject network meetings provided by the Local Authority and feedback to other staff across both schools. The governors keep informed through their visits, leaders reporting to governor teams and providing summary reports. The School Development Plan ensures that all staff and governors know what the priorities are and how they can help to support these actions.

### **The role of the subject leader:**

- To champion the subject
- To act as a role model for the teaching of their subject
- To support colleagues to enable high quality learning through high quality teaching of the subject e.g. co-planning, team teaching, and observing/giving feedback where necessary.
- To maintain a live action plan that has positive impact on the learning and teaching of their subject.
- To support colleagues to develop creativity, relevance and enthusiasm when delivering each area of study.
- To renew, update and share resources needed to deliver the curriculum and keep to a budget ensuring resources are distributed effectively and 'best value' is achieved.
- To develop assessment and record keeping to ensure progression and continuity.
- To work cooperatively with the SENDCo
- To keep abreast of developments in their subject regarding changes in education.
- To monitor and evaluate the quality of teaching and learning in their subject in school and provide feedback to all stakeholders by:
  - Providing termly updates for senior leaders and governors
  - Review and evaluate teacher's medium term planning each term.
  - Collect, review and evaluate samples of work from each year group each term.
  - Keep track on the folder where teachers are expected to save examples of work or store observations electronically, through 2Simple software or suchlike.

### **Resources**

Most resources are stored: in the DT Suite, attic or corridor storage (Baschurch)

in the veranda or stock cupboards (Myddle)

Further resources are acquired as the budget allows and subjects on the SDP will be given priority for spending.

All resources are audited and updated annually by the subject co-ordinator.

### **Related Policies**

Assessment

Inclusion

SEND

Health and Safety

Subject Policies

Behaviour