

# Bellfield Primary School



## Curriculum Policy

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Ratified by Governing Body:  
Review Date: January 2024

## Mission Statement

*“Bellfield Primary School – Believe, Persevere, Succeed“*

At Bellfield Primary School we are proud to be a welcoming, successful, inclusive school. We recognise everyone as a unique individual with their own ambitions, skills and dreams. We aim to provide an environment that encourages life long learning.

## Introduction

This policy is a statement of curriculum provision at Bellfield Primary School and includes references to Key Skills and the Long Term Plan. It was devised in consultation with teaching staff and was agreed and approved by the governing body.

## Principles and Philosophy

We are committed to providing quality and excellence through an exciting, stimulating environment that stretches and develops the child as a whole and to provide an education which will develop social skills and encourage children to become more active citizens within the school community and beyond. We focus on high quality learning experiences, which excite and motivate children in the classroom, and beyond, and provide opportunities to become lifelong learners.

The Curriculum includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. Furthermore, as a restorative community we encourage children to treat each other with respect and promote tolerance, fairness and understanding.

Our teaching goes by the principles that:

*If you tell me, I forget,  
If you show me, I remember,  
If you involve me, I understand.*

## Aims of the School Curriculum

The broad aims for the school curriculum are:

- Provide a broad and balanced curriculum with an emphasis on basic skills
- Provide high quality teaching experiences which excite and motivate children in the classroom and beyond
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom
- Build children’s confidence and motivation to learn
- Embed basic skills in order to prepare children for real-life and everyday situations.
- Provide opportunities to apply knowledge and learning in practical ways.
- Shape our curriculum to meet the needs of our children

- Involve our children in decision-making about their learning, allowing children choice and independence
- Closely monitor and assess progression in attainment and application of skills and knowledge
- Help our children to transfer skills between different areas of the curriculum in order to encourage flexibility and resourcefulness and to enable them to use their strengths in one area to overcome challenges in another
- Ensure our children know what they are learning and why
- Allow time to engage, reflect and review – including peer and self-evaluation.
- Use a wealth of relevant resources – in classrooms, outdoors, in the local community and the wider area, including visits and visitors

## Curriculum

The curriculum has been organised through a ‘topic based’ approach which incorporates the key knowledge, skills, vocabulary and understanding set out in the National Curriculum. The use of ICT is encouraged in all topic areas as a subject in its own right and in both the teaching of the topic and in the opportunities for children’s independent learning.

At Bellfield it is an expectation that the classroom environment reflects the ‘theme’ for each term. Class teachers are expected to make their environment a stimulating place to learn.

Each topic area includes key texts linked with the theme; this provides a context which Literacy can be taught. Furthermore, extra emphasis can be made through the curriculum on basic skills.

The following subjects are also taught as dedicated, discrete sessions:

Numeracy – Maths skills are key to developing everyday skills; links can be made throughout the theme, however key skills are taught in dedicated sessions.

Aspects of Literacy – Word / Sentence Work, Phonics, Guided Reading and Handwriting are taught as discrete subjects as they build up basic skills.

RE – in accordance with RE Agreed Syllabus and Discovery RE, although links with topics are made where appropriate. In addition the school provided opportunities for discussions, based on pupil interest and or when situations arise within the wider world

PE – dedicated P.E time every week

## Curriculum Planning

Planning includes:

- How the theme will be introduced (a ‘wow’ factor, that could be a visit, visitor or a trip).
- The skills covered, knowledge needed and vocabulary that will be introduced.
- What the learning outcome will be
- Any opportunities for presenting work to a ‘real audience’
- A final summative assessment of children’s’ learning.
- Topic lessons are planned to start with pupils looking at the types of jobs they could have in the future relating to the skills mastered in each curriculum area
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The core subjects of Literacy and Numeracy are usually taught in the morning sessions with further basic skills being incorporated in the afternoon sessions through the current theme.

Planning is completed as a phase to ensure progression is evident across the phase. This is overseen by the curriculum team and SLT.

### **Assessment**

Teachers assess after every lesson. This formative assessment informs future planning and ensures that assessment is being used to enhance learning. Self and peer assessment is also used and children are involved in the process of assessment.

In Numeracy, Literacy and Science summative assessments are made termly. In all other subjects children are assessed according to the key skills and children who are working towards and expected tracked on a whole school overview grid. Subject leaders gather the information and evaluate standards in their subject, along with looking at areas of strength and weakness.

The class teacher comments on each child's progress in the annual school report to parents.

### **Equal Opportunities and Entitlement**

We aim to give all children, irrespective of age, gender or ethnic origin equal opportunity to make maximum progress. It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels.

### **The Foundation Stage**

The curriculum that we teach in the Nursery and Reception class meets the requirements set out in the Statutory Early Years Foundation Stage. Our curriculum planning focuses on 'Development Matters.'

In the Foundation Stage the Curriculum is also 'theme' based around an 'Author for the Term.' All work and learning opportunities are based around key skills and encourage independent learning, thinking and developing key skills in all areas of learning.

### **Roles and Responsibilities**

The Head teacher and Governing Body have overall responsibility for the Curriculum, supported by the Curriculum Leaders.

They are responsible for overseeing the delivery of all elements of The National Curriculum through:

- Regular formal and informal discussions with staff.
- Monitoring planning to ensure curriculum coverage.

- Carrying out book scrutinies alongside planning to ensure cross-curricular links are optimised. Observing learning and teaching to ensure progress is being made within the topics.
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue.
- Making changes where necessary.
- Formulating an action plan to move the school forward.
- Speaking with the children about their learning.

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to their planning in order to optimise learning opportunities when they arise.

**Reviewer:** Curriculum Leads