


# Burnt Tree Primary School



## Curriculum policy

Signed by chair of Governors	
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## 1. Aims

Our curriculum aims to:

- *Provide a broad and balanced education for all pupils.*
- *Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.*
- *Support pupils' spiritual, moral, social and cultural development.*
- *Support pupils' physical development and responsibility for their own health, and enable them to be active.*
- *Promote a positive attitude towards learning.*
- *Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.*

## 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#).

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](#).

## 3. Roles and responsibilities

### 3.1 Governors

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 in the form of an action plan.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Adequate provision is made for pupils with different abilities and needs, including children with special educational needs and those with special gifts and talents.
- The school implements the relevant statutory assessment arrangements.

- It participates actively in decision-making about the breadth and balance of the curriculum and regularly reviews curriculum provision.

### 3.2 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.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed regularly.
- The school's procedures for assessment meet all legal requirements.
- The curriculum committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The curriculum committee is advised on whole-school targets and priorities in order to make informed decisions.
- Appropriate provision is in place for pupils with different abilities and needs, including children with SEN.

### 3.3 Other staff

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

The curriculum team leader, will lead whole school curriculum developments and regularly monitor children's books and assessments. The curriculum team leader will lead whole school reviews and update staff on developments as well as support ECT's and teachers new to the school. The curriculum team leader will be supported by members of the curriculum team.

All other staff will contribute through attending briefings, staff meetings, curriculum reviews and acting upon updates.

## 4. Organisation and planning

### 4.1

#### Curriculum Drivers

Our vision statement below and the formulation of our curriculum drivers help to ensure consistency across subjects and areas as well as serving as a set of common themes and aims that run through all subjects and areas of school. Our bespoke curriculum is designed around six themes which encompass the key skills we wish to develop in our pupils; these are called 'drivers' as they drive the planning and implementation of our curriculum so that the children's success is at the heart of all that we do. As a school, we have identified six key areas that will act as the drivers for our curriculum. These have been selected through consultation with all staff who have identified the specific and unique needs of the children at Burnt Tree Primary School. These are shared with children and a session is planned where in classes, children explore the meaning of the

drivers age appropriately. They then have a good understanding of the common themes that we deem critical to our curriculum design and can identify and refer to them during lessons. The drivers are also shared with parents/ carers and the wider community so that again, the vision is shared.

### *Vision Statement*

*At Burnt Tree Primary School 'every child matters'; therefore, we strive to ensure our pupils are happy and healthy both physically and mentally. We endeavour to exploit every opportunity within the curriculum to develop their physical and mental strength to be successful. All children will develop the emotional intelligence to be caring and kind citizens who are aware of their self-worth and identify their place in society. They will become life-long learners who are independent, responsible and respectful.*

At Burnt Tree, we strive for children to become...

Curious thinkers	Excited learners	Ambitious individuals
Resilient warriors	Knowledgeable speakers	Global citizens

### Knowledgeable speakers

At Burnt Tree we want all of our children to become knowledgeable in a range of areas and across a broad range of topics. We want them to demonstrate a wide vocabulary, good listening skills, high level of literacy and become confident readers and writers. We want our children to be able to communicate in a variety of ways to get the message across powerfully and eloquently and experience speaking clearly and with meaning to a wide range of audiences.

"When we learn lots of words and know a lot about things."

"When we showed visitors round our history museum."

"When we explain our findings in maths."

"When we speak in a Class assembly."

### Ambitious Individuals

At Burnt Tree we want all of children to aspire towards being the very best they can be and really challenge themselves as learners. We will provide our children with an ambitious curriculum and encourage them to produce work of high quality, take pride in themselves and work to the best of their ability in a place where they are allowed to make mistakes and get things wrong. We will expose them to the 'best of the best', nurture their interests as well as encouraging fearlessness of what is new or unknown by creating exciting, inspiring opportunities.

"When we try hard to get to gold on the ladder."

"When we try new things like riding on a donkey on our trip"

"When we extend our sentences with impressive vocabulary"

"When we choose tricky work that makes our brain work hard."

### Curious Thinkers

At Burnt Tree we want children to be inquisitive, to explore, to investigate, and learn to be problem solvers. We will provide them with carefully chosen, high quality learning experiences that really make them think and wonder. We want our children to be eager to learn, to enjoy and be amazed as they acquire new skills, knowledge and question ideas. We want them to enjoy their learning, to say 'wow' and to really wonder about life and what it has to offer them.

"When we wonder what life is like for people in other places."

"When we plan and carry out investigations in science."

"When we design and make products in DT."

"When we want to know more."

### Excited Learners

At Burnt Tree we want children to enjoy coming to our school and will provide exciting opportunities for them to learn in fun, creative and engaging ways. We will make learning imaginative and creative as well as providing opportunities for children to carry out real and purposeful learning experiences. We will make the most the local community, of visitors and visits and provide children with real life examples.

"When we have fun at the same time as learning."

"When enjoy our lessons and topics."

"When we made a real restaurant for our families."

"When we went to Ingestre Hall for the week."

### Resilient Warriors

At Burnt Tree we want children to understand the need to persevere. We will teach them that learning new things can be a challenge and explain that we do not become experts immediately. We will encourage children to keep working and develop in them the importance of not giving up even when things are difficult. We will encourage them to reflect on their learning to identify strengths as well as areas they can develop further.

"When we keep trying and keep trying."

"When we think I can't...YET."

"When we persevere when things are really hard."

"When we don't give up."

