

# Brownsover Community School

## Curriculum Policy



<b>Policy Number</b>	C0 - Curriculum
<b>Prepared By</b>	Elisa Basnett
<b>Acknowledgement(s)</b>	All staff
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## Document Information

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### Document history

Version no.	Date	Change
1	Jan 2013	
1.1	Jan 2015	Update to new NC reference & weblink added. Update to single inclusion policy reference (previously equal opps). Update to policy references.
1.2	May 2017	Update & check
1.3	Mar 2021	Update to RSE reference.
1.4	May 2023	Values included in aims, refreshed intro. Curriculum intent, implementation & impact added. Appendix 1 added.

### Approvals

Role	Name	Signature / Approval	Date
Headteacher	E. Basnett	yes	May 23
Governors - Full Governing Body	L.Flavell/R Street	yes	May 23

### Reviewers

Role	Name
Headteacher	Elisa Basnett
Governors	FGB 17/05/23
Staff	Staff meeting 25/4/23

### Distribution for Information

Role	Name

## Curriculum Policy

### Introduction

At Brownsover Community School, our school motto is for children to be “Happy to learn, share and play”. We want all of our children to be super learners, developing the skills they need to become lifelong learners. We value individuality and strive to ensure that each and every child receives an education which supports their emotional security, enabling them to feel happy, safe, secure and empowered to realise their potential in a caring and nurturing environment.

From the very first day that our learners join us, all children at Brownsover travel together on a supportive learning journey. Our core values of respect, perseverance, honesty, kindness, politeness and independence are built into all that we do and give the children the skills and values they need to develop into citizens of the future.

Children are naturally enthusiastic, energetic and full of fun, but above all, they are curious about the world around them. Our creative and inspiring curriculum provides the opportunity to harness this natural curiosity and develop it into a lifelong love of learning.

This policy should be read alongside individual subject policies, Single Equality Policy (O8), Collective Worship Policy (C2), Relationship and Sex Education Policy (O27) and the Special Educational Needs Policy (C20).

### Curriculum Intent

We are committed to providing a curriculum with breadth that allows all of our pupils, irrespective of their individual needs, to achieve the following:

#### **Secure development and achievement...**

- Providing opportunities for childrens’ personal development.
- Allowing pupils to achieve their personal best.

#### **Prepare pupils for “life beyond Brownsover” ...**

- Challenging, motivating, inspiring which leads to lifelong learning.
- Preparing pupils for their next steps in education and for the world of work.

#### **Promote active community involvement...**

- Ensuring pupils are fully prepared for life in modern Britain.
- Offering a wide range of quality extra-curricular opportunities for personal development.
- Working with the community to promote local, national and global awareness.

This policy is rooted in our vision to develop and promote a growth mindset approach which encourages children to learn from mistakes and feedback, and to grow to become more thoughtful, mature, wiser and educated people.

## Aims

We aim:

- To provide opportunities for all pupils to learn and achieve to their full potential.
- To ensure that pupils enjoy their learning and become lifelong learners.
- To promote pupils' spiritual, emotional, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- To celebrate perseverance, resilience and risk taking, ensuring children welcome challenge and are not afraid to make mistakes.
- To encourage independence and the ability to take ownership of and responsibility for their learning, so that they have the confidence and curiosity to ask questions, solve problems and respond to quality feedback.
- To praise hard work, determination and having a positive attitude.
- To provide a holistic education, focusing on social, moral, creative and artistic as well as academic.

These aims are reflected in Section 78 of the Education Act 2002, which requires all maintained schools to provide a balanced and broad-based curriculum to meet these aims

## Curriculum Implementation

In nursery and reception (EYFS), the Early Years Statutory Framework specifies the requirements for learning and development. We follow the curriculum guidance 'Development matters' where the expected learning outcomes are split into 7 areas:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Free flow play between the indoor and outdoor environments are an important aspect of our daily provision. Engaging and exciting carpet times are planned to meet the needs of the class. Duration of carpet times and adult directed activities will increase throughout the year to prepare children for their next year ensuring a smooth transition.

Throughout Key Stage 1, a wide variety of teaching and learning approaches and styles are used to promote pupil engagement with the curriculum. Staff utilise a range of high quality resources to encourage independent learning and inspire pupils. The use of the whole school environment, both inside and outside, is also used to regularly enrich the curriculum. We take advantage of partnerships with parents, local, national and global communities when these will create real and meaningful contexts within the curriculum for the children.

## **National Curriculum**

The curriculum provided for our pupils will cover the following National Curriculum subjects:

- English
- Maths
- Science
- Art and Design
- Computing
- Design Technology
- Geography
- History
- Music
- PE
- RE (for which we follow Coventry & Warwickshire syllabus)
- PSHE

We recognise and promote the key importance of the core subjects and developing pupils' expertise in reading, writing and maths. We aim to activate the children's learning in these subjects in innovative, creative and exciting ways. We firmly believe that this should be balanced within both the whole National Curriculum and the Wider School Curriculum.

The curriculum should not fully prioritise Core subject learning at the expense of a broad and balanced curriculum or pupils' holistic development, but each should support and enhance the other aspects.

### Objectives

Brownsover Community School believes that the school curriculum should encourage the highest principles of equality of opportunity, spiritual and moral development and physical and mental development. (See O8 Single Equality Policy)

Our curriculum should reflect the diverse society in which we live and give our children the opportunity to engage with a rapidly changing world. We encourage our children to think creatively and critically, to solve problems and to make a difference.

Through the curriculum the children have the opportunity to experiment and take risks in a supportive, safe environment thereby encouraging innovation. They also learn how to keep themselves and others safe and are introduced to the principles of a healthy lifestyle.

