

Buckshaw Primary School



Teaching & Learning with Curriculum Policy June 2022

At Buckshaw we aim to prepare our children for their future by raising aspirations and developing resilience within a happy, safe and caring environment

Aims and Objectives

Our curriculum in school includes the National curriculum and refers to the interactive lessons, learning experiences and assessments designed with specific goals, content, strategies, measurement, and resources which reflect the needs of all our children. The desired outcome of our curriculum is successful transfer and/or development of knowledge, skills, and attitudes. We make good use of the outdoors to support our learning and promote reading at every opportunity.

At Buckshaw Primary School we promote skills, independence, resilience, competences and dispositions for lifelong learning, recognising the importance of knowledge that falls outside subject boundaries. Our bespoke curriculum is based on learners' needs and reflects our 'Be Statement' values, whilst ensuring that personal, social and emotional education remains a focus in order to deal with current issues facing young people.

The Big Picture of the Curriculum at Buckshaw Primary School

At Buckshaw we celebrate our children as innovators and active participants in their education. We encourage our pupils to reach out to the world beyond the school to prepare our pupils for their life beyond the school. Our teachers are able to assess the impact of the curriculum, by making assessment formative and integral to learning, valuing the modern curriculum and using a wide range of methods, including computing, in authentic contexts. We ensure accountability systems reflect, not drive, the agenda.

Quality First Teaching and Learning

Teaching

When teaching, we focus on encouraging the pupils and improving their knowledge, skills and understanding of the subject. Staff use the school Progression of Key Skills to guide the teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group. We base our teaching on our knowledge of the children's level of attainment, as detailed on our bespoke trackers. Our main focus is to further develop the knowledge and skills of our children. We strive to ensure that all activities set are appropriate to each child's level of ability, driven by cross-curricular skills of Applying Mathematics, Using ICT, Being Creative and Communicating. When planning work for children with Special Educational Needs, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We encourage children to have high expectations for themselves and to be reflective and ambitious with their learning. Learning at Buckshaw Primary School is a collaborative approach, children take responsibility for their own learning and are involved in reviewing the way they learn. We are passionate about listening to the voice of our children through Pupil-Led change.

Learning

All children follow the statutory requirements of the Foundation Key Stage, the National Curriculum for Key Stage 1 and 2. The pupils are guaranteed quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this.

The bespoke curriculum is driven by a love for reading and rich vocabulary, as we believe these are the fundamental building blocks to knowledge acquisition and learning. Research has shown that the key to ensuring learning moves into the long-term memory is through establishing children have the relevant knowledge to build upon. Those children who have more knowledge and vocabulary make greater progress, without this background knowledge it is harder for children to transfer their learning into long-term memory. 'The correlation between vocabulary size and life chances are as firm as any in educational research' (OFSTED). Given the context of our school, it is therefore imperative that our curriculum offers a systematic process that allows children to acquire vocabulary and knowledge progressively as they move through school.

We believe our curriculum should also prepare our children for a lifetime of learning - with careers that don't yet exist and technologies we cannot imagine. Our pupils

will need to develop the skills required to learn continuously throughout their lifetime. They must develop a love of learning and a thirst for knowledge. We believe that our children should be resilient, confident and independent learners.

Middle leaders ensure that sequencing is linked to the content and skills taught, ensuring that prior knowledge is reinforced and higher order skills, like problem solving and critical reasoning are developed. Middle leaders ensure that learning matches the needs of the National Curriculum and provide support in ways to expand its scope wherever possible. As a school we have developed tailored Key Skills Progression for each subject, which support our learners to challenge their potential and building on prior knowledge. The Key Skills drive the lessons objectives and ensure there is a clear progression of in all that our children learn, throughout their journey at Buckshaw. End of year Non-Negotiable Progression of Knowledge, Skills and Understanding documents have also been developed by Subject Leaders, to ensure end of year 'goals' are met – to meet the needs of cohorts, to identify and close potential barriers to learning.

Planning and Organisation

Learning experiences are differentiated to meet the children where they are and lead them on to the next step in their learning journey. Teachers are flexible to respond to the interests of the children, significant events or curiosities and questions. Our school values of Ambition (High Hopes), Resilience (Sticking Power), Respect (Caring for Everyone and Everything) and Wellbeing (Inner strength and Healing) underpin our curriculum and support our moto for children to Be Aspirational, Be Resilient and Be You.

