



# Burnopfield Primary School

## Curriculum Policy



***'To inspire, challenge and care'***

Teaching and Learning Drivers	Curriculum Drivers
<p><i><b>Growth Mindset</b></i></p> <p style="margin-left: 40px;"><i><b>Respect</b></i></p> <p style="margin-left: 40px;"><i><b>Well-being</b></i></p>	<p><i><b>Inspirational People</b></i></p> <p style="margin-left: 40px;"><i><b>Adventure</b></i></p> <p style="margin-left: 40px;"><i><b>Aspiration</b></i></p>

Intent	Implementation	Impact
A Burnopfield child will develop a <b>growth mindset</b>	Our children have well-developed growth mind-sets, they are always encouraged to participate and have a go. The positive language of growth mind set is firmly embedded into our practice and is applied consistently.	Children leave school as successful young people who have a strong sense of resilience and belief in themselves. They have a 'can do' attitude.
A Burnopfield child will have consistently high levels of <b>respect, good manners</b> and <b>courtesy</b> for others. We want them to make the right choices with behaviour and attitudes and to be able to self-regulate.	Children develop their understanding of the school's 'Respect Agenda' where their understanding of their Rights, Rules and Responsibilities are reinforced. The 'Respect Agenda' is reinforced on a daily basis across school.	Children have a strong sense of right and wrong and are respectful to all. They demonstrate high levels of self-control and behave consistently well.
A Burnopfield child will have a <b>sense of adventure</b> .	Teachers plan engaging and exciting lessons to stimulate a sense of adventure and a thirst for knowledge.	Children are excited to learn and are interested in the world around them.

A Burnopfield child will have knowledge of <b>inspirational people</b> .	Each new topic begins with a clear link to an inspirational person and their impact on the subject – Mo Farah, William the Conqueror, Rosa Parks, Queen Elizabeth, Sting, Neil Armstrong, Florence Nightingale, St Cuthbert etc.	Children are inspired by hearing stories and learning about the lives of people throughout history who have had a significant impact in the world.
A Burnopfield child will be physically active and have a <b>healthy body</b> .	Through PE and Sporting activities, children develop a healthy body. We are taking part in a walking award and our children are monitoring their 'Happy Feet' through the Daily Mile.	Children are healthy and fit and understand the importance of exercise.
A Burnopfield child will be <b>emotionally resilient</b> and value their mental well-being and have a healthy mind.	The school provides high-quality pastoral support. We offer our children a range of opportunities to remove barriers to learning such as: Relax Kids, Mindfulness, Mindful walking and the School Council.	Children leave our school as confident, resilient and respectful individuals with a healthy body and mind. Children have a positive mental well being and have strategies to support them with any challenges or difficulties they may face.
A Burnopfield child will have <b>aspirations for the future</b> and aspire to be the best that they can be and be ready to meet the challenges of the next stage of their education, their lives and future careers	Through our curriculum and links made with local colleges, universities and professionals, children have opportunities every year to experience the world of work and to look at the wide variety of careers available to them in the future. Enterprise also forms part of our curriculum.	Children have secure knowledge and skills and understanding of what is required for their future education, qualifications, training and employment.
A Burnopfield child will have a real <b>sense of belonging</b> within their local community and a well-developed local knowledge.	Through our History and Geography curriculum, children will study their own village and they will find out about inspirational people from Burnopfield. Every year the children will seek out part of the community and liaise with them to work together.	Children have a strong sense of where they come from and know how their village has developed over time. Children are inspired by local people.
A Burnopfield child will understand that we are <b>all different yet all equal</b> .	Through curriculum assemblies and 'In the News', children know that we live in a diverse society. We have 'Rainbow Ambassadors' in school who promote equality and acceptance.	Children are respectful and tolerant and know that in society we are all different but all equal.
A Burnopfield child will have access to a <b>broad and balanced curriculum</b> .	Through detailed curriculum planning, teachers build in a range of opportunities for children to repeat knowledge and skills and consolidate learning to build on what they have studied in previous year groups. Exit tickets and mini assessments are used regularly to assess learning on a regular basis. Timelines are used to develop an understanding of chronology.	Children are inspired to learn throughout their time at Burnopfield. Children consistently achieve highly, particularly the most disadvantaged and children with SEN. Children's long term memory is well-developed.

