

Beaconside Primary and Nursery School

Curriculum Policy



Approved by: Lorraine Hadley (Headteacher)

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1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- 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, with high expectations for every pupil and appropriate levels of challenge and support
- Promote the learning and development of our children and ensure they are ready for the next stages of their learning journey
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 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
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board 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 SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy and any specific roles they have – subject leaders.

4. Organisation and planning

English The English Curriculum at Beaconside meets the statutory requirements of the National Curriculum 2014 through long term planning (coverage plans), medium term planning (unit plans with a quality text focus) and reading and writing standards. These planning tools ensure appropriate coverage, development of skills, support and challenge. A variety of learning styles are planned for to meet the varied needs of our learners.

The English Curriculum is delivered through:

- daily English lessons
- daily phonics sessions (Year 1/2) and five spelling lessons every fortnight/two weeks (Year 3 - 6)
- weekly reading teams (focused small group reading sessions)
- frequent extended writing sessions

Maths The Maths Curriculum at Beaconside meets the statutory requirements of the National Curriculum 2014 through long term planning (termly plans), medium term planning (unit plans) and maths standards. These planning tools ensure appropriate coverage, development of skills, support and challenge. A variety of learning styles are planned for to meet the varied needs of our learners. The Maths Curriculum is delivered through daily Maths lessons.

Science The National Curriculum programmes of study for science are set out year-by-year for key stages 1 and 2. At Beaconside we will use these programmes of study as the basis for our curriculum planning although the subject leader has the flexibility to introduce content earlier or later in order to meet the needs of our pupils or 'whole school curriculum'. Units of work for each term have been developed to detail the scientific knowledge, vocabulary, conceptual understanding and working scientifically skills to be delivered. These units detail the programme of study statutory requirements, suggestions for working scientifically, possible investigative tasks, key scientists linked to that area, subject knowledge for teachers, additional activities, resources and key vocabulary.

RE Our religious education curriculum is delivered through Discovery RE in accordance with the Worcestershire Agreed Syllabus for Religious Education 2020-2025. There are three strands within the programmes of study:

See RE Policy for further information.

PSHE/SRE We teach PSHE/SRE in a variety of ways:

- Discrete lessons - regular lessons are timetabled, following a scheme of work: Jigsaw.
- Links to other subjects - where relevant we introduce PSHE through other subjects where appropriate.
- Events and Activities - we also develop PSHE through activities and whole-school events that provide practical opportunities to meet the PSHE aims as set out above. These include: activity days and weeks, representing the school at events, and holding positions of responsibility.

See PSHE/SRE Policy for further information.

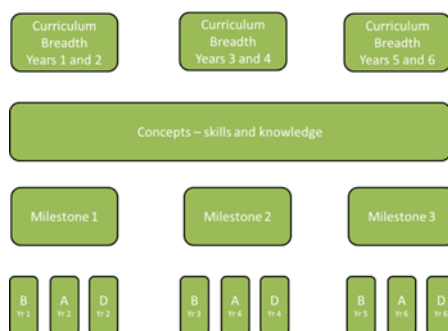
PE PE is a statutory foundation subject in the National Curriculum. We use the national programmes of study as the basis for our curriculum planning, alongside the Real PE programme.

See PE Policy for further information.

All other non-core subjects Our coherently structured academic curriculum is underpinned by our learning values and drivers and sets out:

- a clear list of the breadth of topics that will be covered
- the ‘threshold concepts’ pupils should understand
- criteria for progression within the threshold concepts (milestones)
- criteria of depth of understanding (B,A,D)

Beaconsfield Non-Core Curriculum Structure



Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- learning is most effective with spaced repetition
- interleaving helps pupils to discriminate between topics and aids long-term retention
- retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning can be invisible in the short-term and that sustained mastery takes time.

Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum (where appropriate) and in other cases, provides retrieval practice for previously learned content.

See Curriculum Statement for further information.

5. Inclusion

Teachers set high expectations for all pupils. They will 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 SEN
- Pupils with English as an additional language (EAL)

Teachers will 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 also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements – Governor Visit document and monitoring and evaluation schedule.

Subject leaders monitor the way their subject is taught throughout the school – see monitoring and evaluation schedule.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every three years or sooner if required by all staff involved in the delivery of the curriculum. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment and feedback policy
- SEN policy and information report
- Pupil Premium Policy
- Equality information and objectives
- Subject specific policies
- Curriculum Statements