



## CURRICULUM POLICY

### INTRODUCTION

The curriculum comprises all the activities that we organise in order to promote learning and the personal growth and development of all our pupils, whatever their needs, abilities and talents. Our curriculum encompasses the formal requirements of the Early Years Foundation Stage Curriculum, key elements of the National Curriculum for Key Stages 1 and 2 and the extra-curricular activities that the school provides to enhance the experiences of our pupils. It also embraces the 'hidden curriculum' which permeates everything we do.

Our children learn from the way they are treated and the expectations placed upon them, to have mutual respect and develop into positive, responsible people, who can work and co-operate with others, whilst acquiring the knowledge and skills they will need to 'Learn for Life' – our school motto.

### VALUES

Our school curriculum is underpinned by the values that we hold dear at Colston Bassett School. It reflects our ethos of providing pupils with a balanced, broad and challenging curriculum within a secure and happy school community supported by strong pastoral principles. Our curriculum encourages and celebrates achievements, emphasises good standards of behaviour within a stimulating learning environment and promotes learning within a clear moral framework based on British values that prepares pupils to contribute confidently to an ethnically pluralistic society. We encourage mutual respect for, and tolerance of, those with different faiths and beliefs and for those without faith. Our curriculum supports the fundamental values of democracy, the rule of law and individual liberty so that we effectively prepare pupils for life within British society.

At Colston Bassett School we value the way in which all children are unique individuals and our curriculum promotes mutual respect for the views of each individual, as well as for people of other cultures. We organise our curriculum so that we promote cooperation and understanding between all members of our community. We value each child in our school for who they are; we treat them all with respect, fairness and honesty. We value the spiritual and moral development of each child as well as their intellectual and physical growth. We also regard participation in sporting and outdoor activities as fundamental to each child's personal development; encouraging health and fitness whilst teaching the value of teamwork, promoting leadership, appropriate risk-taking and character-building.

We endeavour to enable each child to achieve success at a level commensurate with their age and ability and to provide equal opportunities for all pupils in our school. We also value our environment and, through our curriculum, encourage all our pupils to respect the world they live in and to learn how we should care for it for future generations as well as our own. We also recognise that our school is a dynamic partnership between the school, the pupils and their parents and value these working relationships that enhance the effective learning, happiness and success of each child.

# AIMS

The aims of our school curriculum are:

- To provide an all-round education to enable all children to learn and develop their skills to the best of their ability.
- To facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
- To promote a positive 'can-do' attitude towards learning so that children enjoy coming to school and acquire a solid basis for lifelong learning, working towards their aspirations and goals, and are prepared for the opportunities, responsibilities and experiences of later life.
- To create and maintain a stimulating learning environment where all pupils are encouraged and challenged.
- To cater for the needs of individual pupils and personalise learning.
- To nurture individual enthusiasms and talents both curricular and extra-curricular.
- To enable children to be creative and to develop independent thinking and ideas.
- To foster effective communication skills so that pupils can articulate their ideas and respond to those of other people.
- To promote our strong pastoral ethos and foster pupils' self-esteem and self-respect, whilst encouraging respect for the ideas, attitudes, values and feelings of others to help them build positive relationships with other people.
- To enable pupils to understand their community and help them to feel valued as part of this community, whilst also extending their understanding of the wider community and promoting respect and tolerance for other cultures and, in so doing, to promote positive attitudes towards other people.
- To ensure that each child's education has continuity and progression and incorporates opportunities for monitoring progress and responding to needs.
- That curriculum courses are sufficiently flexible to allow for future modification.
- To prepare children for the transition to secondary education.
- To enable pupils to study a wide range of different subjects. Our school curriculum subjects promote specific experiences in the following areas:
  - Mathematical
  - Linguistic (including English and French)
  - Aesthetic and creative (including Art, Music, Poetry and Drama)
  - Technological (including Design and Technology and Computing)
  - Reasoning (Verbal and Non-Verbal)
  - Scientific
  - Human and Social (including Geography, History, British Values, PSHE and Religious Education)
  - Physical (including PE, Dance, Village walks and Games)

At Colston Bassett School we aim to develop pupils who are successful, confident and responsible and as a result of the curriculum offered the children will, at a level appropriate to their age and ability, be able to be:

- Successful – by acquiring skills which enable them to:
  - Think creatively
  - Solve problems
  - Ask thoughtful questions and learn from their mistakes
  - Collaborate effectively
  - Be secure in their knowledge of the world and how it is shaped
  - Be motivated to learn
- Confident – by having a secure:
  - Sense of identity
  - Good relationships with other members of their community
  - Emotional awareness
  - Knowledge of right and wrong
  - Understanding of organisational skills
  - Awareness of a healthy lifestyle
  - Awareness of current world affairs
  - Understanding of risk awareness
  - Understanding of how to develop their strengths, talents and ambitions
  - Confidence and willingness to try new things
  - Ability to work with people of different ages and backgrounds
- Responsible – by developing their ability to be:
  - Well prepared for life and work
  - Enterprising
  - Able to respect others and understand their own and others' cultures and traditions
  - Able to understand what it means to be British and appreciate diversity
  - Able to challenge injustice
  - Recognising how to sustain and improve the environment
  - Able to try to change things for the better

## TIME ALLOCATION

The timetable is regularly under review and is subject to changes in staff and staff responsibilities. The aims of our timetabling procedure are to ensure that every pupil has access to all areas of the curriculum and that the skills of teaching staff are best employed to meet the needs of the school at any given time. In addition to allocated timetable slots, some skills such as using ICT and opportunities for extended writing will also occur cross-curricular.