Burnopfield <b>parents</b> will take an active part in our curriculum.	Parents are regularly invited into school to participate in their children's learning through parent's evenings, concerts, shows and workshops.	Parents are well-informed about the curriculum and school life. Parents engage well with school events.
A Burnopfield child will have a wealth of experiences to develop their <b>cultural capital</b> .	Every term, an out of school visit (or visitors into school) is planned for to link to the work studied in class. We believe that this engages our children more fully into the topics they are studying, develops their cultural capital and helps them to succeed in life.	Children have been exposed to a wide variety of experiences during their time at school that they may not have the opportunity to experience otherwise e.g. visiting an art gallery, a National Trust property, watching a theatre production etc
A Burnopfield child will develop a passion for the <b>performing arts</b> .	Children have a range of opportunities to develop their experience of performing arts through school plays and performances, concerts etc. We have appointed a Drama lead and an Artsmark and Cultural lead.	Children have experience of performing arts and have the confidence to speak in front of others.  We have achieved the Artsmark award.
A Burnopfield child will strive to have <b>high standards</b> in all subjects and make rapid progress from their starting points.	Teachers have high expectations. Monitoring is relentless. Teachers ensure that lessons are well prepared, meet the needs of the children and that children are challenged. Teachers use highly effective questioning. Teachers consolidate learning and deepen understanding. Teachers and subject leaders have strong subject knowledge.	Children's work across the curriculum is at a consistently high quality. Attainment at the end of Key Stage 2 are outstanding, showing that all children have made outstanding progress from their starting points in all subjects.
A Burnopfield child will have a well-developed <b>long-term memory</b>	Teachers ensure children transfer key knowledge to long-term memory by recapping, consolidating and building on future learning. Basic skills are revisited. Teaching is sequenced so that new knowledge and skills build on what has been taught before and so that pupils can work towards clearly defined end points	Children retain key information from the curriculum and can apply this to their future learning. End points are secure.
A Burnopfield child will <b>read fluently</b> and develop a love of reading and books.	Reading is prioritised to allow children to access the full curriculum. Early Bird reading ensures our disadvantaged children have daily opportunities to read. In KS1, teachers use 30 minutes of lunchtime to prioritise reading. English is taught through a book. Teachers choose high quality texts to develop children's vocabulary.	Children can read well. They read widely and with fluency and comprehension appropriate to their age. Children have a range of favourite authors and a well-developed vocabulary.

A Burnopfield child will use <b>Standard English</b> .	All staff are reminded to use Standard English and children are constantly encouraged to do the same.	Children speak in Standard English. Children have well-developed language and vocabulary.
A Burnopfield child will have strong <b>British Values</b> .	The school council play a strong role within school. Pupil voice is high priority and we ensure that children experience democracy and through assemblies, we promote many aspects of British Values. In our school, the children have four rights: the right to be safe; the right to learn; the right to be happy and the right to be valued.	Children are effectively prepared for life in modern Britain.
A Burnopfield child will be aware of current affairs and <b>the world around them</b> outside of their largely white British community.	We place high emphasis on children knowing what is happening in the world around them. In our weekly 'In the News' lesson: children discuss current affairs and events in the news.	Children have a well-developed sense of current affairs and the world around them.
A Burnopfield child will develop <b>academically, spiritually, morally, culturally and socially</b> .	Through assemblies, In the News, PSHCE and RE, children develop spiritually, morally, culturally and socially. Teachers use every opportunity to explore these areas with children.	Children thrive during their time at Burnopfield: they develop a sense of what is right and wrong; they understand the consequences of their behaviour and actions; they can reflect on their own beliefs and they have respect for different people's faiths, feelings and values.
A Burnopfield child will <b>engage in learning outside</b> the classroom.	Our outdoor provision gives children opportunities to learn in different environments. Children make good use of our forest school and many different aspects of learning take place outdoors.	Children know that learning doesn't just take place in the classroom. They have developed a sense of imagination and creativity in their learning. Children have collaborative skills and practical skills and an appreciation for being outdoors
A Burnopfield child will keep themselves <b>safe online</b>	Online safety and digital literacy is constantly reinforced in every year group at regular intervals every term.	Children know how to keep safe online.
A Burnopfield child will have up to date knowledge of <b>computing</b> .	The programming aspect of Computing is taught discretely where children learn to write and debug algorithms however the other aspects of ICT such as word processing, graphics and data handling are taught through Topic, Science, Art, Maths and	Children are confident with technology and are prepared for their future life.

