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Curriculum Policy

BENTLEY NEW VILLAGE PRIMARY SCHOOL

HEADTEACHER: VICTORIA SIMMONS

2023

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| **PERSON RESPONSIBLE FOR POLICY: APPROVED: SLT** | **Headteacher: Vicky Simmons** |
| **DATE: April 2023** |
| **SIGNED:** V. Simmons |  |
| **TO BE REVIEWED:** | **April 2025** |

**OUR SCHOOL VISION**

Together, we will create a calm and welcoming learning environment and work together to secure success for all. We will strive to create a safe, caring, supportive and inclusive school.

Our school will equip its pupils with the skills that society and the local community demand and so we will value the skills and learning that children need in order to look after themselves, their families, their health, their mental well-being and their bodies. We will strive to teach the whole child and create life-long learners and pro-active citizens.

**ETHOS**

We believe that:

1. All children can learn. All staff and children are able to recognise the value of learning.
2. *All staff*, working at New Village, will have consistently high expectations of children’s learning potential, attitudes and behaviour and take corporate responsibility for ensuring these in, and around, school.
3. Learning takes place in *all areas* of our school and through the *entire*learning day - inside and outside of the classroom.
4. Children should be taught how to learn; learning how to be an outstanding learner.
5. Consistently challenging, dynamic, engaging and empowering teaching leads to outstanding learning, resulting in a school where *every* child’s potential is realised.
6. *All staff* will value *every child’s contribution* to the school and strive to create a learning environment that brings out the full potential in all.
7. Rigorous, continuous monitoring, thorough and informed evaluation and accurate analysis of *all the elements* of teaching, is essential in ensuring high-level teaching and learning.
8. Learning at New Village will produce and enhance a learning skills-set that will be lifelong; we will actively promote this for every child and for all staff.
9. New Village School will demonstrate its commitment to quality teaching and learning through its dedication to *continuous professional development* for all staff; recognising and exploiting all opportunities to enhance its workforce and the learning environment.
10. All children will be encouraged to develop as individuals.  Their creativity, talents, differences and uniqueness.

**OUR SCHOOL VALUES**

**Determination – Resilience – Tolerance – Cooperation – Creativity – Curiosity**

**CURRICULUM MANDATE**

Our New Village curriculum will offer equitable opportunities for all pupils to access a curriculum that is rich in knowledge, experiences, understanding and language that represent the best of humankind.  Whilst instilling in our learners a knowledge, understanding and appreciation of how to take responsibility for their physical and mental wellbeing.  Through the curriculum, children are exposed to diversity through celebrating, studying and appreciating differences and similarities.  We recognise the importance of language in school and throughout life and enrich the curriculum with opportunities to develop vocabulary, speak in different contexts, read quality texts and learn to be active listeners.  Our curriculum contributes effectively to building a self-regulating, self-motivated individual who consistently demonstrates the New Village key values when faced with challenge because we know ***what challenges us changes us***.

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# 1. Curriculum aims

Our curriculum aims/intends to:

* Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
* Provide a broad and balanced education for all pupils that’s coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
* Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
* Support pupils’ spiritual, moral, social and cultural development
* Support pupils’ physical development and responsibility for their own health, and enable them to be active
* Promote a positive attitude towards learning
* Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
* Equip pupils with the knowledge and cultural capital they need to succeed in life
* to enable all children to learn, and develop their skills, to the best of their ability;
* to teach children the basic skills of English and Mathematics as fundamental building blocks for other curriculum areas but not to allow pupil difficulties with English or Mathematics to hinder their progress in other subject areas;
* to enable children to be creative and to develop their own thinking;
* to teach children about the developing world, including how their environment and society have changed over time;
* to appreciate and value the contribution made by all in our multi-cultural society;
* to fulfil all the requirements of the breadth of the National Curriculum and the Locally Agreed Syllabus for Religious Education;

These curriculum aims are underpinned by our values:

* Our school values effective cooperation, so our curriculum provides plenty of opportunities for collaborative working
* Our school values the importance of tolerance, so our curriculum promotes cooperation and represents diverse voices
* Our school values the importance of curiosity, so our curriculum involves investigation and key problems to be solved
* Our school values creativity, so our curriculum encourages discussion and decision making
* Our school values resilience and determination, so our curriculum is challenging and demanding

# 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](https://www.gov.uk/government/collections/national-curriculum), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and [Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/part/6/chapter/1), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](https://www.gov.uk/government/publications/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](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2).

