



South Baddesley CE Primary School – Curriculum Policy

We explore, achieve and learn together

Our curriculum intent

The curriculum at South Baddesley, which encompasses both the taught subjects, wider opportunities and ethos, reflects our vibrant learning community, rich locality and values-led ethos.

Our curriculum recognises our identity as a small Church of England school, alongside our unique relationship with the Pylwell Estate and rural heritage. The work of our school both celebrates and cherishes this context, as well as using it to enhance our pupil's learning experiences.

This curriculum follows the National Curriculum and sets high expectations for all learners regardless of their starting points. At South Baddesley we promote positive attitudes towards learning within a 'knowledge-based' curriculum.

We engage with research and evaluative practise. We have developed lasting relationships with our local universities and ITT providers through the Halterworth Teaching Alliance.

What is unique about our curriculum?

Christian Values:

Our Christian values of *Respect and Trust, Courage and Perseverance and Trust and Peace* form the foundations of this curriculum. The integration of these values into the curriculum strongly supports children's social, personal and emotional development. Through our values we provide strong spiritual, moral, cultural and social opportunities within a framework of British Values.

Community and Family:

Helping children to become confident, tolerant individuals who make a positive contribution to both their immediate and wider communities is part of our core focus. We work with children to recognise their own unique qualities as well as the role they play within a community. We focus on providing children with the necessary skills to form and nurture positive relationships with others.

Love of the outdoors:

We benefit from being located in a place rich with geographic variation and spaces for exploration. We use Woodland School as a driver for our EYFS and year 1 science curriculum, and include opportunities for outdoor learning throughout KS2 so that our children can be both knowledgeable about the world they live in and sustainers of the planet.

Creativity:

Our children are deeply creative! We love to encourage and inspire their natural curiosity. Our curriculum is rich in opportunities for art, music and design. Often this is through specialist skills teaching or links with the wider community, for example

Bournemouth Symphony Orchestra or STEM projects based at Southampton University.

Literature:

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." ..(Dr Seuss). High-quality literature is at the heart of much of our curriculum work. Literature helps to engage pupils in the world they live in – finding out about different global communities, values, viewpoints and experiences. Enabling our children to love reading gives them a rich tapestry of imagined experiences to grow from and seek pleasure from.

Teaching and Learning Strategies:

The South Baddesley curriculum is designed to engage and inspire children at the start of their life-long learning. It is based around the acquisition of knowledge and the application of core skills across subjects.

We use core teaching and learning strategies (*pre teaching, visual and concrete resources, collaboration and feedback*) to deliver this curriculum. Within this *pupil voice* takes high priority and informs the shape and evaluation of the learning journey. We aim for our children to hold lasting memories from all of their learning and to be able to evaluate the impact it has on them as individuals.

Implementation:

Our curriculum design is established through a coherent and progressive long term plan. This long term plan matches both the intention of the curriculum and the unique class organisation.

We run a two year cycle in key stage one, a three year cycle in years 3, 4 and 5 and a one year cycle in year 6.

These cycles also enable opportunities for classes to work collaboratively, meaning that staff are able to plan joint projects and children are able to share and develop their learning as a community.

Our long term provides a coherent structure for making links across subjects, so that skills can be reinforced and deepened in different subjects. Furthermore, the plan identifies how enrichment activities, visits and visitors can be used to stimulate and/or enhance learning in such a way that it is meaningful to our pupils.

We consider that through our curriculum implementation there are core skills that run throughout all subjects. These are:

Core skills:

- ✓ reading
- ✓ writing
- ✓ drawing
- ✓ number and statistics
- ✓ computing and
- ✓ problem-solving, reasoning, creation and design.

In addition to this we have identified core skills for each topic. These are:

INSERT TABLE AFTER INSET.

The implementation of our curriculum recognises the principles in key SBS policies and practices:

- ✓ Feedback Policy
- ✓ Collective worship Policy
- ✓ RE Policy
- ✓ Sex and Relationships Policy
- ✓ Behaviour Policy
- ✓ SEND Policy

As well as, unique ingredients to the SBS culture:

- ✓ Learning Circles
- ✓ Community Worship
- ✓ Pupil roles and responsibilities (Young First Aiders/ garden/ worship monitors/ buddies)
- ✓ KS2 rotation afternoon
- ✓ Church services and Celebration Assemblies
- ✓ Sport and residential activities
- ✓ Pupil led Open Afternoons and contribution to annual reports

At South Baddesley, we look for innovative support when planning our curriculum. We use the Voyagers resource as a starting point for History and Geography and Rising Stars for Science (KS1) and Computing. We follow the Living Differences, Hampshire's agreed syllabus and Understanding Christianity for RE.

In addition we also seek ideas from the Geography and History Associations, as well as organisations that provide rafts of education resources. For example we have used resources from the Natural History Museum and used their Virtual Workshops as a way to inspire further learning.

We start each topic with a HOOK to engage our learners and we work towards a TOPIC OUTCOME. Across the year we produce a range of outcomes, these include written, verbal, design and physical.

We record our learning in *project books*, these include pupil evaluations and feedback from parents and carers.*

Impact

We measure the impact of our curriculum in a variety of ways. This includes:

- ✓ Pupil outcomes in reading, writing and mathematics
- ✓ The assessment of RE
- ✓ Pupil feedback and evaluation at the end of each science and topic unit
- ✓ Feedback from parents via questionnaires and report slips
- ✓ Pupil questionnaires and interviews

We evaluate the quality of our curriculum work through regular monitoring activities, including:

- ✓ Pupil conferences
- ✓ Learning walks and lesson observations
- ✓ Book looks and
- ✓ Data analysis

We compare the quality of our work with other schools and always seek to find new partners to engage in curriculum review with.

Policy reviewed January 2019

Date for next review: September 2021