



# Curriculum Policy 2019

### Working definition of the curriculum

“The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and skills to be gained at each stage (**intent**); for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**) and for **evaluating** what **knowledge and skills** pupils have **gained** against expectations (**impact/achievement**).” Ofsted

### **Overall Intent**

Our school will be a vibrant, friendly place where the children are at the heart of everything we do. We believe in teaching skills, sharing knowledge and building special memories that children will take with them through the rest of their lives. We believe that through inspirational teaching, determination, love and laughter, the children in our school can achieve their greatest potential, regardless of their starting points in life. We aspire to do this through a creative, knowledge and skills led curriculum, with outdoor learning and play at its core, promoting confidence, collaboration and engaging curiosity. We believe in teaching, modelling values and preparing children for life in the 21st Century, giving them a solid foundation for their future.

### **Implementation**

At Badbury Park Primary School we will follow a knowledge based creative curriculum and the development and practice of skills will be an outcome of this. Children will have the opportunity to develop a deep in depth understanding of topics. The use of cognitive science and theories on the working memory will lead the curriculum design, ensuring the content does not lead to cognitive over load. We will look at our local context and the needs of our pupils when designing each theme. Skills will progress from the Early Years through to Year 6, each year building on the previous and making links and connections across the different subjects.

We will draw on the writings and interests of Richard Jefferies, a nature writer who lived locally, when designing our science curriculum linking our learning to the natural environment. Badbury Park Primary School will champion outdoor learning and make full use of the natural environment that our school is situated in. All children will attend Forest School sessions throughout their time at Badbury Park and will acquire skills beyond the curriculum and knowledge of the local natural environment. Children will learn about the historical importance of the school site through topics about the Romans. They will learn about the history of Swindon and how the town has developed. Swindon is now one of the fastest growing towns in Europe with a diverse industrial heritage which continues today in its engineering and car manufacturing factories as well as major companies in insurance, banking and building societies; pharmaceuticals and food distribution. Tourism has become a major industry. To continue this we need highly skilled, innovative and creative young people made up from children from a range of backgrounds, especially those groups historically excluded by deprivation and low attainment; there will be a realistic expectation that our pupils participate fully and actively to create a better, brighter future, for themselves, their town and their community.

We want our children to have high aspirations and expectations for themselves. Our lessons will be taught in line with our Teaching and Learning Policy to ensure consistency and excellent outcomes

Our curriculum will be creative and inspiring, designed to promote cooperation, collaboration, reasoning and resilience and will be enhanced by outdoor learning. We also recognise the importance of the need for high quality sustainable play for all primary aged children. Like all schools within the Blue Kite Academy Trust, Badbury Park will have a dynamic approach to teaching and learning; we will set creative questions for pupils to explore, we will engage their curiosity and nurture their imaginations allowing the children of Badbury Park to become more fully involved and excited about learning.

## **Aims**

- That all pupils are provided with outstanding learning experiences that will ensure engagement, leading to comprehension, knowledge and skills leading to mastery of key subjects
- All children will be taught by professionals who are skilled, adept and enthusiastic about teaching and learning and are committed to transmitting that enthusiasm to another generation
- That a shared ethos of high expectation of behaviour and of adherence to our shared values are the cornerstone of a successful learning environment
- That our teaching of the curriculum will impart skills and knowledge through inspiring lessons that become lifelong memories, through outdoor hands-on learning, as well as class based study

## **We will:**

- Respond to children's diverse learning needs and make certain that work is provided to ensure they succeed with an emphasis on outdoor learning, challenge, reasoning and dialogue
- Overcome potential barriers to learning
- Provide enriched curricular opportunities outside the National Curriculum to meet the needs of individuals, groups of children and the local community
- Encourage learning through play "Play is the highest form of research" (Albert Einstein)
- Develop a Forest School - "Forest School is an inspirational process, that offers children and young people opportunities to achieve, develop confidence and self-esteem, through hands on learning experiences in a local woodland environment." (Institute for Outdoor Learning)

## **Legislation and Guidance**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## **Roles and Responsibilities**

### **The Local Governing Body**

The Local Governing Body will monitor the effectiveness of this policy and hold the Head of School to account for its implementation.

### **The Local Governing Body will also ensure that:**

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

## Head of School

The Head of School is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Local Governing Body
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Local Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

## Other Staff

All staff will ensure that the school curriculum is implemented in accordance with this policy and the Teaching and Learning policy. The Co-ordinators will monitor the development and delivery of the curriculum across the whole school.