# 3. Roles and responsibilities

### 3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

* A robust framework is in place for setting curriculum priorities and aspirational targets
* Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
* 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
* It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

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### 3.2 Headteacher

The headteacher 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 governing board
* Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
* They manage requests to withdraw children from curriculum subjects, where appropriate
* The school’s procedures for assessment meet all legal requirements
* The governing board 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

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### 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy:

* **Members of the SLT** will ensure that the curriculum is regularly reviewed and a focus of staff meetings and CPD.
* **Subject leaders -** Subjects are led across the school and produce annual action plans to improve the organisation and teaching of their subjects. 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.
* Monitor pupil progress in that subject area.
* Provide efficient resource management for the subject.
* Feedback to governors when required to.

# Organisation and planning

We are a 1.5 Form Entry School, with mixed-age classes:From Reception we admit up to 45 pupils a year, but we run classes that have a maximum of 30 pupils in them. We manage this by having some mixed-age classes. We combine pairs of year groups, to make 90 pupils in total, divisible into 3 classes. When we group pupils into classes, we do so primarily according to age.

In each of our Phases, one class teacher is the Phase Leader, responsible for leading teaching and learning. Teachers in each Phase plan together, ensuring coherency of learning across all their classes. In most of our phases, our curriculum runs over a two year cycle, to ensure that pupils in mixed-age classes do not repeat content. All teaching is carefully pitched to ensure an appropriate level of challenge for all pupils, regardless of their age.

### BNVP curriculum approach

* Our curriculum is based upon the Knowledge Schools Trust’s Primary Knowledge Curriculum. This is a carefully sequenced, knowledge-rich curriculum which aims to inspire pupils and promote excellent outcomes for all.
* The curriculum content has been carefully chosen by subject experts and is organised in a coherent way, ensuring children can build on their knowledge from year to year. In this way, the knowledge in the curriculum is cumulative, constructing firm foundations from which children can progress and develop deeper conceptual understanding and subject-specific skills over time.
* Curriculum coherence ensures that teaching does not jump from topic to topic, but enables children to develop knowledge over time, as well as a love of subjects. Subject content is crucial to this approach- the rich content of the curriculum inspires children and plants the seeds for a lifetime of learning.
* Well-being lies at the heart of all that we do with each half term being launched by a dedicated Wellbeing and School Value day. Focused wellbeing sessions are led
* Across EYFS and key stages 1 and 2, the Curriculum is developed from our long term plan. This is in response to local, national and global priorities and utilises recommended external providers for accuracy and expertise. This formulates our Annual Events, SMSC, British Values and PSHE curriculum which is supported by assembly themes.
* Each curriculum subject has an overview of skills and and of year expectations. These progressions of skills show the stages of development in each subject for both Key Stage 1 and Key Stage 2. These skills ensure that the development of skills, knowledge and understanding are developed through a pupil’s time at BNVP and key themes are revisited through carefully sequenced curriculum plans
* Teachers use these curriculum overviews to inform planning, differentiate, assess progression and provide adequate challenge for all pupils in all areas of the curriculum. These are attached as appendices.

### Planning

* There is no set format for planning, though a model is available, as teachers are encouraged to utilise the school day flexibly, to best meet the needs of the children. Teachers routinely set out the learning objectives for each session or learning journey for the theme ahead, and identify what resources and learning activities are to be used in the lesson to facilitate effective learning for all groups of children.
* *Our curriculum planning “non-negotiables” include prior learning, objectives taken from the content of the national curriculum, key questions, key language/vocabulary, learning activities/tasks, differentiation, physical resources, human resources, opportunity for IT and opportunity for assessment.*

# 5 The Foundation Stage

*5.1 Teaching in the EYFS setting at Bentley New Village Primary School is delivered in accordance with the government’s statutory document ‘The Statutory Framework for the Early Years Foundation Stage’ (effective from 1st September 2021).*

*Our curriculum planning focuses on supporting progress towards the Early Learning Goals and on developing children's skills, experiences and characteristics of effective learning.*

The curriculum in Early Years is centred on 3 prime areas of learning:

* Communication and Language
* Physical Development
* Personal, Social and Emotional Development

Our curriculum also encompasses four specific areas which strengthen the prime areas. These are:

* Literacy
* Mathematics
* Understanding the World
* Expressive Art and Design

Educational programmes which practitioners deliver in the setting involve activities and experiences from the seven areas above. These areas of Learning and Development address children’s physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are closely interlinked. This ensures the delivery of our holistic, child-centred curriculum which allows children to make lots of links between what they are learning. All Areas of Learning and Development are given equal weighting and value. At BNVP, we believe that Early Years education is important in its own right and should not be viewed simply as preparation for the next stage of children’s education. We believe that the EYFS framework allows a natural progression into the National Curriculum at the beginning of and throughout Year 1.

