



BARLOW HALL
PRIMARY SCHOOL

Curriculum Policy

At Barlow Hall our curriculum is designed to ensure that children achieve both academically and personally. Our curriculum design is based on our particular context and the needs of our children with teaching that promotes learning. 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 experience of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. Our curriculum is enriched for enjoyment, promotes healthy lifestyles, promotes a positive contribution and economic well-being, promotes staying safe and provides a social, moral and cultural contribution.

What makes a good curriculum?

The vision of our trust is :

Learning Together

Inspiring Each Other

Nurturing and valuing

Knowledge that Builds Futures

Our aim is to inspire children to:

- Be competent and confident in themselves
- Act with integrity and spirit
- Be ready to take responsibility; to support and nurture others
- Be fascinated by the natural world
- Intrigued by our attempts to manipulate the world
- Recognise human achievements and failings
- Enjoy the creative, sporting, cultural and innovative
- Appreciate cultures, sensitives and orientations
- Qualified to take on the next stage of their learning
- Fuelled with a desire to learn

Our curriculum will:

1. Develop good global citizens in a modern and world class system - children that are prepared for success in life, nurtured as individuals and are appreciative of their community, city, country, their planet and the universe.
2. It is important that our curriculum endeavours "to create and enforce a clear and rigorous expectation 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.” DFE 2014. To help children understand Britain’s cultural heritage

3. Ignite learning – knowledge, understanding and skills for success in life, a relevant curriculum for all children
4. Promote excellent teaching – teaching that is values led
5. Focus on performance – we believe that the quality of teaching = the amount of progress
6. Fulfill the statutory new National curriculum that embodies rigour and high standards and creates coherence in what we teach
7. Ensure that all children are taught the essential knowledge in the key subject disciplines (English, Maths, Science and Computing)
8. Our curriculum will promote children’s Spiritual Moral, Social and Cultural development.

How? Our curriculum design is based on the following points:

1. Our curriculum responds to the needs of our children’s contexts knowing our aids and barriers to learning.
2. Basic skills in English and Maths are taught discreetly and systematically applied
3. We have an Empowering Learning Curriculum which teaches about being,
 - Independent Enquirers
 - Resourceful Thinkers
 - Reflective Learners
 - Team Workers
 - Effective Participators
 - Self –Managers
4. Using our local resources and local places, especially museums and galleries in the City
5. Using pre-learning to ensure that learning pitch is accurate to maximize progress.
6. Starting with a ‘wow’ – hooking the learning for the children

7. A question approach to designing learning with a prime learning challenge and weekly subsidiary learning challenges.
8. Using evidence so teachers and children know what they have learnt.
9. Designed for enjoyment
10. The balance between skills and the application of skills
11. Delivery through exciting and challenging lessons
12. Reflections on learning, post learning

Curriculum organisation:

The curriculum includes the whole planned experience and extends beyond lessons and includes clubs, hobbies, lunchtimes, before and after school. We also follow the detailed programmes set out by the National Curriculum in English, Maths and Science, in other subjects we have designed a curriculum based on the essential knowledge to be taught.

Our curriculum content will focus on:

- How to...
- All about....
- And learning through.....

Units of content can be blocked (sculpt), linked (newspapers) or content can be 'drip' fed, (spelling, handwriting, meaning of words)

Our statutory curriculum consists of:

English, Mathematics, Science, Art and design, Computing, Design Technology
French, Geography, History, Music and Physical Education.

Our curriculum distinguishes between the statutory National Curriculum and the whole school curriculum. Our curriculum is broad, balanced and meets the needs of all pupils.

Other elements of our curriculum include:

Personal Social Health, Citizenship and enterprise (PSHCE), Outdoor education including Forest School, sporting activities.

Our curriculum sets suitable learning challenges and teachers set high expectations for every pupil. Teachers plan stretching work for pupils whose attainment is significantly above the expected standard or for children who have low levels of prior attainment or come from disadvantaged backgrounds.

Teachers use appropriate assessment to set targets which are deliberately ambitious.

Children with special needs and disabilities

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so with consultation with parents, specialist staff in school and with external agencies as necessary.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, the class teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Children's special educational needs may be met by the use of intervention groups or support from Teaching Assistants and teachers.

The school provides a profile (pen portraits) for children as required under the direction of the SENCO. This sets out the analysis of the need, strengths and areas for development and how these will be supported. Advice from the appropriate external agencies is incorporated into the profile.

Our English curriculum develops a strong command of the written and spoken word. A rigorous phonics and programme will support the reading curriculum. Developing children's language is the most significant element in closing the gap.

Our reading focuses on: word reading and comprehension

Our writing curriculum focuses on: transcriptional (spelling and handwriting)
Composition, Grammar and Punctuation.

Our curriculum will support mastery learning in English, the curriculum will consist of a body of knowledge and skills that need to be mastered before learning moves on. Children are competent before proceeding to the next stage of learning.