## Organisation and Planning

### A Thematic Approach

There is evidence that teaching subject knowledge and skills as part of a wider topic based curriculum allows pupils to make useful links between areas of learning, and consolidate skills. Children are also likely to be more engaged in their learning if it has a context and theme that runs through it. *Our curriculum has been adapted so that children not only understand their place in the local community but also the wider world at large.*

### The Forest School and Local Area

Our own Forest School will be created by using a stretch of woodland at the back of the school's grounds to enrich this culture. Every child will have the forest school experience; this improves their confidence, self-esteem, collaborative and enquiry skills. 'Children who play in nature have more positive feelings about each other' (Moore 1996). We will also utilise our school field for sports and PE lessons and dedicate an area for growing vegetables for cooking. Coate Water Country Park is right on the school's doorstep and will be used as a teaching resource across the curriculum. A short walk from the school is the Richard Jefferies Museum, based on Swindon's most famous author. Badbury Park's curriculum will have elements from his writing woven through it and we hope our children will be inspired by the same surroundings as he was. The children will also be able to enjoy frequent visits to his 'hidden farmhouse' on the edge of the park. 'Natural environments stimulate social interaction between children' (Bixler et al. 2002).

## Subjects

### English

Where possible links will be made with literacy genres, fiction and non-fiction books, guided reading books, and poetry as this has been shown to develop the thematic approach, and deepen learning and engagement.

### Maths

Where possible, areas of maths like data handling and measures will be linked to topics.

## **Science**

Science will be fully embedded in the topics. Some topics each year have a science focus and others will have less of a scientific emphasis. Science will still be taught regularly in these topics however. More time will be allocated over a half term to teaching science as it is still a core subject.

## **Foundation Subjects: History, Geography, Design Technology, Art**

The Foundation subjects will be integrated into the topic, and will form the basis of much of the cross-curricular links.

## **Music**

Music is taught through the Music Express scheme some lessons will be linked to the topic.

## **PE**

PE is taught discreetly using a scheme to ensure progressions of skills

## **Religious Education**

RE is a statutory part of the curriculum. The school will follow the Swindon agreed syllabus and where possible topics from this syllabus will be matched to thematic topics across a year.

## **ICT and Computing**

Some aspects will be taught discreetly and other elements of the wider ICT curriculum will be taught alongside other curriculum areas, as a part of topic work. This will include Digital Publication and Presentation, Digital Research, Data Handling and the use of Digital Media.

## **PHSE and Citizenship**

While not currently statutory, PHSE and Citizenship are important aspects of our curriculum, and are delivered through the Jigsaw Scheme of Work from Nursery through to Year 6. It brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout. All of these pieces of learning are brought together to form a cohesive picture, helping children to know and value who they are and understand how they relate to other people in the world

## **British Values**

Jigsaw contributes, as a good PSHE programme should, to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy. See our Values policy.

## **5. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## 6. Monitoring Arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School visits
- Pupil Voice: meetings with the school council or specific groups of children
- Accompanied learning walks
- Meeting with subject leaders

Subject leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinise
- Learning walks
- Book scrutinise
- Subject leader presentations
- Outcomes for pupils / Pupil Progress Meetings (PPM's)
- Lesson observations
- Pupil voice /questionnaires

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed. As we grow this policy will be reviewed every year by the Head of School/curriculum co-ordinator. At every review, the policy will be shared with the full governing board.

## Links with other policies

This policy links to the following policies and procedures:

- EYFS Policy
- Assessment Policy
- SEND Policy and Information Report
- Equality Information and Objectives
- Teaching and Learning

## British Values

The DfE have recently reinforced the need ***“to create and enforce a clear and rigorous expectation on all schools 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.”*** The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014.

The curriculum within Badbury Park will actively promote these fundamental British Values: democracy, the rule of law, individual liberty and mutual respect and tolerance. Badbury Park is committed to ensuring that all of its pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the schools’ core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Ways in which Badbury Park will actively promote the areas within British Values through are curriculum and own values are:

### **Democracy**

- We formulate and agree a set of 'class rules' at the beginning of each school year
- We work with our children to monitor standards in our school
- We elect class representatives to the school council
- We have a school council who meet regularly and provide a 'pupil voice'
- We allow the children's voice to be heard through questionnaires, surveys, discussions
- We ask children to support the interviewing process for new staff
- Within assemblies we discuss democracy and carry out debates in assembly to encourage free speech
- We allow children to listen to and consider others points of view

### **Rule of Law**

- We have a clear, consistent behaviour policy (based upon positive rewards) which is consistently applied throughout the school
- We provide opportunities for children to reflect about positive and negative behaviour
- We have regular visits from our Police Community Support Officer
- We address issues of law during whole-school assemblies as and when appropriate
- We give considerable time to individual pupils who require additional opportunities to understand the importance of following rules
- We encourage visits from external agencies to talk to the children in school
- We will elect playground pals to encourage fair play in KS1 and KS2 playground.