5.2 Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. The EYFS curriculum has been designed to accommodate the learning needs of our youngest children. Teaching for reception children builds on the experiences of the children in their pre-school learning, both within other settings and within their first and most influential learning environment; their home.

5.3 Assessment plays an important part in helping parents, carers and school staff to recognise children’s progress, understand their needs and to plan activities and support. Ongoing assessment is an essential aspect of the effective running of the EYFS setting at BNVP. Children will complete the Reception Baseline Assessment (RBA) with their teacher during their first six weeks at school. It is a short, interactive assessment which is expected to take approximately 20 minutes.

At BNVP teachers and practitioners draw on their knowledge and expert professional judgement to identify children’s levels of achievement and interests. Then we shape teaching and learning experiences for each child reflecting that knowledge. The children’s success towards each area is considered carefully throughout the year and comprehensively reviewed each term to ensure adjustments to planning may be made to secure a good level of development for all. In the final term of their Reception year, the Early Years Foundation Stage Profile (EYFSP) will be completed for each child. The profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child’s knowledge, understanding and abilities, their attainment against expected levels and their readiness for year 1.

5.4 The EYFS curriculum is also supported by the Primary Knowledge curriculum for EYFS which establishes a rolling programme and topics to engage and centre other aspects of learning around. These topics lay the groundwork for future skills in Key Stage 1 and beyond.

# Subjects and approaches

(see individual subject policies for more information)

