

# **ATTAIN ACADEMY PARTNERSHIP**



## **Curriculum Policy**

**For**

**Bocking Primary School**



**January 2022**

## Contents

Vision and Purpose .....	3
Roles and Responsibilities.....	4
Progression and Inclusion .....	5
Equality Impact Assessment Statement .....	5
Monitoring and Review.....	5

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## Curriculum

Attain Academy Partnership - **'Working together towards success for all'**

### Vision and Purpose

Attain Academy Partnership aims to provide an outstanding education for all children in all schools, relevant to the world in which they live. We would like all members of Attain to become:

- Ambitious, capable learners who are resilient and independent
- Enterprising, creative contributors who have a real love of learning
- Ethical, informed citizens who value differences and inclusivity
- Healthy, confident individuals who contribute to a mutually supportive environment

At Bocking:

Our curriculum has been created to ensure our children are prepared for learning beyond their time at Bocking Primary. Based on the national curriculum requirements, it is inspiring and exciting and we ensure that we build on each child's strengths and are inclusive of all learners. Our curriculum develops our children's essential knowledge, skills and understanding which will ensure that they are equipped for lifelong learning.

We believe that our children deserve every opportunity to develop their knowledge and understanding of the wider world through real-life experiences and cultural enrichment. By providing a safe environment where children can grow in confidence, will enable them to become independent learners and thinkers who are proud of their achievements. Improving outcomes for all learners is fundamental to our curriculum design and implementation. Alongside this focus on academic outcomes, our curriculum is designed to develop the whole child.

We aim to:

- Encourage empowering partnerships between all learners in the school (pupils and staff)
- Ensure the statutory entitlement of every pupil to a balanced provision of all subjects within the National Curriculum is met
- Ensure all pupils achieve well in all aspects of the curriculum so that they leave Bocking fully prepared for the next stage of their education
- Facilitate children's acquisition of ideas, knowledge, skills, mindsets and qualities of character, which will help them to develop intellectually, emotionally, socially, physically and morally

Through our broad curriculum, new learning and opportunities to take risks will help to build resilience, curiosity and originality to ensure that our children have the resilience to learn from their mistakes, have the ability to be active learners and have the social skills to be respected and caring members of their community.

It is important that our curriculum for Key Stage 1 builds on the child-initiated ethos of the Early Years Foundation Stage principles. Pupils should be active partners in developing the curriculum. Their questions, interests and ideas are therefore utilised to develop and enhance planned learning experiences.

Throughout Key Stage 1 and Key Stage 2 a wide variety of teaching and learning approaches and styles are used to promote pupil engagement with the curriculum. Staff regularly utilise a range of high-quality resources to encourage independent learning and inspire pupils. The use of the whole school environment, both inside and outside, is also used regularly to enrich the curriculum. We take advantage of partnerships with the parent, local, national and global communities when these will create real and meaningful contexts within the curriculum for the pupils. This is done through real and virtual experiences that enable pupils to have valuable experiences without physical barriers.

The varied pedagogical approaches used to deliver the curriculum also support the development of learner skills. For example, children are given opportunities to learn collaboratively with their peers, this is then embedded through regular, independent practice. Whilst most subjects are taught thematically, encouraging learners to make links across subjects, some areas of study are more appropriately taught discretely, such as MfL, computing or music.

Learners will develop the skills of enquiry and critical thinking across subjects such as history, RE, English, science and geography and, alongside the arts, develop and embed a rich and ever-growing vocabulary. We recognise the importance of tailoring our curriculum to the needs of the learners and families in our school community. We therefore ensure that there is a focus on vocabulary development and enrichment across the curriculum in all year groups. This is taught through drama, as well as being embedded in our English lessons in the classroom. Our curriculum is designed so that Personal, Social, Health and Emotional learning (PSHE) runs through all topics. We also look continually for new opportunities to engage parents and carers with their child's learning, through homework, clubs and regular celebrations of learning throughout the school year.

## **Roles and Responsibilities**

The Headteacher maintains an overview of the curriculum provided by the school and works in partnership with the Senior Leadership Team on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors.

Subject Leaders ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews. Subject Leaders review the progression maps to ensure that pupils' learning becomes increasingly more challenging as they move through the year groups, and to maintain an overview of standards within their subject.

Subject Leaders also produce action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues.

Class Teachers have the final responsibility to produce class specific, medium and short term planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. Class teachers should ask for guidance from Subject Leaders when appropriate and are required to ensure all provision promotes an inspiring and exciting curriculum.

Underpinning everything we do in our curriculum are our values;  
I am: **Ambitious, Respectful, Responsible, Engaged and I Persevere**

## **Progression and Inclusion**

The curriculum in our school is designed so that it is inclusive and accessible by all children. We are committed to ensuring that our children have access to all aspects of school life and are given the best opportunities to progress academically, socially and emotionally.

Most children's needs can be met through quality first teaching. Where a child has additional needs, adaptations and reasonable adjustments are made to the curriculum to meet their particular needs. For the small amount of children who do not make progress despite the adjustments, they are added to the SEND (Special Education Needs and Disability) register. Children on the SEND Register will receive further additional support as appropriate and details can be found in the SEND Policy with additional information relevant specifically to Bocking Primary School contained within the Bocking Primary School Information Report.

The school is committed to ensuring equal opportunities for all its pupils irrespective of race, gender, disability, religion/belief, sexual orientation, age or socio-economic background.

The following policies are an integral part of how the school manages inclusion and accessibility to its curriculum:

- English as an additional language policy
- Policy on equal opportunities
- Equality policy
- Policy on the administration of medicines and management of children's illnesses
- SEND policy
- Teaching and Learning Policy
- Inclusion policy

## **Equality Impact Assessment Statement**

All pupils, irrespective of race, gender, disability, cultural background, sexual orientation, age or socio-economic background or religion/belief have the right to access a curriculum, which is broad, balanced, relevant and coherent, and meets statutory requirements. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it does not prioritise or disadvantage any pupil and it helps promote equality at this school.

## **Monitoring and Review**

At Bocking Primary School, the Governors and staff are committed to "working together towards success for all". The whole staff works together to create a school

community based on mutual respect, trust and cooperation and strives to achieve the best possible results.

The Local Governing Body has a core focus of appraising learning, standards and attainment. Governors are well informed of the current school context and staff and governors are proactive in arranging visits to the school. Linked to the objectives in the SIP they feedback from their termly visits based on a programme of pupil perceptions, work scrutiny, lesson observations, data analysis and climate walks and meeting with staff.

A highly constructive and ambitious dialogue has been created between the staff and the Governing Body. This dialogue allows the governors to have a deep understanding of performance data and hold the school to account in a supportive, yet challenging, way.