### **Individual Liberty**

- Our children are actively encouraged to make choices at school
- Our children are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely
- Our children are given important roles in school, such as playground pals, prefects and young ambassadors
- Our children are encouraged to understand responsibility in school in terms of behaviour and attitude to learning

### **Justice and Fairness**

- We teach our children how to be safe and how to act safely
- We promote positive relationships
- The RE and SMSC curriculum teaches that behaviour has an effect upon those around them and upon their own rights
- We hold weekly Values' assemblies when all pupils show respect for the efforts of others
- We participate in events organised to raise money for various charities
- We use educational residentials to help children learn to get along with their peers

### **Prevent**

Something, which is clearly not part of any British or European value, is extremism. It is important to remember that whilst the threat from so-called Islamic State has been a focus in the Counter Terrorism and Security Act, the Prevent Duty is clear that extremism of all kinds should be tackled too. In England, far right groups such as Britain First and the English Defence League need to be tackled, too. Extremism is not a new topic in education, but schools have a relatively new statutory duty to pay "due regard to the need to prevent people from being drawn into terrorism".

Read this guide for parents, it could be a good way to prepare yourself when supporting your child in any difficult discussions.



We read and share with staff the government's [Prevent duty guidance](#) for schools.

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

### **The EYFS Curriculum**

The nursery and reception classes will align with the vision and values of the school, so that from the outset there will be high expectations for children to achieve and fulfil their potential, by creating building blocks for their future learning. Our Early Years Curriculum is committed to incorporating all seven areas of learning from the Early Years Foundation Stage framework, developing children's holistic learning through exploring and discovering in play. By planning challenging experiences based upon ongoing assessments of children's interests, we will ensure that children develop and foster a love of learning in a child led environment.

The EYFS setting will be a stimulating, child led indoor and outdoor provision, full of authentic resources with a strong emphasis on a Forest School ethos. Children's communication and literacy skills will be developed by introducing signing and bespoke activities that encourage those children for who English is an additional language or those with Speech and Language difficulties, a rapidly growing need in our local area. Children will learn to recite stories through 'Talk for Writing' as well as poems and songs. Exceptional levels of school readiness will be achieved by following an enriched, purposeful early years' curriculum, with a balance between child initiated and adult directed learning, to prosper children's independence. Each child's progress will be rigorously tracked by skilful and highly qualified staff, to ensure that children's developmental and individual needs are met throughout objective led planning.

Our philosophy is that by nurturing children into inquisitive thinkers and independent resilient learners, it will enable them to grow and develop and fulfil their potential. Ensuring we provide a carefully planned and resourced environment, both indoors and out, in which children feel safe and secure will help them as they begin to problem solve and make choices for themselves. This development of metacognitive skills is essential. Through exploration and discovery, children make sense of the world around them and develop emotionally, socially, physically and intellectually. Experienced and dedicated staff will support the children by having a well-planned daily routine which includes opportunities for them to work independently or with others, in both child-initiated and adult directed play and learning situations. Staff continuously observe the children, noticing their interests, and extending their learning through challenging and skilful questioning. Children will have daily phonics, maths and reading lessons and extended 'explore and learn' sessions where they access the continuous provision.

### **Key Stage 1 and Key Stage 2**

Badbury Park Primary will use the National Curriculum 2014 as the framework, to shape their overall KS1 and KS2 curriculum offering to meet the specific educational needs of individuals and groups of children. However, this will be merely a starting point, and the school will ensure that every opportunity is taken to engage with wider curricular materials, subject matter and outdoor learning to add further value to the content of the teaching and learning experience, enrich the children's lives and benefit individual children who may need further support to access the curriculum/school life.

### **Maths**

At Badbury Park, our intention is that we will encourage children to have a positive attitude to Mathematics and to gain a deeper understanding of Mathematical concepts through a process of enquiry, reasoning and problem solving. We will enforce confidence in Mathematics, where children can express ideas fluently and talk about the subject using mathematical language. To achieve this, we will implement a mastery approach curriculum where we provide carefully crafted lessons and resources to foster deep conceptual and procedural knowledge, utilising the [National Curriculum](#) and resources [from the White Rose Mathematics Learning hub](#) and <http://mathsnav.com/> from the Glow Maths Hub. These schemes break the learning into small progressive steps or 'key learning points' and give lots of time to deliberate practice of skills such as number bonds and times tables ensuring they are committed to long term



memory and remembered beyond the point of teaching. Maths will be taught daily from EYFS and through KS1 and KS2. We will use of apparatus to embed concepts leading to fluency and ultimately mastery of skills. Learning is assessed continuously to ensure it is embedded and children do not move on until number skills and knowledge are secure and can be represented in different ways.