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| **Subjects & Approaches** | **Aims**  **(National Curriculum)** | **At New Village** |
| **English** | The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:   * read easily, fluently and with good understanding * develop the habit of reading widely and often, for both pleasure and information * acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language * appreciate our rich and varied literary heritage * write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences * use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas * are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. | English has a pre-emininet place in education and society. A high quality Education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially plays a key role in such development. Reading also enables pupils to both acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. |
| **Maths** | The national curriculum for mathematics aims to ensure that all pupils:   * become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. * **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language * can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. | AT BNVP we use a bespoke scheme which uses the guiding principles of regular use of concrete materials and pictorial representations before pupils work on abstract problems. This approach explicitly focuses on using mathematical language and a mindset that says every child can succeed. These principles sit alongside the 3 central aims of the primary maths curriculum fluency, reasoning and problem solving. Success will ensure that pupils fulfil their potential and are fully prepared for the next stage in their learning journey.  Scheme is struggled as a spiral curriculum to ensure the children repeat and build on prior learning, |
| **Personal Social Health**  **and Economic Education**  **(PSHE)**  **& RSE** | PSHE education in school gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.  PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life. The teaching of PSHE in school has children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world, PSHE lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus. | Many aspects of PSHE are taught through other subjects. We also teach weekly  PSHE lessons and incorporate aspects of PSHE into weekly phase assemblies,  school council and focused days. This includes health and wellbeing, healthy eating, bullying, peer on peer abuse including sexual harassment and online safety.  Jigsaw 3-11 properly equips and enables our school to deliver engaging and relevant PSHE within a whole-school, spiral approach. |
| **Physical Education (PE)** | The national curriculum for physical education aims to ensure that all pupils:   * develop competence to excel in a broad range of physical activities * are physically active for sustained periods of time * engage in competitive sports and activities * lead healthy, active lives. | Physical health is essential for children’s wider wellbeing, for their mental health, academic success and to help them develop constructive attitudes to health in adulthood. In our school we engage pupils in a regular daily mile to encourage fitness.  The school uses a scheme of work for PE created with PE specialists who come into school and deliver. We employ a sports coach to teach the fundamentals, fitness, athletics and games sections of the curriculum in Years 2-6, during class PPA time. |
| **Music** | The national curriculum for music aims to ensure that all pupils:   * perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians * learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence * understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. | Music lessons are delivered through the KAPOW music scheme on a 2 year rolling programme. At the end of each half term all classes spend a dedicated day to deliver the Music curriculum. In addition we have a Musical genre focus each week. This is launched on a Monday (Musical Monday) by listening in detail to the genre and discussions around it. |
| **Computing** | The national curriculum for computing aims to ensure that all pupils:   * can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation * can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems * can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems * are responsible, competent, confident and creative users of information and communication technology. | Computing sessions are taught in a weekly session for each class. We follow the KAPOW scheme of work which ensures full coverage of the national curriculum.  Online safety is also taught through phase assemblies and PSHE sessions.  In EYFS, children have access to educational games and activities on the IWBs and have opportunities to take photos using the iPads. |
| **Science** | The national curriculum for science aims to ensure that all pupils:   * develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics * develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them * are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future. | Science is taught through a weekly discrete Science session using the Primary Knowledge Curriculum Scheme of work. We place a lot of value on practical investigations and adapt the scheme at times to ensure quality investigations take place. We also often link it to other subjects, such as writing.  In EYFS, although specific Science content is matched to topics, some skills are taught in an ongoing way through the continuous provision  opportunities offered. |
| **Geography** | The national curriculum for geography aims to ensure that all pupils:   * develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes * understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time * are competent in the geographical skills needed to: * collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes * interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) * communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. | History and Geography are taught through discrete sessions using the Primary Knowledge Curriculum Scheme of work. These subject are taught one at a time alternating to ensure deeper learning rather than surface coverage. We also often link it to other subjects, such as writing.  In EYFS, specific Geographical content is taught through the strand ‘The Natural World’ in Understanding of the World. It’s linked to the topic and the skills are taught in an ongoing way through the continuous provision opportunities offered.  In EYFS, specific History content is covered through the objectives in the strand ‘Past and Present’ in Understanding the World. The concept of  chronology and how people and events fit together in time is explored in an ongoing way through continuous provision. |
| **History** | History  The national curriculum for history aims 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. |
| **RE** | Religious Education aims to ensure that all pupils know about and understand a range of religions and world views so that they can:   * describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. * Children are given opportunities to identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews. * Pupils express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities. * Children express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. * Through discussion and collaboration children appreciate and appraise varied dimensions of religion. * Pupils find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively. * They enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all. * All children are encouraged to articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives. | All pupils in Years 1-6 take part in a Religious Education day once a half-term.  Learning focuses on a key question, taken from the SACRE Agreed Syllabus and Scheme of work from Doncaster.  In EYFS RE teaching is ongoing. RE content is covered through the objectives in the strand ‘People and Communities’ in Understanding of the world. |
| **Art** | The national curriculum for art and design aims to ensure that all pupils:   * produce creative work, exploring their ideas and recording their experiences * become proficient in drawing, painting, sculpture and other art, craft and design techniques * evaluate and analyse creative works using the language of art, craft and design * know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. | Art is taught once a week following the Primary Knowledge Curriculum which ensures full coverage of the National Curriculum. In addition to this, we run an annual Art Week.  In art, children are taught to use a range of techniques and materials.  We enrich the art curriculum through workshops and visits to local galleries, as well as study of artists and architects.  In EYFS, the Art content that is covered is detailed in the curriculum overview for expressive arts and design. Children have access to a creative area within provision where they are given opportunities to explore and use their own creative ideas. |
| **DT** | The national curriculum for design and technology aims to ensure that all pupils:   * develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world * build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users * critique, evaluate and test their ideas and products and the work of others * understand and apply the principles of nutrition and learn how to cook. | DT (including cooking) is taught from Years 1 to Year 6. We have a dedicated day at the beginning of each half term to launch our new learning. This ensures we see the projects through each stage of the process.  We follow KAPOW scheme to help our teachers teach the National Curriculum for D&T in an imaginative way. DT is also sometimes included within our writing cycle when children are writing instructions and explanations.  In EYFS, the content that is covered is detailed in the curriculum overview for expressive arts and design. |
| **MFL - French** | The national curriculum for languages aims to ensure that all pupils:   * understand and respond to spoken and written language from a variety of authentic sources * speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation * can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt * discover and develop an appreciation of a range of writing in the language studied. | Weekly MFL lessons are taught from Y3. Learning a foreign language provides an opening to other cultures. A high quality language provision fosters pupils’ curiosity and deepens their understanding of the world. The teaching of languages enables pupils to express their ideas in another language and to understand and respond to its speakers, both in speech and writing.  We use the ilanguages Scheme of Learning to support our teachers to deliver quality lessons which fully meet the needs of the curriculum. |

