

## **Bleakhouse Primary School Curriculum Policy**

### **What is learning? Some thoughts...**

"Learning is defined as an alteration to long-term memory. If nothing has altered in long-term memory, nothing has been learned." (Sweller, Ayres and Kaluga, 2011)

### **Introduction**

Learning needs to be Flexible and Durable. Flexible in that it can be applied to different contexts, subjects and situations (problems-solving, reasoning, application, explanation, interpretation.....) Durable in that it lasts (so it remains in long-term memory and can be retrieved). It may well need to be revisited many times until it becomes firmly embedded in the memory.

The curriculum must develop pupils' knowledge and skills in an interconnected way. Vocabulary, knowledge, ideas and concepts need to be developed through interconnected webs (Schemata). Prior-learning is paramount in strengthening the links between concepts and new knowledge.

Our school's curriculum includes 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 Early Years Framework and the National Curriculum but also, the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum'- what children learn from the way they are treated and expected to behave.

We seek the highest standards of attainment for all our children. We also value the breadth and depth of the curriculum that we provide. We aim to foster creativity and to help our children to become independent learners. We believe in making learning enjoyable.

### **The Curriculum – Our Definition**

The learning journey or learning experience that helps pupils acquire new knowledge, skills and understanding across a broad, balanced and relevant set of subjects and themes. It is more than just lessons it includes, the extra –curriculum and the hidden curriculum (relationships, approaches, aspirations, values and attitudes). Knowledge is 'generative' (or sticky) – the more you know, the easier it is to learn more. The more you know and learn, the more connections you are able to make. The more connections you make the stronger your web of understanding. The more complex and embedded your understanding, the more you can use and apply the knowledge, skills and understanding you have acquired.

### **Curriculum Design**

The design of our school's curriculum has three main parts:

**INTENT:** Why we make the choices we make based on what the pupils of Bleakhouse need.

What do our pupils need?

We think they need the following: Practical experiences, active engagement by the learner, repetition for recall, language development, vocabulary enhancement, phonics, reading for comprehension, reading for pleasure, problem-solving skills, promoting the development of creativity, questioning information provided, computing skills (inc. e-safety), values, deeper thinking and making connections between knowledge and learning.

**IMPLEMENTATION:** The framework or structure: What is taught, how and when? How is connectivity promoted? Opportunities to make links? Please see our Curriculum Overview and Medium Term Planning.

**IMPACT:** We measure outcomes in terms of our pupils' improving knowledge and skills, improving results, improving progress, as evident in pupils' work in books. Importantly, we measure our pupils' enjoyment and engagement.

### **Aims and Intent**

Our aim is that the children will grow into positive, independent, resilient, responsible people who can work and co-operate with others while at the same time developing knowledge and skills in order to achieve their potential.

The school's values are based on the Olympics and Paralympics values which are; friendship, respect, excellence, determination, courage, equality and inspiration.

The school's vision states that so we can inspire our children to succeed we will:

- Be a learning community;
- Enable every child to reach their full potential;
- Encourage children to become partners and take ownership of their learning;
- Enable every child to become a responsible and reliable member of society who understands the Fundamental British Values including democracy the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs;
- Ensure everyone is valued and appreciates all cultures and traditions, as well as appreciating the importance of Sustainable Development;
- Develop self-esteem in the whole school community;
- Develop positive and meaningful links with parents, engaging them in their children's education;
- Reflect the school in the community and the community in the school;
- Develop and extend Basic Skills in English, maths and technology;
- Work in partnership with others to offer opportunities for interactive, hands-on, personalized learning, using high quality IT resources as a vehicle to enable and empower children to become, anytime, anywhere learners in all aspects of the curriculum.

### **Organisation and Planning**

Each year group plans for the academic year. This planning is overseen by the

Assistant Head Teacher. Year group staff collaborate in order to share theme ideas and make links between areas of the curriculum and whole school events, for example focus weeks. Outdoor learning takes place across the curriculum.

Medium term planning gives clear guidance on the objectives and teaching strategies for each theme. This planning is directly linked to the Early Years Framework and the National Curriculum. Short term planning is written on a weekly basis. This is used to set out the learning objectives and success criteria for each session and identifies the resources and activities to be used in the lesson. It also identifies how the differing needs of individuals and groups will be met.

Throughout the school we adopt an inter-disciplinary approach to curriculum planning which aims to link the topics within various subjects. We plan the curriculum carefully so that there is coherent and full coverage of all aspects of the Early Years Framework and the National Curriculum, there is opportunity to apply learning from other subjects such as using graphs in science or report writing in geography and there is planned progression in all subjects. However, there are instances where subjects are taught more discretely.

### **Progress**

Progress means knowing and remembering more.

Prior learning allows learning of new content.

The curriculum must allow pupils to learn powerful, transferable and sequenced knowledge. (Please see the Curriculum Progression Book.)

### **The Curriculum and Inclusion**

The curriculum is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, this is agreed in consultation with parents. Information on how the needs of children with Special Educational Needs and Disability are met is found in the SEND and Inclusion Policy and the Disability Equality Scheme.

### **Equal Opportunities and Racial Equality**

At Bleakhouse Primary School we are committed to equality of opportunity for all children, parents/guardians, members of staff, governors and visitors to the school. We aim to ensure that no-one is discriminated against on the grounds of race, ethnicity, gender, disability, colour, age, nationality, marital status, sexual orientation, trade union activity, political or religious belief. We aim to take positive steps towards raising awareness of these issues in order to develop our children as tolerant, responsible citizens in a multi-cultural society. Please also refer to the Equality Policy.

### **The Role of the Subject Leader**

The role of the subject leader is to:

- Provide strategic lead and direction for the subject
- Support and advise colleagues on issues related to the subject
- Monitor pupils' progress in that subject area
- To hold other teachers to account for the progress of children in the subject

- Provide efficient resource management for the subject
- Monitor and review the subject across the school
- Report to Governors as necessary.

### **Monitoring and Review**

There is a named Governor assigned to particular subjects within the curriculum. These Governors liaise with the respective subject leaders and monitor the way in which these subjects are taught. There is also a named governor assigned to SEND and Child Protection.

The Headteacher is responsible for the day-to-day organisation of the teaching and learning while the Assistant Headteacher acts as curriculum lead, overseeing curriculum development planning. The Headteacher and Deputy Headteacher organise the monitoring of teaching and learning as well as curriculum development and receive feedback from Assistant Head Teacher and Subject Leaders.

With the Assistant Head Teacher, Subject Leaders also monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy is reviewed every three years.

R. Soudani & J.E.Bates  
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