



Burnopfield Primary School

Curriculum Policy



'To inspire, challenge and care'

Teaching and Learning Drivers

Growth Mindset
Respect
Well-being

Curriculum Drivers

Inspirational People
Adventure
Aspiration

Intent	Implementation	Impact
A Burnopfield child will develop a growth mindset	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 respect, good manners and courtesy 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 sense of adventure .	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 inspirational people .	Each new topic begins with a clear link to an inspirational person and their impact on the subject – William the Conqueror, 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 healthy body .	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 emotionally resilient 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 aspirations for the future 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 sense of belonging 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 all different yet all equal .	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 broad and balanced curriculum .	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	Children are inspired to learn throughout their time at Burnopfield. Children consistently achieve highly, particularly the most disadvantaged and children with SEN.

	used regularly to assess learning on a regular basis. Timelines are used to develop an understanding of chronology.	Children's long term memory is well-developed.
Burnopfield parents 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 cultural capital .	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 performing arts .	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 high standards 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 long-term memory	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 read fluently 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	Children can read well. They read widely and with fluency and comprehension appropriate to their age. Children have a

	through a book. Teachers choose high quality texts to develop children's vocabulary.	range of favourite authors and a well-developed vocabulary.
A Burnopfield child will use Standard English .	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 a strong British Values .	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 the world around them 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 academically, spiritually, morally, culturally and socially .	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 engage in learning outside 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 safe online	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 computing .	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 Literacy. Children and staff use Google classroom, and staff use every opportunity to enhance teaching and learning through technology.	Children are confident with technology and are prepared for their future life.
A Burnopfield child will have the best start to school life through our Early Years 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.

Built into the curriculum this year are themed days where children are immersed in a subject; History, Geography, Art, DT etc. Health and Fitness week is an annual event and we also have termly Assessment Weeks. Safer Internet Day is celebrated in February each year following the SID theme.

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 – Deputy Head Teacher / English lead / Curriculum lead

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

Emma Farries – EYFS lead

Mark Robertshaw – 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 Deputy 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)

Reviewed Annually
July 2019

C Thompson
Deputy Head and Curriculum Lead

Next review July 2020