	Literacy. Children and staff use Google classroom, and staff use every opportunity to enhance teaching and learning through technology.	
A Burnopfield child will have the best start to school life through our <b>Early Years</b> curriculum. Our intent is that all of the above statements apply to the EYFS curriculum.	The EYFS curriculum is designed and sequenced coherently, to build on what children know and can do. It motivates and engages them and helps them to sustain high levels of concentration.	Children in the Early Years have made outstanding progress from their starting points and are Year One ready.
A Burnopfield child will follow <b>learning at home</b> which mirrors learning in school in the event of self-isolation or bubble closure	The remote learning policy outlines the procedures for learning at home when learning at school can not take place.	Children make progress at home and at school. Children are confident at knowing how to access home learning. Children keep in daily contact with school when at home.

### **The governing body**

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

The governing body 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

### **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 body

The school's procedures for assessment meet all legal requirements

The governing body is fully involved in decision-making processes that relate to the breadth and balance 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

### **Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Cath Thompson – Acting Head Teacher / Deputy Head Teacher/ Curriculum lead / English support

Rebecca Brunton –Acting Head Teacher /Deputy Head Teacher / Designated Safeguarding lead / SENCO/ Equality Lead

Emma Farries – EYFS lead

Mark Robertshaw – Acting Assistant Head / Maths lead / Assessment lead

Geraldine Ferris - Pastoral Lead

All members of staff lead on an area of the curriculum.

### **Inclusion and Equality**

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.

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

### **Monitoring and Assessment arrangements**

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

Subject leaders/curriculum leaders monitor the way their subject is taught throughout the school by: planning scrutinies, learning walks, book scrutinies, lesson observations, drop ins, videoing lessons, pupil and parent voice.

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

This policy will be reviewed annually by the Acting Head Teacher every review, the policy will be shared with the full governing board.

The subjects within our curriculum are assessed against the age expectations in the National Curriculum and are assessed through teacher assessment and statutory assessments where appropriate. All information is uploaded, monitored and tracked through 'ITrack'.

The curriculum has been designed to ensure that teacher workload is taken into account.

### **Links with other policies**

This policy links to the following policies and procedures:

EYFS policy

Assessment policy

SEN policy and information report

Equality information and objectives

Staff Handbook (Teaching and Learning)

## Remote Learning Policy

### Burnopfield Primary School

#### What 'remote learning' can I expect from Burnopfield Primary School?

This information is to be used as a general guide. Parents can expect further details of remote learning for their child as and when it is required. We aim to implement remote learning from your child's second day of absence. There are 2 general scenarios outlined below; the first scenario where your child is not permitted to attend school and the second outlines the actions in the case of a whole bubble not being permitted to attend school.

Parents can go to their child's Google classroom for links to websites which can be accessed. Home/school email can be used for any issues.

