

Bolsover Church of England Junior School



Curriculum Policy

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Our school's curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum but also the various extra-curricular activities that our school organises in order to enrich the children's experience. We want our pupils to become well-informed, self-motivated and responsible citizens, working in a skilled and creative way with integrity and thoughtfulness. We aim for our pupils to be confident, secure and discerning young people with a positive attitude that will prepare them well for life in the community and wider world.

Foundation Principles/Curriculum Development

We have developed a skill-based approach to develop our children's knowledge and understanding. We encourage them to be active learners who are able to tackle a range of problems they may face. They will be equipped to live comfortably with everyday demands of literacy, numeracy, technology and a moral and spiritual awareness.

The school curriculum reflects the content and outcomes of the National Curriculum and the areas have been split and assigned to different year groups over two-year rolling programs. Natural links are made but if areas are more relevant taught in isolation then that is the approach that is taken. We have developed curriculum overviews for each year of the cycle. This shows what is taught within each curriculum area where teachers make use of the range of schemes of work, web based materials and other resources which they adapt to meet the needs of the pupils.

British Values

The DfE have recently reinforced the need *"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."*

Throughout our school curriculum we promote British values including the equality between genders and tolerance of other faiths. We aim to encourage children to understand the importance of democracy through elections of 'parliament members' within our school. We teach the concept of law by enforcing school rules and discussing acceptable and unacceptable behavior within the wider society, including during Celebration Assemblies. Additionally, we look at 'individual liberty' through the teaching of PSHCE, RE, and E-safety plus offer our children the opportunity to make choices which emphasises the individual liberty component of British values. We are consistently encouraging and promoting mutual respect and tolerance of others - regardless of their background. As part of Collective Worship it is planned and delivered in order to cover eleven core values, which is supported by the Church of England 'Values for Life' scheme. These are also promoted through day to day teaching which is further embedded by the climate and ethos created in school.

Overall we pride ourselves on ensuring that these aspects are included in the entirety of school life at Bolsover.

Rationale & Aims

- To provide a stimulating and creative learning environment.
- To develop high expectations of all individual children including appropriate challenge for all abilities and an independent learning approach.
- To promote British and Christian values which are embedded within our curriculum.
- To ensure English is cross-curricular and enables our children to articulate their understanding and learning within all areas, both enthusiastically and independently.
- To provide opportunities for children to develop their communication through speaking, listening and writing.
- To promote an enthusiasm for reading which develops children's ability to read accurately, fluently and with understanding.
- To provide children with secure knowledge and understanding of mathematical vocabulary and concepts that they are able to apply across the curriculum.
- To develop children's resilience in mathematics through the promotion of the trial and learn method to problem solving and investigations.
- To provide children with a creative curriculum which encompasses the fundamentals of the National curriculum through a topic, skills based approach so that children are inspired and enthused about their learning.
- To develop children's scientific skills through enquiry based learning which underpins their knowledge and understanding of scientific concepts and vocabulary.
- To develop children's computing skills so that we equip them to be computer literate within the digital world.
- We give children opportunities to learn a modern foreign language other than English.
- We encourage a variety of thought processes through thinking routines which are embedded across our curriculum.
- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- To prepare pupils for the opportunities, responsibilities and experiences of later life.

Curriculum Organisation & Curriculum Planning

English, Maths and Computing are skills that run through the whole of the curriculum. In addition Mathematics, English, PE and Spanish are taught as individual subjects. All other curriculum areas are also taught as individual subjects but are linked together with an appropriate cross-curricular topic. The trips that have been set for year groups are all related to the topic being taught.

Mathematics is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical

tasks and real life problems. It also provides the materials and means for creating new imaginative worlds to explore. Mathematics contributes to many subjects within the rich curriculum and opportunities are sought to draw mathematical experience out of a wide range of activities. This will allow children to begin to use and apply mathematics in real contexts. Teachers will be encouraged to develop a connectionist style of teaching, both within maths lessons in order to link hitherto separate topics, and in other areas of the curriculum so that mathematical concepts are perceived in the broadest of senses.

The key concept of competence in English is essential for learning to be successful. This centres on being clear, coherent and accurate in written and spoken communication, as well as being adaptable to the demands of different contexts. Successful learners can work independently and cooperate with others to reach a common goal. These qualities are part of the programme of study for English. The key processes for speaking and listening ensure that pupils are able to work in groups, making relevant contributions and responding appropriately. Good English skills are the underlying foundation for developing a broad set of study skills, encouraging self-directed learning and engaging children in meaningful independent work across the curriculum. Because of this, English is promoted across the curriculum to maximise the children's performance in English as well as all other subject areas. Across the curriculum, pupils develop skills in speaking, listening, reading and writing that they will need to participate in society and employment. Pupils learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively through a range of rich and enhanced activities.

Our Collective Worship is planned termly using one of the eleven core values taken from the 'Values for Life' scheme as the main stimulus and is supplemented by current world events within the media. This is planned conjointly by the Collective Worship co-ordinator and the Church Council. Each class is also given the opportunity to lead and present a class collective worship to members of the school community. In addition to this Class Worship is planned and delivered in accordance with the 'Christianity Project' and focusses on important biblical texts.

Religious Education is planned and delivered through the 'Derbyshire Agreed Syllabus' and uses key questions to focus the learning within the fields of enquiry of Believing Expressing and Living. Across Key Stage two the children are taught about: Christianity, Hinduism and Islam to further develop their understanding of the key aims.

Equal Opportunities - Inclusion/Access and Entitlement

At Bolsover Church of England Junior school we operate an equal opportunities policy. We believe that every learner is entitled to a wide range of activities that provides access to our curriculum. We take account of every child's starting point and provide learning experiences that are planned to ensure breadth and depth, enabling progression through the school of every individual irrespective of gender, ethnic background, age or disability. We provide additional intervention, resources and

support for children with special needs. Additionally, we provide provision for pupils who are gifted or talented and their progress is monitored. Everyone is included in all of our enhanced activities no matter what their age, background or circumstance as this is an essential part of learning and personal development.

At Bolsover Church of England Junior we take into account all pupils' beliefs, viewpoints and ideas. Many pupils will come from backgrounds with no particular religious belief or affiliation. Therefore, parents have the right to withdraw their children from Collective Worship and Religious Education sessions.

Monitoring and Evaluation

At Bolsover Church of England Junior School we plan learning and teaching with a view to enabling each child to achieve their full potential and seek the highest level of personal achievement. To ensure that this happens, we regularly monitor our provision, so that we are in a position to make a judgement about how effective we are in securing the best outcomes for pupils. Monitoring gives us information on which we can base future school improvement decisions.

We monitor to check that all children are accessing all that is available and making sure that our children experience a range of experiences through our enhanced activities. Curriculum and planning is monitored by scrutinies and observations to ensure that the aims are being achieved and are being effective.

The Church Council play an active role in evaluating the impact of Collective Worship on the school community. Furthermore they consult their peers and feedback accordingly to the Collective Worship Co-ordinator, who then adapts the planning in view of this. In addition to this the Collective Worship Co-ordinator monitors and evaluates the implementation of the plan to ensure it is being delivered effectively across the school.

Regularly throughout the year the children carry out in assessment tasks which reflects the work they have covered during certain units. The staff submit this data to be reviewed, learning is monitored based upon this. Alongside this a selection of work and planning is scrutinised to identify areas for improvement.