We will promote the importance of learning the multiplication tables and their related division facts through games and the use of Times Tables Rock Stars and daily 'quick maths' sessions as children commit concepts to memory more effectively when they are practiced through play. We will develop an understanding of shape, data and measures through practical creative lessons which are often cross-curricular and encourage pupil led investigations both inside and outside. Our teaching of Mathematics aims to equip children with the necessary numeracy skills to allow them to use different methods and strategies in everyday life, as they continue on their learning journeys. Where possible and appropriate Maths will be practised through outside learning and across the curriculum.

### **English**

Our intent through the English curriculum will be to ensure that children develop the skills and knowledge that enables them to communicate effectively and creatively through spoken and written language and to equip them with skills to become lifelong learners. We will help children to enjoy and appreciate literature and develop a passion for reading. This will be implemented by the daily teaching of bespoke lessons in reading and writing in varied and lively ways, as well as promoting reading and writing in all subjects. We want our children to acquire core literacy skills and have a love of language. We will provide real experiences to write about and a curriculum that immerses the children in different genres and language.

### **Spoken Language**

The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar, and their understanding for reading and writing. It is our intent that the children at Badbury Park develop a rich and diverse knowledge of language. This will be implemented across the curriculum; we will provide our children with a wide range of opportunities to develop their speaking and listening skills such as discussion, debate, presentation, drama and movie making and we will use 'Talk for Writing' programmes across the school. During speaking activities, we will assist children in making their thinking clear to themselves as well as to others. Spoken language underpins the development of reading and writing, and children's knowledge across the curriculum, the impact of which can be seen in all subjects. Children will be explicitly taught how to listen and speak with pace, poise and correct enunciation through English lessons and each unit of work will start with 'Talk for Writing' and vocabulary study which will introduce them to different tiers of vocabulary and theme specific words. Children will be challenged to improve word choices and investigate origins of words throughout all curriculum areas.

Children will participate in a range of drama activities and we will invite theatre groups and other performers, such as storytellers into the school. We will also hold an annual Book Fair and dress up for World Book Day. We believe children need precise vocabulary to articulate their learning. We will provide intervention programmes for any children arriving to school without English or with vocabulary gaps. In EYFS children will retell stories that will be scribed by their adult and then role played by their peers through 'Helicopter Stories'. Class assemblies and productions will give children opportunities to speak in front of audiences.

### **Phonics**

At Badbury Park we intend all of our children to be able to confidently apply phonics to their reading and writing. We will implement this through 'StoryTime Phonics' This will teach children the sounds through real story books with actions and jingles linked to the stories to help the children remember and recall the sounds.

Children will learn Phase 1 Phonics throughout the first year of the Foundation Stage (Nursery). This will comprise of lots of fun activities including sound walks and games. It is our intent that children can blend and segment everyday sounds before they move onto learning phonic sounds. These skills are essential

as the foundations of all phonics learning. Children will begin to name letters and begin to learn letters and sounds relevant to their life, e.g. the letters in their name.

Once into Foundation stage 2 (Reception) children will start a phonics programme. We have designed our curriculum to follow the sequence of the Letters and Sounds scheme. This will continue through year 1 and into year 2.

**The 5 main skills taught during each phase are as follows:**

1. Learning the letter sounds. Children will be taught the 42 main sounds. This include alphabet sounds as well as digraphs such as 'sh', 'th', 'ai' and 'ue'.
2. Learning the letter formation. Using a multi-sensory approach the children will learn how to form and write letters. We will use the printed form and will follow the rising stars scheme for handwriting.
3. Blending. Children are taught how to blend the sounds together to read and write new words e.g. c-a-t becomes cat.
4. Identifying the sounds in words (segmenting). Children are taught the 42 main letter sounds. This includes the alphabet sounds and the digraphs such as 'th', 'sh', 'ai' and 'ue'.
5. Tricky words (or troll words). These are the words with irregular spellings. Children will learn to read and spell these separately.

Children will take home flash cards to play games with, which will help them embed their learning from the school phonics sessions. They will also have a reading book that is carefully matched to their phonics level and ability to help them to practise and master their phonics. We will use the Collins Big Cat reading scheme as this matches the Letters and Sounds scheme. This may be supplemented with StoryTime Phonics' books and other schemes when the children require more exposure to different texts. We will also encourage children to take non-fiction books home to read as well as a phonics based reader. Children will be continuously assessed on their phonic knowledge. This will take place through independent reading and writing activities where the children can demonstrate the phonics that have been committed to long term memory, away from the point of teaching. Some children will progress through the phonic phases quicker than others. Children develop blending and segmenting skills at different rates. It is essential to master these skills before applying it to reading and writing words.

