



# Birkdale Primary School

## Curriculum

### Policy



Updated January 2023  
To be reviewed January 2025

## Birkdale Primary School

### Curriculum Policy

#### Our Mission Statement and Aims:

#### **"Attainment through Caring, Challenge and Creativity"**

- Where caring and respect for others are the responsibility of all who belong here. So that we may grow to understand our individual uniqueness and learn to love and respect the world in which we live.
- Where the potential within us all is encouraged to flourish without fear or prejudice. So that we may learn to become all that we are meant to be.
- Where creativity has a pre-eminent place in the life and the world of the school. So that we may celebrate our own achievements and those of others.

#### Policy Statement

Our curriculum is based on the National Curriculum. Our pupils are offered a wide range of experiences to extend their understanding of themselves and the world in which they live. The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential. Skills, attitudes and values are developed to prepare the children for the next stage of learning (key stage 1 and 2 ready and secondary ready), and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different

faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

At Birkdale we believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore and the time to be creative. We are proud to use the National Curriculum as a starting point for a wide and varied learning experience for our children. We enrich it by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged.

### **Aims and Objectives**

The aims of our school curriculum are:

- To enable all children to understand that they are all successful learners
- To enable children to understand the skills and attributes needed to be a successful learner
- To enable children to develop their own personal interests
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- To teach children the basic skills of English, Mathematics and Computing
- To enable children to be creative through Art, Dance, Music, Drama and Design Technology
- To enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style
- To teach children about their developing world, including how their environment and society have changed over time
- To help children understand Britain's cultural heritage
- To enable children to be positive citizens in society and to feel that they can make a difference
- To enable children to understand and respect other cultures
- To fulfil all the requirements of the National Curriculum and the Locally Agreed syllabus for Religious Education
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong

- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
  - To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
  - To enable children to be active and take responsibility for their own Health
  - To enable a child to play a musical instrument
- To enable children to be passionate about what they believe in and to develop their own thinking
- To enable children to ask questions and take risks
  - To enable children to develop their intellect including their emotional development

### **Outcomes**

Children's work and achievements within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute positively to its ethos. The exciting curriculum that we provide will be woven with British Values and will help children to understand who they are and where they live. It will help them learn about their communities, the nation and the world in which they live. It will deepen their cultural awareness and increase their understanding of history, time and place. They will develop a respect for and an understanding of different cultures and beliefs as well as their own. They will learn about issues facing the world and the importance of caring for their environment.

### **Organisation and Planning**

At Birkdale Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years framework in Reception.

### **The Foundation Stage**

The Early Years Foundation Stage (EYFS) sets standards for the learning development and care of children from birth to 5 years old.

Early Years learning, concentrates on the 7 areas of learning

- Personal, social and emotional Development
- Communication and language
- Physical development
- Literacy
- Mathematics

- Understanding the world
- Expressive arts and design

### **Key Stage One and Key Stage Two**

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (For more details please refer to the separate subject policies).

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers write medium term plans to achieve balance and coverage over a term or half term. The more detailed weekly short term planning will focus on the teaching process. A planning template is used throughout the whole school to focus learning expectations and for teachers to map the sequence of learning clearly showing adaptation, support staff direction, vocabulary development and resources required. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups.

### **Inclusion and Adaptive Learning**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school.

In order to provide all pupils with relevant and appropriate work at each stage:

We set suitable learning challenges

- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for differentiated activities. Extra support and interventions are provided for children as necessary and in line with our SEND policy.

### **Extra-Curricular Activities**

We are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities, including: Netball, Football, Dance, Sports Coaching and Choir.

### **Assessment, Recording, Monitoring and Evaluation**

Short and long term assessment is the responsibility of the class teacher and is in line with our assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning.

Formative assessments take many different forms and are reflected in the pupil's books/work in the detailed marking and provision of constructive feedback. Feedback follows the school's policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve. Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils. These are used to help prepare children through the year groups for the end of key stage testing as required by law.

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes

and end of year expectations. Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

### **Curriculum Communication to Parents**

Communication with our parents about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- Formal reporting to parents three times a year either in the form of a written report or a parent consultation evening where parents' make an appointment to meet with their children's teachers and discuss their progress.
- School website and year group pages inform parents what has been happening in the wider curriculum.
- The schools Twitter feed informs parents instantly of whole school or enhanced activities which are taking place.

Teachers are of course also available at the start and end of each day for any necessary communications.

### **The roles of the Subject Leaders and Curriculum Leader**

It is the role of each subject leader and the curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. Where appropriate, a team or pair of teachers will share responsibility for a subject area or indeed for the cross-subject implementation of the thematic curriculum.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;

- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teacher's planning and teaching;
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update
- to liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects
- provide efficient resource management for the subject.
- map coverage of the curriculum to long term plans

The curriculum leader has responsibility for the day to day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum. Their role is to share good practice and ensure that creativity, progression, knowledge and understanding underpin Birkdale Primary Schools' curriculum development.