The core subjects of Maths and English are taught daily; Science is taught weekly. Foundation subjects such as Music, History and RE are either taught weekly or in alternating half-termly blocks. All children engage in outdoor physical activities, including the 'Daily Mile', every day (weather permitting). Our timetable is also designed so that we can respond with flexibility to events and incorporate spontaneity into our school day as appropriate.

# THE EARLY YEARS FOUNDATION STAGE

At Colston Bassett School the pupils in the Reception Class are in their final year of the Early Years Foundation Stage (EYFS). The learning and development undertaken by each child in this class is planned in accordance with the new framework, 'The Early Years Foundation Stage Statutory Framework 2014'. The curriculum is planned around seven areas of learning whilst still reflecting the underlying values of our school. These areas are:

- Personal, Social and Emotional Development
- Communication, Language
- Physical Development
- Mathematics
- Literacy
- Understanding the World
- Expressive Arts and Design

Within the Reception class, the teaching staff consider the individual needs, interests and stage of development of each pupil and use this to plan a challenging and effective curriculum that allows for progression and preparation for the transition to Key Stage 1. Children in the Reception class are also given the opportunity, where appropriate, to work and play alongside their peers in Key Stage 1 – this helps with their social development (especially if class sizes are very small), builds their confidence and further eases the transition to Key Stage 1. Pupils are encouraged to learn in different ways; playing and exploring, active learning and creating and thinking critically. Children are allowed to experiment and 'make mistakes', being gently encouraged to recognise that these are a valuable part of the learning process. Lessons include a mix of child-initiated and adult-led activities. Outdoor experiences also play an important role in their learning.

In the final term of the year in which the child reaches the age of five, the children will take part in internal assessments and teacher-based observations. A ScholarPack profile for each child will be completed, to which Key Stage 1 teachers will have access to inform their future planning.

## ASSESSMENT

Colston Bassett School considers accurate and focussed assessment to be a fundamental part of effective teaching and learning. Children's progress is monitored regularly through a range of formal assessments, teacher observations, tests and pupil self-assessments so that future planning can respond to needs identified. As Colston Bassett is a very small school, this includes assessments that provide data with age standardised scores so that we can make comparisons between our pupils and national averages. We use both formative and summative assessments:

Formative assessment is used to plan the next steps of learning for pupils in all Key Stages and subjects. Summative assessments are used to track the attainment of all pupils at different points in the academic year and to monitor pupil progress from year to year. They are used to inform teachers of pupil under-performance and those working at a high level so that suitable measures can be put in place. Pupil progress is recorded against a range of learning objectives to build up a picture of each pupil's individual attainment.

## CHILDREN WITH SPECIAL NEEDS

Colston Bassett School does not select pupils on the basis of academic ability. All pupils are monitored and where a pupil is believed to have a potential specific learning need or disability then appropriate assessment will be recommended to parents and appropriate support programmes implemented.

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

We are committed to providing students who require English as an additional language with the necessary support and teaching. Where this is required an appropriate programme will be instigated.

## ORGANISATION AND PLANNING

At Colston Bassett School the curriculum is based on the requirements of the National Curriculum whilst still allowing for flexibility and spontaneity in response to needs and events. Key Stage 1 have a main Class Teacher, but may have some lessons delivered by other members of staff, e.g. Art and French. In Key Stage 2, pupils currently experience a subject based curriculum which is usually delivered by more than one teacher – this means that pupils in Key Stage 2 learn to establish effective working relations with several different adults in school and this helps them prepare for transition to secondary education, where subject specialism is the norm. This is reviewed annually to reflect the skills of current teaching staff, class sizes and configuration. Long term planning ensures that pupils have a coherent and balanced curriculum that allows for effective coverage of topics and skills, progression and differentiation. Long term plans outline which topics are to be taught in each term and to which classes. Individual teaching staff can then use these to plan and prepare lessons designed to teach specific skills and topics. At present, teachers act as informal subject coordinators within their teaching areas, working alongside the Headteacher to plan courses and manage resources. As the school grows and pupil and teacher numbers increase then these roles will become more formal. We will continue to monitor and evaluate the curriculum to ensure that it meets the needs of the pupils and the changing challenges of the 21st century.

## HOMework

We recognise the importance and value of homework as an extension and consolidation of classwork. Homework tasks are age appropriate and can vary according to the competency of individual pupils, although scope for this is limited by the nature of courses for which outcomes are similar for all members of a class and the availability of time to set and explain different tasks. Parents are encouraged to hear their children read daily, especially in the EYFS and Key Stage 1. Regular homework is introduced as appropriate during Year 1 onwards. Children have weekly spellings to learn and regular English, Maths and Reasoning homework assignments, although exemptions may be made for children with learning difficulties such as dyslexia. Other homework including research and topic work relevant to particular curriculum areas will be set as required by the subject teachers. See **Homework Policy** for more information.

## SCHOOL TRIPS AND INVITED GUESTS

School trips and invited guests are a regular feature of our school year. They play an important part in enhancing the children's learning and understanding of topics and stimulating their interest by providing them with opportunities to engage in a range of activities which they cannot always gain in the classroom.

## COMMUNICATION WITH PARENTS AND GUARDIANS

We value the role parents and guardians can play in helping pupils learn and aim to work in partnership with them. Colston Bassett School provides advice to parents and guardians about the progress of their children and choices for their next school. We hold termly parents' evenings to discuss progress and an Open Morning during the Spring Term where parents can review all their child's work. We maintain a good dialogue with parents and have an 'Open Door' policy whereby parents can request additional meetings during the school year to address any specific concerns or queries. Written reports are issued during the Autumn and Summer Terms. Half termly newsletters also inform parents of forthcoming topic areas, school trips and invited guests. We also maintain regular email and telephone communication.