**Reading**

Our intent is that pupils learn to read fluently and with a good understanding. Reading enables pupils to acquire knowledge, develop a wide vocabulary and stimulate the imagination. It helps pupils to develop culturally, emotionally, intellectually, socially and spiritually. Through reading high quality literature, pupils develop a good understanding of the world and a love of reading. We will develop a reading culture at Badbury Park where there is an ongoing dialogue of which books adults and children are currently reading.

Learning to read comprises of two core elements: word reading and comprehension. We will implement the teaching of these skills in a range of ways. We will balance individual reading with group or whole class reading and also develop comprehension in our daily literacy skills sessions. Rewards for reading regularly (30 reads) at home will be given out in assembly. Books linked to phonic stages will enable a clear progression in reading through the use of quality reading texts. We will use the Collins Big Cat reading scheme for fiction books and other schemes for non-fiction to ensure a variety of genres are accessed. The phonic readers will provide children with texts that are decodable and contain the sounds that the children have been taught as well the common exception words. Alongside this the children will take home quality literature that fosters a love of reading. Ongoing formative assessment will take place throughout the term when the teachers hear the children read weekly with EYFS and KS1 children. There will also be summative tests to assess word reading and comprehension and inform progress and help us to identify rigorous next steps for learning through question level analysis.

## Reading Expectations at Home

Year group	Expectation – at least...	Focus
Nursery	Share stories and rhymes together to develop language and a love of reading.	
Reception/Year 1	10-15 minutes, 5 x week with an adult	Read text and discuss it.
Year 2/Year 3/Year 4	15-20 minutes, 5 x week with an adult	Discussion: to develop comprehension and inference skills. (See questions)
Year 5/Year 6	20 minutes, 5 x week with an adult	Discussion: to develop comprehension and inference skills.

Teachers will read to the pupils daily so that they get to know a range of stories, poetry and information books, promoting reading for enjoyment, a love of books and the development of knowledge and language.

### **Comprehension and Inference**

In Early Years and Key Stage One, the pupils' understanding of a text is developed orally through opened ended question and through discussing the meaning of words. From year 2 upwards, in reading sessions pupils are taught how to find evidence in the text to back up their ideas. With the support of a teacher, they are taught the wider skills of reading and are given the opportunity to look at texts in more depth.

### **Questions to develop comprehension skills:**

Can your child find evidence directly and indirectly from the story?

- What did..... do?
- How many..... were/are there?
- Where did it happen?
- Who was there?
- Who are.....?
- How does he describe it?
- How do you make/do.....?
- What happened when..... did.....?
- What happened to.....?
- How is the character feeling? How do you know?

Can your child answer questions without referring to the story?

- Have you ever....?
- If you could....?
- If you were going to....?
- In your opinion...?
- Do you agree with...? Why...?
- Do you know anyone who...?
- How do you feel about....?
- What do you think will happen next...?

### **Writing**

At Badbury Park, our intent is for our pupils to become fluent, articulate and enthusiastic writers. We will implement this by teaching the writing objectives of the National Curriculum using an exciting cross-curricular approach, and feel it is important to give pupils rich experiences to inspire writing and to provide

a strong purpose where possible. Exciting stimuli help children to be enthusiastic about writing. We will look for ways to motivate and inspire pupils so they see themselves as 'writers'. Units of work will be planned that immerse children in a genre by reading and discussing good examples of writing before the children plan and write their own. Children will be given feedback to improve their writing and opportunities to edit and redraft sections to create final outcomes that they are proud of. There will be a high emphasis on presentation and handwriting. We believe that pupils need to hear how sentences are spoken, speak these sentences aloud and then read and analyse them written in a text before attempting to write them for themselves. We use carefully chosen or created model texts as well as live modelling and shared writing so that pupils can see the process involved in creating a piece of writing. The pupils are given time to edit, and improve their writing and they are encouraged to evaluate both with the teacher and with peers. We ensure the pupils have the opportunity to write for a range of contexts, purposes and audiences.

We recognise the vital importance of exposing our pupils to a rich and varied vocabulary and understand that their acquisition and common of vocabulary are key to their learning and progress across the whole curriculum. We aim to increase pupils' store of words, help them make links between known and new vocabulary and discuss shades of meaning. We use model texts and class novels to teach vocabulary in context and encourage discussion around word choices when both reading and writing. Additionally, each year group focuses on a 'Word of the Week' which has been carefully selected to relate to the week's writing focus. We encourage and support pupils to be ambitious and precise in their vocabulary choices when writing their own pieces.

