

Bridgewater Primary School
Bridgewater Street
Little Hulton
Salford
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BRIDGEWATER
PRIMARY SCHOOL

Curriculum Policy

September 2019

To be reviewed: September 2020

Introduction

The school curriculum for Bridgewater Primary school provides all pupils with opportunities to learn and achieve, and to fulfil their potential. It includes not only the formal requirements of the EYFS and National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes that which the children learn from the way they are treated and expected to behave.

Curriculum: intent, implementation and impact

“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 April 2018

Curriculum Intent

At Bridgewater it is our intent that children are encouraged to enjoy all aspects of the curriculum and become enthusiastic about all subjects, by developing their knowledge, skills and understanding through a range of activities and experiences. It is a desire to secure high standards through effective learning and teaching across the school.

We provide an enjoyable and enriching educational experience, offering a curriculum that provides opportunities for all and cultivates talent: allowing the musically inclined child to play an instrument and sing in our choirs; the sports enthusiast to develop their athleticism and compete, the budding artist to be inspired and create the inquisitive mind to be fulfilled by challenge and purpose. We achieve all of this through opportunity, challenge and expert teaching.

At Bridgewater, we are committed to enabling every child to learn to speak well, read and write with understanding and flair and to be able to use numbers to calculate and solve problems. These are non-negotiable and are taught systematically throughout school by our highly skilled teachers and learning support assistants. We accept only the very best for and from all of our pupils, fostering high expectations of what can be achieved. We believe that all children can succeed given the right support, opportunities and learning environment. Yet at the heart of our practice are the core values of our 5R's – readiness, respect, resilience, reflection and responsibility– as we understand these to be key to future success.

Unlocking potential and removing barriers to learning is the promise and commitment of our school. We work in partnership with families to make high aspirations a reality for every child.

Values

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. At Bridgewater the 5 R's Readiness, Resourcefulness, Resilience, Responsibility and Reflectiveness underpin all that we teach.

Our curriculum reflects the mission statement of our school.

We seek to:

- Make a difference in children's lives; see them grow and become confident young people by opening doors to new opportunities and ensuring choice.
- Foster a belief in achievement built upon aspiration so that all children enjoy learning and achieve across the curriculum.
- Cultivate talent by giving all children access to enjoyable, exciting learning opportunities with innovative challenges and experiences.
- Guarantee teaching and learning that ensures the basic skills in preparation for the future by developing successful, independent, creative, resilient thinkers.
- Provide a nurturing, stable, safe and friendly community built on mutual trust that promotes learning.

- Instil a determination to succeed by modelling and developing the continuous improvement of ourselves and others.
- Ensure children know their successes by promoting a sense of pride in all children's abilities and achievements.

Aims and Objectives

The curriculum, whilst paying due regard to achieving improved standards in English and Maths, is also a broad, exciting and challenging curriculum. At Bridgewater Primary school, we strive to educate the 'whole child'. We wish to provide them with an education that not only equips them with the skills to achieve academically but one that provides them with developments in their spiritual, moral, social and cultural beliefs and promotes fundamental British values.

We do this by:

- Providing a fun, stimulating and challenging learning environment
- Reflecting our high expectations through encouraging independent learning and self-discipline. Establishing a mutually supportive partnership in which parents, carers, governors and staff share responsibility for the education of our children.
- Promoting an awareness of and respect for a diversity of cultures, values beliefs and abilities.
- Working together to create a caring community of learners where every child feels safe and valued. Ensuring that all children have appropriate and equal access to the curriculum.

Implementation

As a maintained school we are required to implement the National Curriculum, provide religious education, sex education and collective worship. Games activities are compulsory and children take part in competitive games, when appropriate, during Key Stage 1 and Key Stage 2. The curriculum is organised according to three key stages, Foundation (age 3 –5), KS1 (age 5-7) and KS2 (age 7-11).

We plan our curriculum in three phases:

Long Term Plan

These indicate what areas are to be taught to which groups of children over the school year.

Medium Term Plan

These select the major areas of work from the long term plan to be taught over the period of a term and contain the detail of the work to be covered and the key skills to be taught.

