



Curriculum Policy

Approved by SLT on:

28th January 2020

Review Date:

Spring Term 2021

Barley Lane Primary School Curriculum Policy

Curriculum Intent

At Barley Lane Primary School, we aim to provide a wide range of learning experiences that help children to learn more, remember more and make connections across subjects. It is designed to empower our children to develop an understanding of their place in the world, which is strengthened through their knowledge of how past generations have shaped their present lives. To achieve this, the curriculum is centred on humanities topics, incorporating key quality texts and a ‘big question’ for each topic. We aim for our children to become resilient, well-rounded individuals with a strong sense of self, developed through the culture and values of their community.

We aim to **B**elieve in Ourselves, **L**earn together, **P**ersevere and **S**ucceed. In order to achieve this, and to achieve national standards for all of our children, we aim that our children:

- communicate clearly and respectfully
- have a good knowledge of the world and how history has impacted on this
- develop cultural appreciation through rich and valuable experiences
- celebrate British values which includes knowledge of places in England, especially London
- show resilience, especially when faced with new situations

Our curriculum is underpinned by our five core values: Compassion, Honesty, Respect, Responsibility and Resilience. We aim to widen the life experiences for our children, with a particular focus on cultural and creative experiences. It is our intention that we provide regular opportunities for our children to visit different places of interest, experience the work of different international artists and to visit museums and places within their locality. These are designed to be memorable learning experiences which help to build character.

We aim for our children to develop the following attributes whilst at Barley Lane Primary School:

Personal attributes <i>(including managing own self, behaviour, emotions, learning)</i>	<ul style="list-style-type: none"> • To be articulate: speaking and expressing themselves well • To be ambitious and have positive goals • To be independent • To be confident in different situations and demonstrate resilience • To develop own opinions backed by own depth of understanding • To have a strong self-awareness • To handle money with confidence • To keep themselves safe in different situations e.g. on the Internet • To understand boundaries
Attitude towards learning	<ul style="list-style-type: none"> • To be inquisitive and curious • To be critical thinkers • To be analytical and questioning; not always just accepting • To make links between different curriculum areas and the wider world • To be open to new experiences and to try new things
Relationships with others	<ul style="list-style-type: none"> • To be well rounded and able to socialise but also to focus on what matters • To be loving/caring of others

	<ul style="list-style-type: none"> • To develop strong friendships • To be mindful and show empathy towards others • To be respectful towards peers, adults, other cultures and religions
Knowledge of the world	<ul style="list-style-type: none"> • To have good general knowledge and knowledge of the local area, Great Britain and the geographical features of this country • To have a wider knowledge of the world and be inspired to travel • To be global citizens, aware of the impact of different things on the planet • To know about important buildings, landmarks and features of different countries across the world
Experiences	<ul style="list-style-type: none"> • To have happy memories of school • To have experiences that are inspirational and emotionally enriching • To experience trips and visits to a variety of places e.g. countryside, seaside, train stations, care homes, concert halls, theatres • To experience the many different cultural institutions which London has to offer, including museums and art galleries • To understand our school values, ethos and culture

Curriculum Implementation

All pupils are taught by their class teacher for the majority of the time. Specialist teachers cover PPA lessons providing high quality PE, French and music teaching. Teachers ensure that they provide a variety of teaching styles to address the needs of all learners and that all children have a wide and varied curriculum. Some lessons in Year 6 are taught in ability groupings in order that needs are more closely met and in preparation for the teaching style in Secondary School. We aim to ensure that teachers become experts in the subjects they teach through our CPD programme, subject leadership, curriculum teams and wider discussions on pedagogy.

Reading is at the heart of our teaching. Our climate of reading starts with high quality phonics teaching in the Foundation Stage and Key stage 1. Throughout Key Stage 2, the Reciprocal Reading approach has been adopted to explore wider aspects of reading, especially for enjoyment. All classes have a class story time at the end of the day to appreciate different authors and staff aim to make this as enjoyable as possible for the children. We recognise that the ability to read fluently is key to all other aspects of the curriculum, allowing children to write well, reason in maths and develop knowledge of historical and geographical concepts.

Alongside the humanities-based focus, each year group has a question that will be used as a focal point for each topic. This will allow the children to explore the social, emotional, moral and cultural aspects of the topic. Linking the text and focus question to the topic helps the children to understand aspects of learning and makes the learning experience memorable. Teaching the key vocabulary linked to the different areas of the curriculum is a priority in developing the children's spoken and written language.

Religious Education is taught following the Redbridge agreed syllabus and is vital to the community in which the children live for them to have an understanding of the religions in our school.

Curriculum Impact

The impact of the curriculum at Barley Lane will be evident as the children will have a deeper understanding of the world around them through the topics they have studied. All children, including those children with SEND, will have had a wider range of experiences and will transfer their knowledge and skills to new situations and other curriculum areas. This will, in turn prepare children for the next stage of their learning.

Some children will have a greater depth of understanding of what they have learnt. A larger number of children will be meeting National Standards in reading, writing and maths.

In order for the children to understand and remember what they have learnt, areas of learning are revisited over the year and across year groups. We evaluate our curriculum on a half-termly basis and assess how it is enabling our pupils to develop their understanding.

Children are to be tracked carefully by teachers to ensure that they have understood what they have learnt. Members of the SLT, Year Group leaders and curriculum leaders monitor the delivery of our curriculum and teaching and learning in different year groups. This, coupled with our formative and summative assessments, enable us to have a dialogue which indicates how best to adjust our delivery of the curriculum.