Where possible, our teaching of the grammar requirements of the National Curriculum are embedded into our writing lessons because we believe that grammar makes most sense when it is taught as an active process, related to the teaching of writing and reading. We encourage pupils to see the joys of language and to enjoy finding just the right words or phrases to express what they want to say.

### **Handwriting**

Handwriting will be explicitly taught in the early stages, with handwriting practice within the day. EYFS children will learn the correct formation of letters and will print (non-cursive) as well as taking part in gross motor and fine motor activities to help strengthen finger tips and arm muscles. We will spend time ensuring child have correct pencil grip. They will begin to join digraphs once they are developmentally ready and this will continue into Year 1. In Year 2 children will begin to join all letters once the teacher decides they are ready. Once a child is fluently joining their handwriting they will use a pen and be encouraged to develop their own style. We will use the script from the Rising Stars handwriting scheme. In Key Stage 2, pupils who demonstrate good handwriting are awarded a handwriting licence. This enables them to use handwriting pens and to further develop their fluency.

### **Spelling**

It is our intent that our pupils will acquire the ability to write ideas down fluently and this requires a good understanding of spelling. In Key Stage 1 we will continue to implement 'Letters and Sounds' and 'StoryTime Phonics' approach and teach pupils how to write phonemes as graphemes. Children will be taught spelling rules in line with the national curriculum through their English lessons and it will be assessed through their independent writing. Key year group, topic spelling and subject specific words will be added to knowledge organisers and learnt through deliberate practise and assessed away from the point of teaching. We use a range of strategies to support pupils with their spelling:

- Phonetic spelling strategies. Segmenting, to see how a word is composed of individual sounds, is crucial for spelling.
- Visual spelling strategy. Learning how a word looks and visualising the word can be an effective strategy.
- Rule-based strategies. Pupils are taught through investigations to understand rules behind spelling patterns.

- Word-meaning strategies. Helping pupils understand what words mean can support their spelling of those words. Explaining how words are derived, how prefixes and suffixes are added on to root words and how to form compound words, can all support confidence and accurate spelling.

We also encourage the pupils to develop their use of dictionaries and other tools to check their spelling. Spelling bees are held in year groups on a termly basis. These fun event aims to raise the profile of spelling across the school and to encourage pupils to learn the statutory words for their year.

## PSHE

We intend Badbury Park to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. We will implement the Jigsaw scheme of work across all year groups. Parent meetings will be held to inform parents of all PSHE teaching and the option to opt out of SRE these lessons will be given. Pupils will be encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and community. In doing so they will learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They will reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They will learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. Children needing any additional support will access The Trust Lighthouse Team of professionals for bespoke activities and family support.

## Religious Education

Religious Education has never been as important as it is today. At Badbury Park it is our **intent** that all children; know about and understand a range of religions and worldviews, can express ideas and insights about the nature, significance and impact of religions and worldviews and can gain and use the skills needed to engage with religions and worldviews. Through the **implementation** of weekly lessons, taught by passionate teachers, children will explore the big questions of life. They will consider what people believe and the difference this makes to their lives after which the children can start to make sense of religion and reflect on their own beliefs and ways of living. Through our teaching of RE we want the **impact** to be, that Badbury Park children will be respectful of other people's beliefs as well as developing confidence in their own ideas, beliefs and values so that they can participate positively in our diverse society. We will follow the locally agreed RE syllabus. We will give children an opportunity to develop a knowledge and understanding of the religious practices and beliefs of Christianity, Judaism, Islam, Hinduism and Buddhism. Through this curriculum we will provide a positive context within which the diversity of cultures, beliefs and values can be explored. The children will be encouraged to reflect on their own developing beliefs and values and to be respectful of the beliefs and values of others, through understanding their traditions and practices. Opportunities will be given for children to question and suggest answers relating to their own religious practices and those of others.

We will provide RE in accordance with the Swindon Agreed Syllabus (SACRE). Pupils learn about the key features of Christianity and other main religions. The children are taught to use specific skills such as philosophical enquiry and reflection when responding to religious and moral issues. We intend to help our pupils develop tolerance, respect and appreciation for the feelings and views of others. Visitors will be invited into the school to share with our pupils the beliefs and customs they hold and practice.

There will be a daily act of collective worship either as a whole school or in smaller groups. It is of a broadly Christian nature. Parents may, if they wish, request that their child be withdrawn from collective worship or religious education. Requests should be made in writing to the Head of School.

