



## CURRICULUM STATEMENT 2020-2021 BASSENTHWAITE PRIMARY SCHOOL

At Bassenthwaite Primary School this statement sets out the principles underpinning the curriculum and reflects the school's commitment to developing all aspects of their pupils' lives.

**Intent** - What are we trying to achieve here with, and through, the curriculum? We, staff and students, are trying to foster life-long learning behaviours at Bassenthwaite Primary School through: independence, choice, collaboration, resilience and personal discovery.

At Bassenthwaite Primary School we aim:

- ❖ To provide high quality teaching and deliver a broad, balanced curriculum.
- ❖ To provide a challenging and stimulating learning environment.
- ❖ To foster a love of learning, nurturing a work ethic within each child.
- ❖ To fully develop each child's academic potential.
- ❖ To engender good self esteem amongst pupils.
- ❖ To maintain a caring, family ethos.

This is the philosophy of how we want to work and learn. These aims underpin all of the learning that takes place in our school.

**Implementation** - So, how are we going to deliver this? We have the National Curriculum, which we use as a starting point, and embellish and deepen further as a school but at the heart of this is children being exposed to quality experiences and lessons with a large element of choice and need for independent thinking. Pre-learning homework sets this up, often weeks ahead, and children are immersed into experiences with visits or off timetable days of discovery. Parents coming into school to help at regular opportunities bolsters our offer and deepens the experiences further. Classes have one book in which to record their curriculum journey and each one is individualised to each class in our school. Having a single book for the wider curriculum strengthens the message that our curriculum is 'built in' and not 'bolted on'. It is not a weaker relation to core subjects that only happen in the afternoons. We are Romans, Greeks, Egyptians, explorers and scientists, morning, noon and night. We really do 'dive right in!'

Additionally, within their curriculum, they present in a manner which represents their personality, flair and shows their choice in learning with a personal path. Our children compete a Learning in Depth project throughout the year. Do come and talk to them about their LID projects, their reflections and some of the tremendous experiences they have already undertaken. We also take our learning outdoors to make the most of our wonderful environment on our door step and we undertake Forest school sessions at least once a half term.

### **Literacy**

- We support our literacy teaching by interpreting the national curriculum which has been fully embraced since September 2013. Emphasis is placed on the Programmes of Study: Spoken Language, Reading, Writing and SPAG. We are keen to use any quality materials which will strengthen the teaching and learning in our school. We explore ways of developing literacy skills through all of the other curriculum areas. Hamilton Trust is used for planning purposes, but plans are altered / annotated depending on the class.
- Children in Foundation Stage and KS1 are taught Phonics on a daily basis and to KS2 pupils who need the extra support.
- We use layered targets to focus development in identified areas of Literacy and progress is monitored in termly target setting and Pupil Progress Meetings (PPM).

### **Numeracy**

- We support our Numeracy teaching by interpreting the national curriculum, which has been fully embraced since September 2014. The programme of study includes: Number, Measurement, Geometry, Statistics, Ratio and Proportion and Algebra. Teachers use Hamilton trust to support the Numeracy teaching, but plans are annotated according to the particular children within the class.
- Children in KS2 are set differentiated activities for Numeracy.
- We use layered targets to focus development in identified areas of Numeracy and progress is monitored in termly target setting and Pupil Progress Meetings (PPM)

### **Science**

- The national curriculum has been implemented since September 2013. The programme of study includes: Working Scientifically, Plants, Animals (including humans), Everyday Materials, Seasonal Changes, Living Things in their Habitats, Rocks, Light, Forces and Magnets, States of Matter, Sound, Electricity, Earth and Space and Evolution and Inheritance.
- At KS1 the science curriculum is planned on a 2 year rolling programme of topic areas. The relevant key science skills for each year group are delivered through topics.

- KS2 science follows the new topic areas over a two year cycle for both Years 3/4 and Years 5/6, which ensures that all topics are met across the 4 years.

### **Computing**

The planning is based on the new national curriculum, which focuses on what children need to be taught in each year group. Where appropriate the ICT is integrated into our cross curricular thematic approach. E-Safety is fully integrated into our plans at an age appropriate level of understanding.

### **National Curriculum Foundation Subjects**

- For all of our Foundation Subjects, we have developed a two year rolling programme in KS1 and a four year rolling programme in KS2 based on skills progression for each subject.

### **Religious Education**

- For our RE teaching we follow the Cumbria agreed syllabus and scheme of work. The areas of delivery are allocated on a 4 year cycle in KS2 and a 2 year cycle in FS/KS1 to ensure that children experience the full RE syllabus.

### **Collective Worship**

- An act of collective worship is carried out daily.

**PSHRE** The school has adopted SEAL (Social Emotional Aspects of Learning) and CORAM Life Education SCARF resources as our framework for delivering PSHE/RHE. This is a progressive programme on a 4 year cycle in KS2 and 2 year cycle in KS1 and the learning is built on year on year.

### **Sex Education**

We follow our sex and relationships education policy which has been set up in accordance with county and national support information.

### **Drugs Education**

- The School has a scheme of work for the delivery of Drugs education that is covered in PSRHE. A visit from the lifestyle bus is booked every year which provides focused learning for all year groups.

### **Special Educational Needs**

- The curriculum is planned through a whole school approach to curriculum planning, taking into account progression and differentiation. The work for some children is supported by IEPs which teachers use as part of their daily planning.

### **Curriculum enhancement**

- The curriculum is enhanced by using visits and speakers whenever possible. We aim that each class should have one of these enhanced opportunities each half term.
- Each year there is the opportunity for the children to enjoy some form of theatre experience.
- Children in KS2 are taught French for an hour each week. All the children are introduced to snippets of a variety of languages through displays and answering the register in various languages.
- There are opportunities for the children to take responsibilities within their class and the whole school. Each class has a group of children who have monitor roles and across the whole school children can be School Councillors, Monitors, Play leaders etc. depending on their year group.

### **Extended School opportunities**

- The school offers a variety of clubs for children to participate in after school. These activities change on a half termly/termly basis to ensure a wide range of activities can be offered.

### **The Role of the Governing Body**

The governing body must consider and agree the policy and monitor and review its implementation.

### **The Role of the Headteacher**

The Headteacher completes the Curriculum Statement each year for consideration of the Curriculum committee.

The Headteacher monitors the provision of the curriculum by lesson observation, work scrutiny, planning scrutiny and feedback from curriculum co-ordinators.

The Headteacher reports to the Governing body on standards within the school, giving consideration to:

- year groups
- comparisons with national averages and similar schools nationally and for the LA
- gender; ethnicity; special educational needs
- pupils for whom the curriculum is disapplied
- the nature of any parental complaints concerning the curriculum.

### **The Role of the Class teachers.**

The teachers have a responsibility to deliver the agreed curriculum through careful planning, teaching and evaluation.

They meet weekly as a whole staff, to consider the delivery of the curriculum, continuity and issues of progression. Each teacher has responsibility for curriculum areas and they monitor delivery for this subject. They report to the Headteacher and colleagues about this.

### **Impact for our children**

From their different starting points, all children will make good progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly and are fully prepared for secondary school.

They will have strong communication skills, both written and verbal, and will listen respectfully and with tolerance to the views of others.

They will take pride in all that they do, always striving to do their best.

They will demonstrate emotional resilience and the ability to persevere when they encounter challenge.

They will develop a sense of self-awareness and become confident in their own abilities.

They will be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society.

Review date -----Oct 2021-----