### 6.2 British Values

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| Democracy | Rule of Law | Individual Liberty | Mutual Respect and Tolerance |
| * Class rules and responsibilities * School council representatives chosen * Children actively choosing activities (particularly in EYFS) * Circle time and P4C activities where children choose the focus and have turns to contribute * PSHE opportunities to share ideas * Through talk tasks and talk partners | * Rules to promote positive behaviours -dojos awarded * Assemblies * Clear expectations and consequences * Thrive * PSHE/History curriculums | * Home school agreements * Clear rules which are reinforced by all * Taking responsibility for others * Tidying up * Roles and responsibilities in school * School Council | * Assemblies/Open the Book * Dojos * Positive language used * Diverse selection of books from different cultures and lifestyles * Curriculum topics celebrating different cultures and beliefs * Community Activities |

### 6.3 SMSC

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| Spiritual | Moral | Social | Cultural |
| * Understanding how subjects learnt relate to the world around them * Make sense of the modern world based on the stories told * Learning of Life Skills * Exploring patterns and sequences | * Consider cause and consequence of particular decisions and choices * Proving or explaining a theory * Moral issues raised from questions to investigate * How opinions change | * Teamwork, discussion and debate * Working together productively * Work collaboratively * Consider the impact of decisions and choices on wider school * School Council * Self and peer reviewing | * Tolerance and understanding * Look at how different cultures have contributed to Britain and BNVP * Exploring differing viewpoints |

### 6.4 Enrichment

AS a school we encourage children to participate in enrichments throughout the week starting from Key Stage 1. Most enrichments tun for half a term, so every half term the children have the option to change club. On most occasions the enrichment clubs are mixed across year groups allowing pupils to learn with different pupils from across the school.

### 6.5 Cultural Passport

Every child at BNVP is issued with a Cultural Passport from Year 1 onwards in which they are expected to track and record their cultural experiences and activities against the following categories: Outdoor and Nature, Community, Creative and Global. We ensure every child received a rich and diverse curriculum experience by giving a vast number of opportunities through enrichment clubs, school visits and a range of learning experiences through the day to day curriculum. All of these can be included as evidence in the passport.

# 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 SEN
* 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.

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted. Day to day differentiation is considered to be expected practice and is at the discretion of the class teacher in response to the children’s needs. Care is taken to ensure that children with SEND needs are not prevented from achieving across the curriculum, through removing barriers to learning but also by ensuring that there are alternative ways in which a child may be able to demonstrate their learning. This may include use of a scribe or reader, word banks, additional adult or peer support to promote the learning in the subject or to regulate emotions and feelings to support positive SEMH.

However, inclusive practice should not lead to an expectation of weaker outcomes across the curriculum for children with SEND. Subject leaders and class teachers take great care to ensure that each subject discipline is respected in its entirety whilst reducing the burden of written work/handwriting/spelling unless, where to do so, impacts directly upon the skills and knowledge for each individual subject area as outlined in the national curriculum. This is supported within the Marking and Response to Pupil’s Work Policy where secretarial features will not be the main focus for feedback. However, staff will utilise their assessment of children’s ability to record and feed this back into the planning for English.

If children have special educational needs and/or disabilities, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having special needs, then his/her teacher, with the support of the SENDCO makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organization. If a child's need is more severe, we consult other agencies and may consider the child for additional assessment, and we involve the appropriate external agencies in making these assessments. We provide reasonable adjustments which may include additional resources and support for children with identified special educational needs and/or disabilities.

The school provides a Support Plan for each child with SEND. This sets out the nature of the special educational need and/or disability, and outlines how the school will aim to support the child to address these needs. The Support Plan also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals (termly).

# 8. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

* school visits,
* meetings with the school council,
* meetings with curriculum teams

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

* planning scrutinies, (where planning is created, if scheme based annotations to scheme plans are seen)
* The SLT and subject leaders conduct learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children. SLT and subject leaders feedback to individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon
* Book looks are also carried out to ensure clear progression is evident in books. They ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work in line with the school’s marking policy.
* pupil voice is collected to assess the impact of the curriculum, opinions of the children have also been collected to assess how the planned curriculum is meeting needs
* lesson observations – to assess the quality of teaching and learning in school, this enables subject leaders to share good practice and support where necessary
* Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

# 9. Links with other policies

This policy links to the following policies and procedures:

* EYFS policy
* Assessment policy
* SEN policy and information report
* Equality information and objectives
* Subject specific policies
* Teaching and Learning Policies