



Be the Best You Can,  
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BOLNEY CEP SCHOOL CURRICULUM POLICY  
REVIEWED NOVEMBER 2020  
NEXT REVIEW DUE AUTUMN 2022

## **BOLNEY CE PRIMARY SCHOOL CURRICULUM POLICY**

At Bolney CE Primary School we are continually striving to provide the best quality learning and teaching for every child in every class, every day, through a broad and balanced curriculum. We work collaboratively, as a staff and with children, to design learning experiences that engage all learners in meaningful experiences. We plan topics that have rich contexts using the world around us, quality texts and artefacts to inspire all children. We aim to bring learning to life by linking our curriculum to the children's world and the world we live in. Learning at Bolney School goes beyond the classroom. Our pupils learn from the outside environment including the school grounds, our local area, and a range of trips as well as from visitors coming into school. We encourage children to share their experiences outside of school with us and their peers.

Our approach to learning and teaching is outlined in our Learning and Teaching Policy which supports this policy.

Our curriculum, which reflects our school Christian vision and values and aims to prepare children for their future, is based on the National Curriculum along with the new Relationship and Health Education curriculum. It is designed to provide access and opportunity for all children who attend the school. Through this broad and balanced curriculum we endeavour to develop a passion and lifelong love of learning; give opportunities to explore, question and investigate and enable all children to achieve their highest possible outcomes. Children start school with creativity, ingenuity, agility, adaptability and social ability, we aim to maintain and further develop these key qualities.

### **Vision**

Each child is unique. We partner with families to nurture the 'whole child' – by understanding their specific emotional, spiritual and learning needs – so children flourish.

Children leave us as fearless lifelong learners, ready to meet the world with self-confidence, curiosity and resilience.

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### **Values**

Our four Christian values of love, respect, honesty and resilience are threaded through our curriculum which promotes and develops:

- a love of learning;
- honesty about our own learning and in our supportive feedback to each other;
- a positive attitude and growth mindset, where we keep trying;
- an environment of mutual respect for each other's right to learn.



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### Purpose

The curriculum at Bolney Primary School will:

- promote high standards
- develop a wide range of skills and broaden our children's life experiences
- provide a broad and varied learning experience in every key stage
- promote a positive engagement with, and commitment to, learning
- enable our children to develop effective skills of co-operation and collaboration
- be relevant to our children and prepare them for the here and now and for their future
- help our children recognise that personal development is essential to wellbeing and success

### Organisation and planning

We teach our curriculum through our Bolney Characteristics. These characteristics are from our vision, and by teaching our curriculum through these, it helps our children become the best they can be. The characteristics are arranged into ten groups:

<b>Negotiators</b>	<b>Creative Thinkers</b>	<b>Risk Takers</b>	<b>Problem Solvers</b>	<b>Critical Thinkers</b>
Good listener Trustworthy	Creative Imaginative	Growth mindset Courageous Open minded	Able to learn from mistakes Persevering	Evaluative Engaged Confident
<b>Team Players</b>	<b>Change Makers</b>	<b>Young Leaders</b>	<b>Achievers</b>	<b>Friends</b>
Keen to participate Collaborative Self-aware Encouraging	Making the world a better place Curious Positive contributors	Independent Responsible Reliable	Successful Physically and mentally healthy Knowledgeable	Able to embrace diversity and difference Kind and caring Sociable

To enable children to make links in their learning these characteristics are explored through subject themes, e.g. achievers and young leaders through the ancient Egyptians (Key Stage 2) or critical thinkers through toys (EY and KS1). Not all subjects are linked to the theme but all subjects are linked to the characteristic for each half term. Every characteristic group is taught in every year.

Our curriculum is planned in three phases:

- Early Years and Key Stage 1 - Reception with Year 1 and Year 2;
- Lower Key Stage 2 - Year 3 and Year 4;
- Upper Key Stage 2 - Year 5 and Year 6.

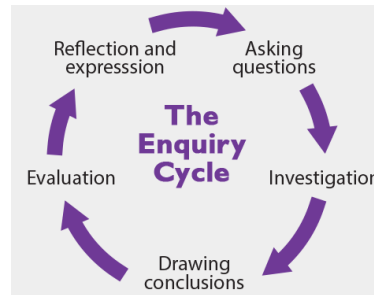
Due to our mixed year classes, the characteristics and curriculum themes for the Early Years and Key Stage 1 phase are arranged over three years. Though the characteristics and themes are the same, the Early Years curriculum is planned separately to the Year 1 and Year 2 curriculum. The characteristics and curriculum themes for both the KS2 phases (Year 3 and Year 4; Year 5 and Year 6) are arranged over two years.

When planning for each half term, the class teachers consider the interests of each cohort and the focus can be adjusted to ensure pupil engagement. The curriculum is enhanced through involvement of the local community and the wider environment. A trip or an in-school experience is planned to support the children's learning where possible.



