



Benfieldside Primary school

Curriculum Policy 2019

At Benfieldside Primary School we are committed to providing an exciting, creative, inclusive curriculum, underpinned by high quality teaching and learning, through which pupils of all abilities and starting points can make progress, achieve and succeed.

Our ethos, aims and Values:

Benfieldside Primary School aims to provide a welcoming, secure and caring environment in which all pupils and staff have the opportunity to succeed and to learn. By recognising individual needs and qualities, we aim to develop mutual respect, self-discipline and the highest possible standards of academic achievement. We all uphold the British Values of democracy, rule of law, individual liberty, and tolerance of different faiths and beliefs.

Our pupils and staff recognise and understand the importance of our three core values of:

Happiness:

If you see someone without a smile give them one of yours

Perseverance:

Mistakes are the stepping stones to learning

Respect:

People may forget what you said, but they'll never forget how you made them feel

Curriculum Intent:

At Benfieldside Primary School we intend to engage, inspire and immerse our pupils in their learning; enabling them to develop curiosity and enjoyment in all areas of the curriculum. We are committed to ensuring that our pupils experience a broad and balanced curriculum, which caters for a wide variety of learning needs, learning styles and interests. We encourage our pupils to be ambitious learners, who **persevere**, experience the **happiness**

that comes with success, whilst being **respectful** of both their own achievements and those of others. We support our pupils to be confident learners who are able to communicate well, in a variety of forms. We intend for our pupils to learn life-long transferable skills that prepare them for the next stage of their education and for life in Modern Britain. We develop articulate, active, independent learners who are motivated by a variety of learning challenges and wealth of experiences devised by our highly effective, knowledgeable and committed team. We intend to provide our pupils with the knowledge and skillset required for them to make a positive contribution to their lives and to make informed, safe choices, both now and in the future. Our Curriculum also includes the 'hidden curriculum', or what our children learn from the way they are treated and expected to behave. Benfieldside Primary School aims to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve all that they can.

Curriculum Implementation:

At Benfieldside Primary School, learning is **implemented** through a wide range of high quality, purposeful and engaging learning activities and experiences. Activities may be practical (for example investigation, exploration, experimentation, problem solving, outdoor learning, trips and visitors) or may be more theoretical. This approach is taken throughout our coverage of the statutory elements of the curriculum; these being the National Curriculum and the Early Years Framework. Our curriculum not only includes these formal requirements, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. This includes an ever growing range of 'Extra Curricular' opportunities available to our children across all year groups and through numerous links within our community and geographical area. From Year 1 to Year 6, Durham County Council Progression Guidance is referred to during the planning process- this aids our strategic planning for learning and that children will **'learn more, know more and remember more'**. Learning is sequenced such that specific subject knowledge is acquired and fundamental skills are embedded and applied across all subjects and aspects of our curriculum. This gives a clear path for progression in learning from Early Years to the end of Key Stage Two, where we **intend** our pupils to be Key Stage Three ready, having acquired the necessary skills, knowledge and understanding. Our highly skilled and effective teachers and teaching assistants are reflective, evaluative and ambitious for our pupils; they seek ways in which to share strong practice and elevate curriculum provision even further. Through their thorough knowledge and understanding of ongoing assessment, they are able to adjust curriculum plans to give additional support or further challenge to individuals, groups or classes when needed- this in turn ensures that pupils stay engaged with the learning on offer and can see how their skills, knowledge and understanding acquired thus far, can be applied successfully to the new task. Our **Curriculum planning** is available on our school website.

Curriculum Impact:

Pupils at Benfieldside will achieve well in literacy and numeracy; they will know their local area well and are **happy, respectful and able to persevere**. Children will have a good balance and depth of knowledge and skills in science, art, design, PHSCE, geography, history, music, religious and physical education, French (KS2) and ICT.

They are and will remain respectful and tolerant of others through their cultural awareness, understanding diversity and equality and will have nurtured caring attitudes. They will understand and uphold the British Values they will need in order to contribute positively to

life in Modern Britain. They will know how to keep themselves safe online, whilst using technology to effectively research, organise and present information, communicate and pursue interests and hobbies.

Children will know about the world around them and leave our school with a secure understanding of their community and locality. They will know how to keep themselves healthy and fit and will possess the strategies required to ensure they maintain positive mental well-being in the future. They will be independent learners, capable of making decisions and solving problems.

Children have social, emotional, moral, spiritual and cultural understanding and transferable collaborative and practical skills. They will have experience of performing arts and have the confidence to speak in front of others.

By the end of EYFS, children will have the personal and practical skills and knowledge necessary to progress confidently into KS1. Children will continue to build upon this knowledge, these skills and their application, through diverse experiences, across all areas of the curriculum. They will progress from Key Stage One to Key Stage Two, where we will ensure that they are equipped and prepared for their transition into the next phase of their education. They will leave our school fully prepared for the next stage, leaving as happy, safe and valued individuals who are ready and motivated to learn more. They will have high aspirations and expectations for the future.

The governing body

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

They will ensure that:

- Curriculum priorities and aspirational targets are routinely identified
- Adequate teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Effective provision is made for pupils with different abilities and needs, including children with special educational needs (SEN) and disabilities
- The school implements all statutory assessment arrangements
- It participates actively in the evaluation of the breadth, balance and effectiveness of the curriculum

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 school's procedures for statutory assessment meet all legal requirements
- The governing body is fully involved in the evaluation of the breadth, balance and effectiveness of the curriculum
- The governing body 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 and disabilities

Other staff

- Will ensure that the school curriculum is implemented in accordance with this policy. This includes all teachers, teaching assistants, subject leaders, SENDCO, Key Stage Leaders and Senior staff.

August 2019

Review date July 2020