### Global Citizens

At Burnt Tree we want our children to understand the diversity of world we all live in. We want them to celebrate differences and diversity and actively challenge stereotypes. We want our children to develop an awareness of what is far beyond the classroom door, far away from Tividale and develop a sense that they are part of a huge, wider world. We will teach them to care for the environment and consider how they can be responsible, make good choices and be great citizens.

"When we raised money for charity."

"When we use globes and I-pads to find out about the world."

"When we learn to take responsibility for our actions in PSHE."

"When we learn about hot and cold places in the world."

## Overall Curriculum Approach – The Learning Challenges

The Learning Challenge Curriculum used at Burnt Tree Primary School uses the process that young people are working to a real purpose or outcome. Children know, and where possible, are involved in deciding what the outcome should be. The outcomes are always done for real and not for pretend. It is through completing this outcome that children use their learning and understanding for the purpose; it is a way of them communicating their findings and hopefully making some sort of impact through this.

By the achievement of the outcome being presented as a Challenge from the start of the learning, children know what they have to achieve. By further breaking that challenge down into a set of steps or sub-questions, the journey through the challenge can be further considered; and the knowledge and skills needed to achieve this attached to the steps or sub-questions. The idea of this approach is that each topic is driven by a challenge or question that opens out the plans for the whole topic and directs the learning of knowledge and skills through the learning journey.

Each topic/theme developed is driven by an overall challenge and an outcome being worked towards. From the overarching challenge, teachers create sub-questions or steps that the class should work through to reach the outcome and thereby find answers to their question. The cross curricular approach to learning is about bringing a purpose and outcome. Children connect to what they are studying in the specific subjects, and gather knowledge and understanding to then be able to apply this into their purpose. There are frequent opportunities for children to demonstrate that they can apply the knowledge and skills gained in core lessons into their thematic work.

The idea of challenge is about encouraging children to see the learning opportunity as something that they should rise to, and also as a clear way of children taking responsibility for their learning. If constructed effectively, there should be clear opportunities within the learning challenge for children to take responsibility for decisions, work in teams or independently, and to take on various roles within the process of learning and achieving.

Appropriate learning challenges may be any of the following.

- Designing and selling a publication (book, guide, newspaper, magazine)
- Running a website
- Setting up a community museum (specialist exhibition, gallery, festival)
- Setting up a shop (stall, fayre, garden centre)
- Running a market (restaurant, healthy food stand, take away)
- Designing and selling a product (food, craft, fashion item)
- Running a conference
- Planning and undertaking an educational visit (trip, expedition, excursion)
- Creating an educational resource (guidance sheet, pack)
- Creating a workshop
- Providing a community service (talk, workshop, information service)
- Running a consultancy (social media, energy efficiency)



- Creating a re-enactment day
- Making real changes within school (healthy eating programme)
- Running an enterprise based event to raise money (water aid, save the pandas)
- Planning, organizing and running a production (performance, concert)

## 4.2 Planning and Assessment

The "Curriculum Skills Progression and assessment Handbook." written jointly by the curriculum team will be used for planning and assessment purposes by all staff. It is based on the development of skills, incorporates the "Chris Quigley Skills Essentials" and is organised under National Curriculum programmes of study.

Teachers will use this document to plan sequences of work. All work will contain WALTs (taken directly from the "Curriculum Skills Progression and assessment Handbook which will be carefully and skillfully matched to learning challenge questions and key facts. The learning that takes place will, as a result be cross curricular and incorporate many aspects as well as a range of resources.

Teachers will then use this document as a basis to plan exciting opportunities that build on skills taught previously. During a term there will be a requirement for children to 'learn more and remember more' in the way of key information and key facts and these will be highlighted through the use of 'key question' cards. Great emphasis is placed on the idea that children should know more and remember more and all lessons contain key elements of retrieval. Children are presented with a quiz at the beginning of a new topic. They then follow a series of lessons that are underpinned by key questions. Children explore the topic and as it unfolds they build up knowledge around it. They then complete the quiz at the end of the topic. This final quiz is an opportunity for children to showcase what they have learned and demonstrate how they can retrieve information and facts about their topic.

There will be a requirement to plan a stunning start- a visit, a visitor or something else that will serve to grab the children's attention and hook them into the learning and an end of term event which suits the overall learning challenge.

(See list above)

See the EYFS policy for information on how our early year's curriculum is delivered.

Science, RE and PSHE assessments will be recorded separately.

## 5. Inclusion

Teachers will 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, and ensure that there are no barriers to all pupils 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 understanding of English, and to support pupils to take part in all subjects. Whole school rules linked to language development and the concept of using speaking and listening as a tool to aid and develop sentence construction for all pupils will form part of daily lessons.

Further information on inclusion can be found in our SEN policy.

## 6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through attending meetings, updates and curriculum based days including curriculum reviews. All subject leaders will monitor the way their subject is taught throughout the school by carrying out book scrutinies, moderation exercises (within school and across schools) and providing specific individual feedback to teachers, alongside highlighting more general strengths and whole school areas for development. They will plan and carry out staff meetings where necessary and will have responsibility for monitoring the way in which resources are stored and managed. Subject leaders will also ensure that staff are made aware of curriculum updates as and when they arise.

*This policy will be reviewed annually by the Headteacher, Curriculum Lead and governors of the PPS&C committee.* At every review, the policy will be shared with the full governing body.

## 7. Links with other policies

This policy links to the following policies and procedures:

- English policy
- Maths policy
- EYFS policy
- Assessment policy
- SEN policy
- PSHE policy (containing British Values, Sex and relationships)
- PE policy