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We promote the enquiry cycle to support our planning.



A long-term plan is agreed for each phase, based around the characteristics and subject themes. The long term plan indicates the characteristic focus, any themes and the subjects that are to be taught in each term ensuring a broad and balanced curriculum over the academic year. This is based on the National Curriculum and is reviewed on an annual basis.

Medium-term plans and/or skills progressions outline the objectives to be taught over the year ensuring a progression of skills throughout the year and from year to year. They include use of our outside environment, local resources and the community. Quality texts are used to inspire the children along with local, national or world issues.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, to identify support and what resources and activities we are going to use in the lesson. These plans include agreed elements, known as the Bolney Planning Essentials (Appendix 1), allowing teachers to use a format that supports their preferred teaching style and is phase appropriate.

Some subjects are taught daily, weekly or fortnightly, others are taught in a focussed block as appropriate eg Design and Technology. As a guide, under normal circumstances, we expect English and maths to be taught daily, science and PE for 2 hours a week and RE for 1 hour a week. Personal, Social and Health Education including Relationships and Health Education is taught at least weekly. One subject can incorporate other subjects as it is important to ensure pupils experience the curriculum as a whole. There is flexibility in this timetable to meet the needs of the learners.

The Early Years curriculum is based on the Early Years Foundation Stage Profile. Opportunities for self-initiated learning and focussed teaching are planned into each day. See the EYFS Policy for further detail.

As the Bolney characteristics are key to our vision, teachers assess how children are developing these and report on their progress through each child’s annual report, commenting on the following key competencies:

<b>Managing self</b>	<b>Relating to others</b>
Takes responsibility for their own learning	Works co-operatively and amicably
Endeavours to complete tasks within a set time frame	Listens respectfully to all views
Demonstrates initiative	Able to compromise independently
Works independently	Is kind and caring
Sets and evaluates realistic goals	<b>Thinking skills</b>
Shows perseverance	Thinks critically and gives justified responses
Takes risks with their learning	Asks open ended questions and is curious
Embraces diversity and difference	Presents information in a variety of ways
Is reliable and trustworthy	Developing problem solving skills
Positively contributes	Is creative and imaginative



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### **Leadership of curriculum subjects**

Each national curriculum subject area, Personal, Social and Health Education including Relationships and Health Education and Early Years is allocated to a lead teacher (subject leader).

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- ensure the curriculum positively impacts on all pupils' learning;
- support colleagues on issues related to the subject;
- ensure coverage and a progression of skills across each phase;
- monitor pupil progress in that subject area – *this is being developed across all subjects from 2021*
- provide efficient resource management for the subject;
- to keep up to date with developments in their subject;
- ensure action planning is linked to whole school objectives;
- follow the Bolney subject leader essentials.

### **Monitoring and review**

Named governors for each subject, Personal, Social and Health Education including Relationships and Health Education and Early Years liaise with the subject leaders of these areas to ensure they have the support and resources to effectively lead their subject. The named governor for and Special Educational Needs and Disabilities also ensures the SENDCo has the support and resources to effectively carry out their role ensuring children with SEN can access the curriculum and make appropriate progress.

The head teacher monitors the implementation of the curriculum and its impact on pupils through a variety of monitoring approaches. The findings are shared with the governing body and inform the school's development plan.



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## Appendix 1 - Lesson Planning Essentials

All lessons are planned.

Lessons are pitched to the most able children to provide challenge with support as needed.

The structure of the lesson is the decision of the teacher eg a starter if needed.

The amount of narrative is up to each teacher for each lesson with clear progression of learning being made apparent.

Planning needs to be shared with teaching assistants prior to the lesson.

A full week's planning does not have to be in place at the start of the week, it can be added to once an assessment has been made of the progress of the children – however an outline should be in place to ensure pace and coverage.

Plenaries that consolidate the learning and give the children the opportunity to reflect on their own and other's learning take place and do not need to be written in the plan.

Plans are saved on the network in the planning folder in the staff server – where only the beginning of the week has been planned to see how the children respond, the rest of the plan is to be updated.

The format of the plan is the decision of each teacher. Teachers are trialling different formats.

The **essential** contents are:

- Learning intention/objective and learning outcome
- Key questions
- Key teaching points
- Differentiation – including named target children
- Allocation of adults to support children

These are then used to support assessment.

Optional:

- Key vocabulary - only to be added in the input section if key to the lesson.
- Resources - only to be listed if helpful.

### Newly Qualified Teachers and Student Teachers

More detailed plans that provide support for effective learning will be needed. The seven bullet points above will need to be included in the plans by Newly Qualified and Student Teachers. The NQT / Student teacher and their mentor will agree the content of the plans to ensure they are highly effective.

### All teachers

If the Headteacher has any concerns about a teacher's performance more detailed plans may be requested.