## Science and The Foundation Subjects

We intend to create a curriculum which is focused on knowledge that takes the child beyond their everyday experiences, *'this has the potential to increase their social mobility and higher educational outcomes'*. (Young et al. 2014). We believe in answering enquiry based questions that will require children to use knowledge they have learnt to think about their subject and its narrative.

These subjects will be taught in blocks linked to the theme or topic questions. There will be a flexibility to teach whole weeks of a subject or once per week. Children will develop set skills that build up through the school and set knowledge linked to knowledge organisers. Planning in this way will ensure substantive (facts) and disciplinary (subject concepts) knowledge.

## **Science**

At Badbury Park, our intent is to bring science to life for children; encouraging them to develop a natural curiosity and deeper understanding about the world around them. Children are naturally inquisitive and through asking their own questions, they are encouraged to discover the answers themselves whilst in a safe and stimulating learning environment. Our aim is that through providing stimulating and challenging experiences both inside and outside of the classroom, the children will secure and extend their scientific knowledge and vocabulary.

We are committed to implementing this vision by providing exciting, hands on and practical experiences for all children in the school. In turn this will help promote independent learning, curiosity and a love for enquiry and knowledge. Throughout the science curriculum, children will cover topics to develop a greater understanding within Physics, Chemistry and Biology, building upon this as they progress through the school. All of this is underpinned through working scientifically and developing practical enquiry and investigation skills. This is implemented by weekly science lessons across the whole school, which are planned to be exciting, practical and engaging to all children. In every science lesson, children will build upon their existing scientific knowledge and skills, whilst creating links to the world around them and exploring 'real life' situations. They are challenged to question and explain their understanding to others using scientific vocabulary.

Once a year, the whole school works off timetable and participates in a 'science week'. A theme runs across the school, with children investigating a question linked to their current topic. This enables children to immerse themselves in science and its vocabulary for the week. They will learn about scientists, make real life links and work through the steps of a scientific investigation. At the end of the week, all classes share their findings with the rest of the school and their parents through a 'science fayre'.

It is the school's intent that the implementation of high quality science teaching will have a positive impact on attainment levels, but also result in children who are curious about the world in which we live. The impact of science teaching is regularly monitored and updated with resources to help reach the high levels of which we strive to achieve. Through offering a practical, engaging and vocabulary rich science curriculum, the impact will be in children who are confident lifelong learners who continue to explore the world around them long after they leave Badbury Park Primary School.

## **Computing**

Our intent is that children become digitally literate – they need to be able to use, express themselves and develop their ideas through information and communication technology, at a level suitable to be active participants in a digital world. ICT provision will be up-to-date and utilise the latest technology. Each classroom will have an interactive whiteboard, iPads and laptops will be available for the children and staff to use across the curriculum. Internet safety will feature in the ICT and PSHE curriculum and will ensure children know how to keep themselves safe online.

We will follow the DfE Statutory Guidance for Computing. Computing will be used across the curriculum, forming strong links with Mathematics, Science and English. Children will be equipped to use information technology to create programs, systems, and a range of content.

We will follow the National Curriculum aims for ICT:

- Children can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation



- Children can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Children can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Children are responsible, competent, confident and creative users of information and communication technology

## History

We want our pupils to understand that it is history that binds us together as a distinctive community from a widely globalised culture. The history curriculum will provide children with a coherent knowledge and understanding of Britain's past and that of the wider world.

Each term, the children shall carry out an in-depth study of a significant time period in history. During these sequences of lessons, our aim is for the children to be curious and inquisitive about the past through asking perceptive questions and thinking critically. We shall develop their ability to scrutinise evidence and decide which version of events are credible. We hope they will be inspired by the amazing citizens, cultures and societies who have helped shape and advance our nation and the wider world; and to also learn from the mistakes and injustices that have occurred throughout time. By the end of the children's historical journey, we believe that they shall have an understanding of their own identity and a sense of belonging which only history can provide.

We aim to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## Geography

We want geography to provide a way of looking at and understanding our world by focusing on **what** places and the environment are like, **why** they are important to us, **how** they are changing and how they might develop in the **future**. Through outdoor learning the child will explore their local environment.

Each year group will **build on previous knowledge** through exciting topic based learning; resulting in a secure understanding of key facts outlined on knowledge organisers about our planet and their local surroundings. As they progress they will begin to develop a deeper understanding of such areas as human



impact; why differences exist both physically and socially and how they might continue to change. They will also develop their fieldwork and map skills.