Knowledge Organisers and weekly plans allow our teachers to structure teaching and learning to ensure not only National Curriculum coverage but that content - and particularly quality of vocabulary - will meet the needs of our children. Knowledge Organisers identify key knowledge to be acquired and teaching methods will identify learning behaviours we wish our children to develop: courage, curiosity, commitment, resilience, happiness, humility, responsibility, respect, patience, positivity. At this stage thought will be given to the learning opportunities provided and the desired learning outcomes.

Organisation of the children's learning environment is adapted to individual learning needs. The use of learning resources, such as Maths Toolkits and iPads are available, to allow children to work independently and successfully; effective use of other spaces is encouraged, including beyond the classroom in our Wildlife Garden or in the local area.

Displays are used to celebrate children's work and help progress learning, supported by the background of a calm and neutral colourway – which meets the needs of all our learners. Working Walls support the acquisition and recall of 'sticky knowledge', the progression of key skills, as well as supporting the children in identifying next steps in their learning.

Buckshaw Brilliance

All our learning experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community are further enriched by:

- After School Clubs
- Visits/Visitors
- Residential Visits
- Themed Curriculum Days/Weeks
- Strong relationships with high schools, colleges and universities

Inclusion

We ensure that learning activities are planned around the distinctive needs of our children at Buckshaw. Learning is enquiry-based to promote curiosity, outcomes raise standards and skills are embedded in children's learning. Learning is meaningful and set in context. Writing is purposeful and positive learning behaviours are taught. Learning is underpinned by latest thinking about quality learning and brain-based learning.

All staff are confident with the procedures for identifying children with SEND. Teachers involve parents/carers and pupils as soon as there is a concern and keep

them informed and included. We provide intervention programmes meet individual needs and provide pupils with opportunities to experience challenge and success.

Teachers ensure all children experience a broad, balanced, relevant and differentiated curriculum. We strive to ensure that the culture and ethos of the school is one in which, support all members of the school

community. Everyone is equally valued and treats one another with mutual respect. Children have many opportunities for their voices to be heard. We have a School Council, Sports Council and Eco-Warriors, which meet regularly to discuss issues raised in council meetings. Each class votes for two representatives who attend meetings and report back to their class, accordingly. Assemblies, displays, and RE lessons are linked, where possible, to the relevant British Values theme. RSHE teaching is supported by the scheme 'One decision', 'My Happy Mind' and 'Kids Safe', delivered by staff who have been appropriately trained. There is a clear progressive scheme of work from EYFS to KS2 developed by the Subject Leaders, linked to other curriculum areas. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups.

Lessons are planned 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.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Reports and Action Plans from the School Creative, STEM and Wellbeing Teams.
- Samples of children's work scrutiny at Curriculum Committee meetings.
- Data Analysis reports from Assessment Lead and Subject Leaders

Subject leaders and The Curriculum Leader monitor the way their subject is taught throughout the school by:

- Regular planning scrutinies
- Learning walks/Lesson Drop-ins
- Buckshaw Voice
- Book scrutinies

Teachers meet each term to moderate each other's assessments in Maths and Writing. During moderation, teachers exchange samples of the children's independent work and moderate each other's judgements. This ensures consistency in judgements across the school. Moderation of writing is also completed between local schools and within cluster meetings.

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

This policy will be reviewed every 12 months by Nicola Jackson (The Curriculum Lead). At every review, the policy will be shared with the Curriculum and Standards committee.

Roles and responsibilities

The Governing Board

The members of the Governing Board will monitor the effectiveness of this policy and hold the Head Teacher to account for the 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

The Headteacher

The Head Teacher 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
- 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

School Staff

All school staff will ensure that the school curriculum, The Big Picture, is implemented in accordance with this policy.

Nicola Jackson has responsibility for ensuring the curriculum supports Quality Education and outcomes across the whole school including early years education.

Links with other policies

This policy links to the following policies and procedures all agreed by governors:

- EYFS policy
- Assessment and Marking policy
- SEND policy
- Pupil Premium Policy
- RSE policy
- Curriculum Subject Policies
- Racial Equality Policy

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.

Nicola Jackson (Deputy Head Teacher/Curriculum Subject Lead)

Review: September 2023