The curriculum encourages respect for themselves and for other's beliefs and lifestyles, and promotes self esteem. We want our children to grow into responsible, independent adults who will contribute positively to their communities and who have an understanding of both the rights and the responsibilities these bring.

Staff at Brownsover, understand that children learn in different ways and at different stages in their lives and our curriculum is underpinned by research into learning styles and thinking skills and progressively builds on children's experiences. The curriculum framework is planned so that children can make meaningful links between subjects and previous knowledge – skills developed in one subject can be used in another. Learning intentions and expectations are explicit and differentiated for all aspects of the curriculum, ensuring we can meet the learning needs of all pupils in school. Targets are set for improvement, progress is measured and performance compared between individuals, groups and school.

## Curriculum Impact

### Monitoring and evaluating

The head teacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. Monitoring and evaluation tasks will be undertaken in partnership with the curriculum leader. These tasks will link into our identified school priorities and actions, programme of monitoring, as well as the performance management of teaching staff. The head teacher and subject leaders will report their findings through regular reports, including head teacher reports to governors and provide feedback to staff; celebrating strengths and identifying aspects for improvement.

The impact of the curriculum will be measured through ongoing assessments and review. Subject Leaders will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutiny and pupil interviews. They will provide feedback to the senior leadership team, which will form part of the head teacher's report to governors.

The governors will discuss progress made and support the identification of next steps for development.

**BROWNSOVER COMMUNITY SCHOOL  
CURRICULUM INTENT**

At Brownsover we consider the extent to which we are equipping our children with the knowledge, skills and cultural capital they need to succeed in life. Central to this are the key academic, personal and vocational skills which prepare them for the next stage of their lives. It is also important that we invest in their cultural capital – our core values, and the essential knowledge that our children need to have, to be lifelong learners who are curious and motivated to discover more about the world around them, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.

**PERSONAL DEVELOPMENT AND VALUES**

PERSONAL SKILLS		SCHOOL VALUES		BRITISH VALUES	
Leadership	Commitment	Independence	Honesty	Democracy	Individual Liberty
Resilience	Teamwork	Perseverance	Respect	Mutual Respect & Tolerance	
Self-reliance	Learning style	Kindness	Politeness	Rule Of Law	

**KEY SKILLS**

ENGLISH	MATHS
<p><b>To deliver an innovative English curriculum which enables and empowers children’s written and oral communication and creativity</b></p> <p>Throughout the school pupils are taught to read easily and with understanding –developing the ability and desire to read widely and deeply for pleasure and information.</p> <p>They acquire and can apply the key skills of spelling, vocabulary, grammar and punctuation. They write clearly, accurately coherently and neatly through extended writing sessions.</p>	<p><b>To ensure that pupils become fluent in the fundamentals of maths, know and can confidently apply key skills and reason mathematically.</b></p> <p>It is essential that all children have a secure and confident grasp and can apply age-appropriate key skills and mathematical vocabulary which allows them to access a deeper understanding and make links between areas of maths, applying their mathematical knowledge to science and other subjects.</p>

**CREATIVITY**

ART & DESIGN	DESIGN TECHNOLOGY	EXPRESSIVE ARTS & PE
<p><b>We want our children to be creative &amp; confident in expressing themselves through a range of mediums.</b></p> <p>Pupils need to develop their artistic skills in drawing, painting, printing, modelling, designing, 3D techniques, digital art and an appreciation of artists’ work through confident creativity.</p>	<p><b>We want our pupils to use of a broad range of skills and understanding to design, make &amp; evaluate products that solve real &amp; relevant problems in a variety of contexts.</b></p> <p>This should also enable pupils to produce innovative ideas and prototypes.</p>	<p><b>An appreciation &amp; enjoyment of music, dance and drama as essential elements of cultural capital</b></p> <p>We place great value on children’s ability to express themselves through the arts, dance, drama &amp; languages. PE and Sport are well promoted through the curriculum</p>

**HISTORY, HERITAGE AND UNDERSTANDING THE WORLD**

HISTORY	RE & CULTURAL HERITAGE
<p><b>Our history curriculum develops knowledge and understanding of people and events from a range of historical periods.</b></p> <p>We want our children to be passionate historians, encouraged to think, reflect, debate discuss historical evidence.</p>	<p><b>We feel that it is important that children understand and value their own identity and heritage</b></p> <p>This includes their cultural roots, as citizens of Rugby, Warwickshire, the UK and as members of a global society. This includes diversity and inclusiveness. As religious learners, we reflect on our own experiences and develop an understanding of world views and diversity in our society and wider community.</p>
GEOGRAPHY	CURRENT AFFAIRS
<p><b>Our Geography curriculum engages children in the study of the wider world, people, places &amp; the environment</b></p> <p>Children need to have a knowledge of the world– oceans continents, major countries &amp; cities, social and physical geography, the environment and sustainability.</p>	<p><b>It is equally important that our children have an age-appropriate understanding of British and World News</b></p> <p>Current affairs includes matters of political importance such as the monarchy, who is our Prime Minister. Having the ability to consider a wide range of views to draw informed opinions.</p>

## DISCOVERY

### SCIENCE

**We want our children to develop a sense of awe & wonder about the world around them.**

To develop their scientific knowledge, understanding and a thirst for investigation, exploration and discovery through practical investigation and the development and application of key scientific skills from year to year.

### TECHNOLOGY/ COMPUTING

**Understanding and applying the fundamental principles of computing.**

Computing is fundamental in helping pupils to acquire the skills to use a range of computing tools safely, effectively, with purpose and enjoyment.