Remote Learning Policy	
<b>Children (and their siblings if they are also attending Burnopfield Primary) are absent because they are awaiting test results and our household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.</b>	
<b>EYFS Key Stage 1</b>	<ul style="list-style-type: none"><li>● <b>Easy to follow timetable of activities for the week.</b> Tasks emailed on the second day of self-isolation absence.</li><li>● <b>Phonic tasks for KS1</b> to work on the sounds your child will be missing.</li><li>● <b>Maths and English</b> tasks focusing on practical, indoor and outdoor activities, following the sequence of learning happening in the classroom</li><li>● <b>Topic task(s)</b> following the lessons being covered in class that week.</li></ul> <p><b>All work should be returned to the class teacher by email for feedback - this can be in the form of photos of completed tasks.</b></p>
<b>Key Stage 2</b>	<ul style="list-style-type: none"><li>● <b>Maths lessons</b> uploaded to Google Classroom, following on/mirroring the maths being covered in the classroom at that time. Teachers will provide powerpoint screens and linked resources. Answers will be provided for self-marking at home.</li><li>● <b>English tasks for KS2</b> uploaded to Google Classroom following the sequence of learning happening in the classroom. The quantity will be dependent on the age/stage of your child. Some/all of these will be 'handed in' to your child's class teacher on Google Classroom for marking.</li><li>● <b>Topic task(s)</b> following the lessons being covered in class that week. This may be the screens from the lesson being uploaded onto Google Classroom along with resources / worksheets (if appropriate i.e. if the resources required for the lessons are already at home). If the lessons being taught in class are not able to be delivered remotely (e.g. if it requires additional resources such as art resources e.g. clay or pastels, or geography resources e.g. maps and atlases) then alternative 'topic' learning will be set on google classroom which may make use of the Government's 'Oak Academy' lessons.</li></ul>



<p><b>The child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.</b></p> <p><b>We enter another 'lockdown' with total school closure.</b></p>	
<p><b>EYFS</b> <b>Key Stage 1</b></p>	<ul style="list-style-type: none"> <li>● <b>Easy to follow timetable of activities for the day.</b> Tasks emailed on the first day of self-isolation absence.</li> <li>● <b>Phonic tasks for KS1</b> to work on the sounds your child will be missing.</li> <li>● <b>Maths and English</b> tasks focusing on practical, indoor and outdoor activities, following the sequence of learning happening in the classroom</li> <li>● <b>Topic task(s)</b> following the lessons being covered in class that week.</li> <li>● <b>A daily session</b> will be set up through Google Meet between 9am - 10am to go over the tasks for the day. There may also be some additional live sessions to focus on reading, maths etc. Teachers will be available to contact through email and can also make phone calls.</li> <li>● <b>Story Time</b> - live story time sessions will take place daily between 2.30 and 3.30pm.</li> <li>● <b>1:1 support</b> if your child receives 1:1 support and they are isolating, a more bespoke programme of support will be set up. This may include phone calls / video chats with your child's 1:1 support. They will usually be expected to still complete the learning set on google classroom.</li> </ul> <p><b>All work should be returned to the class teacher by email for feedback - this can be in the form of photos of completed tasks.</b></p>
<p><b>Key Stage 2</b></p>	<ul style="list-style-type: none"> <li>● <b>Maths lessons</b> uploaded to Google Classroom, following on/mirroring the maths being covered in the classroom at that time. Teachers will provide powerpoint screens and linked resources. Answers will be provided for self-marking at home.</li> <li>● <b>English tasks</b> uploaded to Google Classroom following the sequence of learning happening in the classroom. The quantity will be dependent on the age/stage of your child. Some/all of these will be 'handed in' to your child's class teacher on Google Classroom for marking. This will include spelling, grammar, writing and reading.</li> <li>● <b>Topic task(s)</b> will be uploaded to Google Classroom for children to complete and hand in virtually. This will be lessons your child would have had in class this term which can be most easily adapted to remote learning.</li> <li>● <b>A daily session</b> will be set up through Google Meet between 9am - 10am to go over the tasks for the day. There may also be some additional live sessions to focus on reading, maths etc. Teachers will be available to contact through email and can also make phone calls.</li> <li>● <b>Story Time</b> - live story time sessions will take place daily between 2.30 and 3.30pm.</li> <li>● <b>1:1 support</b> if your child receives 1:1 support and they are isolating, a more bespoke programme of support will be set up. This may include phone calls / video chats with your child's 1:1 support. They will usually be expected to still complete the learning set on Google classroom.</li> </ul>

**Reviewed Annually**  
**July 2020**

**C Thompson**

**Acting Head and Curriculum Lead**

**Next review July 2021**