Short Term

These are daily or weekly plans that detail how specific areas are to be taught and how to ensure each individual is learning. This includes; key skills, learning objectives, differentiation, and what the pupil outcomes will be.

Delivery

The school promotes active, independent learning, enabling pupils to pose their own questions and pursue their own ideas and issues. We encourage:

- Learning by discussion
- Variety in approach and delivery.
- Teaching that is directed towards an individual's needs and capabilities.
- Cross curricular approaches that blend several skills and learning objectives.
- Pupils to take responsibility for their own learning and have confidence in their own abilities.
- Teacher's promote the development of the 5R's within all aspects of teaching: reflection, resilience, resourcefulness, responsibility, reasoning

Subject organisation

The following subjects are in the main taught as discrete subjects as well as contributing to the creative curriculum;

Literacy/phonics

Mathematics

PE and Games

Science
Computing
Music
RE
Spanish (KS2)

The Learning Challenge Curriculum

At Bridgewater the following subjects are mainly taught through our creative Learning Challenge curriculum.

History
Geography
Art
Design Technology
Computing (some discrete lessons)

- The Learning Challenge concept is built around the principle of greater **learner involvement** in their work. It requires deep thinking and encourages learners to work using a question as the starting point.
- In designing the curriculum, Bridgewater teachers and learners are using a **prime learning challenge**, expressed as a question, as the starting point. Using the information gained from pre-learning tasks and the school's context a series of **subsidiary challenges** are then planned. Importantly the learning challenges need to make sense to the learners and it is something that is within their immediate understanding.
- Pre-learning tasks** ensure that learners are directly involved in the planning process. Well planned pre-learning tasks should help to bring out what learners already know; what misconceptions they may have and what really interests them.
- WOW days**- We start each topic with an experience to engage and excite the children. These include dress up days, visitors and drama workshops.
- Reflection** - We end each topic with a reflection activity these include exhibitions, stories, art work, songs and movies.
- Continuity and progression in the curriculum is built around a set of matrices known as key skills. These are broken into year group expectations and have additional challenges for able learners. This allows Bridgewater to guarantee that the learner's essential skills are being developed , alongside National Curriculum requirements (where appropriate).
- In addition, there is an expectation that teachers **apply English, mathematics and ICT** skills where it is appropriate to do so.
- Time for learners to reflect or review their learning is central to the whole process. This is in keeping with the 'Learning to Learn' principles where **reflection** is seen as a very important part of individuals' learning programme. The idea is that learners present their learning back to the rest of the class making the most of their oracy and ICT skills to do so.

The Foundation Stage

At Bridgewater we use a variety of teaching and learning styles to meet requirements of the Foundation Stage curriculum, 'Development Matters in the Early Years Foundation Stage.' This national guidance identifies what children should achieve across seven areas of learning and provides a development pathway for each area.

(See Early Years policy)

Children with Special Needs, including Able, Gifted and Talented

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEN policy. We always provide additional resources and support for children with special needs. If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. Support staff or

specialist teachers may be used to assist the child. . We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.

If a child is working above the level of what is expected for someone in their year group they will be given open-ended questions and tasks and encouraged to follow lines of thought independently, broadening and applying their knowledge. (See SEN policy)

Environment

We promote a caring, sharing, healthy environment for our pupils.

Extra-curricular Activities

Activities outside formal classroom sessions provide an important opportunity for pupils learning and development and we support and encourage such activities, as our resources allow. We offer a wide range of activities to suit the interests and abilities of all children.

Impact (Assessment)

Children's progress is constantly monitored through a programme of continuous assessment, both formative and summative. Children are assessed against Year group expectations. Pupils are also assessed according to the requirements of the Foundation Stage and Key Stages 1 and 2 of the National Curriculum, at ages 7 and 11. The results of these assessments are reported to parents. (See Assessment policy)

Roles and Responsibilities

- The Head teacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:
- The Assistant Head teacher co-ordinates the work of the subject leaders and ensures that the curriculum has progression and appropriate coverage;
- Subject leaders are responsible for the long term plans and liaising with class teachers over the content and delivery of the medium term plans. They evaluate and monitor standards in their subject;
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class.
- The assessment manager ensures that the progress of each pupil is tracked and that there is appropriate challenge support and intervention;
- The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the Head teacher's report.