In mathematics there will be rigour and an emphasis on arithmetic and the promotion of efficient written methods. There are two main strands: number and shape and measure.

In our basic skills curriculum we have a set of non-negotiables which set down the minimum requirements for English and Mathematics. In our maths curriculum, numeracy and mathematical reasoning will be taught and applied. There will be regular opportunities to apply maths to fluent problem solving.

Our curriculum will support mastery learning in maths, the curriculum will consist of a body of knowledge and skills that need to be mastered before learning moves on.

In science a focus on important scientific knowledge and language and an emphasis on the core scientific concepts underpinning understanding.

Computing curriculum will emphasis computational thinking and practical programming skills

Our learning Challenge Curriculum:

The Learning Challenge concept is built around the principle of greater learner involvement in their work. It requires deep thinking and encourages learners to work using a question as the starting point.

In designing the curriculum teachers and learners are using a prime learning challenge, expressed as a question, as the starting point. Using the information gained from pre-learning tasks and the school's context a series of subsidiary challenges are then planned. Each subsidiary learning challenge is also expressed as a question.

Importantly the learning challenges need to make sense to the children and it is something that is within their immediate understanding. Each Learning Challenge begins with a 'Wow', a motivating start to hook the children's interest.

Pre-Learning tasks ensure that learners are directly involved in the planning process. Well planned pre-learning tasks should help to bring out what learners already know; what misconceptions they may have and what really interests them.

Teachers should take account of the outcomes from pre-learning tasks to plan the subsidiary learning challenges for each major area of study.

Continuity and Progression in the curriculum will be built around a set of matrices known as essential knowledge, understanding and key skills within subject disciplines. These are broken into Year group expectations and have additional challenges for able learners.

The 'Essential Knowledge, Skills and Understanding' matrices within the Learning Challenge Curriculum will allow school to guarantee that the learners' essential skills are being developed, alongside National Curriculum requirements (where appropriate), whilst allowing individual schools to have a great deal of autonomy with their methodology.

In addition, there is an expectation that teachers apply English, mathematics and computing skills where it is appropriate to do so. The main idea is to use the knowledge, skills and understanding matrices for each subject to bring to teachers' attention the level of work expected around each learning challenge. In addition there should be careful consideration given to the quality of work produced by learners in the core subject areas.

Time for learners to reflect or review their learning is central to the whole process. This is in keeping with the 'Learning to Learn' principles where reflection is seen as a very important part of individuals' learning programme.

Within the Learning Challenge Curriculum it is suggested that the final subsidiary learning challenge is handed over for learners to reflect on their learning. The idea is that learners present their learning back to the rest of the class or parents making the most of their oracy and ICT skills to do so.

Initially learners may require a great deal of direction so the reflection time may need to be presented in the form of a question which helps them to review their work.

Access and entitlement:

We take account of unequal starting points and provide learning experiences through our curriculum that are planned to ensure that all teachers take account of their duties under equal opportunities legislation that covers disability, ethnicity, gender, sexual identity, gender, identity, and religion or belief.

We believe that every learner is entitled to a full range of activities that gives access to the curriculum.

Progression and mixed aged classes:

The Learning Challenge curriculum is arranged in a two year rolling programme.

The role of the subject leader:

- To provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in the subject area,
- Provide efficient resource management for the subject

- To keep up to date with current thinking, pedagogy and research
- Review the quality of teaching and plan for improvement

Assessment

With the removal of levels we have designed our approach to formative assessment to support pupil attainment and progression. Our assessment framework is built into our curriculum. This framework enables teachers to and children to check what has been learned and whether the children are on track to meet expectations at the end of the year and key stage, and so that teachers can regularly report to parents.

The idea of checking the level at which pupils are working before introducing new learning is of course nothing new. Without such accuracy in assessments it can result in pupils being allocated to ability groups that do not match their individual needs, or whole class teaching aimed at 'the middle ground'.

The idea of pre and post learning challenges is to give teachers a simple resource to check prior learning accurately and to check pupils' understanding and retention of key skills and knowledge after learning activities have taken place.

Pre and post learning:

Pre and post learning challenges are utilised by following these steps:

Identify the learning outcome (from the National Curriculum programmes of study)

Frame a question based on this outcome and ask pupils to answer this to the best of their ability. This accurately assesses any prior knowledge or misconceptions.

The teacher then plans ability groupings and/or differentiation according to this assessment information.

Give the pupils the post learning question to assess what they have learned.

An optional stage is to add a 'check' question. This can be used to assess whether pupils have retained knowledge after a period of time.

Monitoring and evaluating

Teachers meet regularly to ensure consistency and continuity across the school.

This is achieved by:

- joint planning and moderation of children's work
- triangulation monitoring through evidence trails
- planning and children's work scrutiny.

Curriculum content, organisation and documentation is continually under review in order to fulfil the requirements in line with government policies, strategies, initiatives and best practice.

The review of all curriculum policies will take place over a two year period.

Regular presentations will be made at governors by subject leaders.