As our learners begin to **understand their place in the world**, we hope they will develop curiosity, compassion and a sense of responsibility, which will enable them to become **independent thinkers** who can ask **questions** about, and consider **solutions** to, human and environmental issues both **locally and globally**.

### **Key Stage 1**

Pupils will develop knowledge about the world, the United Kingdom and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

### **Key Stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

They will learn skills under the headings of:

- **Locational knowledge**
- **Place knowledge**
- **Human and physical geography**
- **Geographical skills and fieldwork**

### **Art and Design Technology**

Our school learning environment will be bright and colourful, showing off the creative talents of both staff and children. At Badbury Park Primary School, our intent is to inspire our children to push their own boundaries of creativity and develop their own ideas and designs so they can use their imagination and creativity to produce work they are proud of in class and in the forest area.

To implement this we will give the children opportunities and stimuli to explore the styles, techniques and designs of famous painters, sculptors and architects both modern and classical. We have our own forest, which is a great source of inspiration and materials to support creativity. We provide a curriculum where skills are taught so the children can explore and experiment using different techniques, materials, textures, form, pattern and colour. It also supports work in other foundation subjects. At Badbury Park, we will ensure that through our curriculum the objectives in the National Curriculum for Art and Design and Design and Technology are covered. Lessons give children a calm space to explore and reflect on the designs of others and where they learn to express their own opinions. Self-evaluation is seen as a positive technique for supporting self-improvement.

#### **Art:**

A high-quality art and design education will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they will be able to think critically and develop a more rigorous understanding of art and design. They will also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

#### **DT:**

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject

knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

### **Music**

Music is a powerful language and as such is used as a form of communication across the globe, in a vast expanse of cultures- it evokes emotion, creates memories and ignites passion. At Badbury Park Primary, our intent is that children can appreciate the language of music by learning about and appraising a variety of pieces of culturally diverse music from great composers which include festive pieces with words that inspire, communicate and educate. By implementing the 'Music Express' scheme, children will experience learning to play an instrument and make progress by having the opportunity to play solo and as part of an assembly. In addition, they learn a subject specific vocabulary that enriches their knowledge of terminology. Through cross-curricular links that are purposeful, children create and evaluate compositions and enjoy singing as a collective group. Through our creative curriculum, the impact is that children gain an extensive array of skills and knowledge which in turn encourages a life-long love of music.

### **SEND**

Badbury Park Primary School will offer a full curriculum that is inclusive to all children, whatever their needs. The teaching staff will work with the Blue Kite Academy Trust SEND team to ensure they support the children academically, physically and socially. The school will maintain a very close working relationship with children, staff, parents and outside agencies. Staff will be trained to deal with a wide range of individual needs and to ensure all children are treated equally. The school, in consultation with the SENDCo, Trust Inclusion Manager and Local Governing Body, will review the provision for children with SEND every year. Parents will always be closely involved in all aspects of special provision.

### **Our school aims to:**

- Understand that children may have complex needs – medical, physical, emotional and behavioural
- Identify and meet the needs of all pupils who have special educational needs as early as possible
- Consult with outside agencies about formal assessments and Education, Health and Care Plans when necessary
- Work in partnership with parents to meet, discuss and address their child's SEND requirements
- Ensure that there is close co-operation between all agencies concerned and a multi-disciplinary approach is adopted
- Adopt a staged approach through following the Code of Practice
- Acknowledge the responsibility of all staff in the process of identifying a child's SEND
- Give all pupils equal access to a broad, balanced and relevant curriculum, including the Statutory Frameworks, which is differentiated to meet individual needs
- Adequately resource children to meet their educational needs
- Inform and liaise with the Governing Body
- Monitor and review our procedures on a regular basis
- Track children's assessment progress

### **Extra-Curricular Activities**

A wide range of activities will be offered at the start of each term as the school grows. Parents of children wanting to attend such activities are asked to sign a consent form. Most teaching staff participate in the provision of extra-curricular activities at some stage during the year. We will also have many enrichment activities organised by external providers and close links to The Richard Jefferies Museum for events and History and Outdoor learning.

**Overall Impact**

Impact of our curriculum will mean children will leave Badbury Park Primary School with embedded skills and knowledge, which will equip them for the next stage in their education and lifelong learning. They will also obtain the skills to deal socially with the different demands of life in the modern world. They will understand their environment and be sensitive to the changes within it. They will use up to date technologies. They will practice mindfulness and use the natural environment sensitively. They will be equipped with skills for life like resilience and empathy that prepare them for careers and professions that have not yet been invented! Our children will have a sense of belonging to a town and wider world and understand the challenges it may face.

**Written:** June 2019

**Reviewed:**