

Blakesley CE Primary School

Curriculum Policy



We aim to provide a Primary Curriculum that is engaging and enjoyable for children in order to encourage them to become active learners who value learning which will help them make the most of opportunities that they will be presented with in their lives. We aim to provide a safe, secure and happy environment in which effective teaching and learning can take place and be a caring Christian community that fosters core values of compassion, friendship, forgiveness, responsibility, respect and love.

Prepared by:

.....Lucy Burman.....

Signed (*Chair of Governors*)

Sarah Hyatt

Approved on:

21st May 2016.....

Date of next Review:

.....July 2017.....

1. Aim and Rationale

We use the National Curriculum 2014 which is a statutory document in Local Authority schools. At Blakesley CE Primary School we recognise that children are entitled to a curriculum that is characterised by breadth, balance, relevance, coherence, differentiation, progression and personalisation. To this end we provide a curriculum that meets National Curriculum requirements in our Early Years, and Foundation Stage, Key Stage 1 and 2, We aim to provide a Primary Curriculum that is engaging and enjoyable for children in order to encourage them to become active learners who value learning which will help them make the most of opportunities that they will be presented with in their lives.

2. Breadth

We will ensure a broad curriculum that brings children into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic/creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, vocational, spiritual and technological). Our curriculum and resources will be responsive to an ever-changing technological world and will be innovative with the intention of meeting these needs.

3. Balance

The curriculum set will ensure that each area of learning and experience will be given appropriate attention in relation to others, to the curriculum as whole and following National Curriculum guidelines on proportions of time. We intend to provide interesting and memorable experiences. We will use creative approaches to teaching and learning when appropriate and teach many subjects in a themed, cross-curricular approach. Our curriculum and lessons are planned with high expectations of all children and ensure all children have equal opportunities. Our curriculum will be relevant to our children's own experience. It will prepare young people and give them the skills and knowledge for a successful and fulfilling adult life.

4. Coherence

A coherent curriculum will be planned as a whole, will embrace the different areas of learning and experience and will contribute to the overall progress and achievement of all children. The curriculum planned will build on previous experience and provide for clear progression.

5. Differentiation

Teaching and learning in all classrooms will be challenging and appropriate to each pupil's level of ability, extending all in the classroom. Opportunities for accelerated learning in a range of subjects and relative to pupil ability will be available.

6. Personalisation

Teachers and subject leaders will ensure their curriculum area delivers planned programmes of study that are shared with students and which meet the learning needs of all students and which prepare them for secondary school and beyond.

What is it like on an African Safari? Where would you find Nature's fury? When is it too cold for camping? How can we make a cloak for a wizard? These are just some of the many questions children find out in our school.

We teach a 'joined up' curriculum that links many subjects together into themed topics. These adhere to the requirements of the National Curriculum and are reviewed regularly to take account of different pupil needs and interests. We find that children become absorbed in a topic of work when taught in this way and this increases their enthusiasm and engagement. We want our children to love learning! In order for children to make the most progress with their core learning (reading, writing, communication and maths), the skills taught in their English and Maths lessons are reinforced and practised through their topic work in the afternoons. Maths, Science, RE and PE are taught as separate subjects but linked where possible.

Each class is taught three themed units that are particular to that class and two themed units that the whole school is taught. These 'whole school' curriculum units are based on world themes because we love the fact that Blakesley CE Primary is a small school in a beautiful rural setting but we would like our children to have a global outlook and learn about other cultures and parts of the world.

Opportunities for child initiated activities are planned in each unit. We want the children to be engaged with their own learning. For instance, if the class wanted to learn about pets or robots, we could build a unit of work around these ideas (making sure that we incorporated basic skills into the work, of course!). In addition, there is a Flexible Planning Unit for each class every year so that teachers can respond to ideas from the children or nation/international events (for example, the 800th anniversary of the Magna Carta or the 100th anniversary commemorations of World War 1).

Learning is not all about what goes on in the classroom though. In today's society, there is no guarantee of the life experiences children have had. Consequently, we believe that there should be a wealth of experiences provided as part of our curriculum – trips to enhance learning, visiting artists and making the most of our local facilities around Blakesley are just some of the experiences we aim to provide.

Details of our curriculum topics are sent out to parents/carers via our Curriculum Newsletter each term and the latest newsletters can be found on our website.

7. Monitoring and Evaluation

Headteacher will monitor standards of teaching and learning in all subjects. If there are any areas of concern, colleagues are given opportunities to address teaching or classroom management through a structured INSET programme.

This Curriculum Policy will be reviewed on a two yearly cycle.