



Introduction

In Beech House the “Curriculum” is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the EYFS framework and the KS1 academic curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children’s experience. It also includes the wider curriculum – i.e. the skills and attitudes that the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible, independent people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We seek the highest standards of attainment for all our pupils. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent, reflective individuals who have a love of learning.

Our Curriculum allows our children to:

Be Curious	Be knowledgeable	Be adventurous	Be ambitious	Be positive
Be Creative	Be collaborative and caring	Be reflective	Be independent	Be resilient

Aims and Values

The Beech House curriculum is underpinned by the aims and values that we hold dear at our school:

Bolton School Aims

Bolton School seeks to realise the potential of each pupil.

We challenge, encourage initiative, promote teamwork and develop leadership capabilities.

It is our aim that students leave the school as self-confident young people equipped with the knowledge, skills and attributes that will allow them to lead a happy and fulfilled life and to make a difference for good in the wider community.

We do this through offering:

A rich and stimulating educational experience which encompasses academic, extracurricular and social activities, a supportive and industrious learning environment for pupils selected on academic potential, irrespective of means and background.

We value children’s uniqueness, we listen to the views of individual children, and we promote respect for our diverse culture.

- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding amongst all.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We aim to reflect fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

Therefore we aim to:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy, speaking and listening and information and technology (ICT);
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage and values;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

Organisation and planning

In the Foundation Stage, and at Key Stage 1, we adopt an inter-disciplinary topic approach to curriculum planning with clear planned progression in all curriculum areas.

KS1

In KS1 we plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term. We review this long-term plan on an annual basis. Staff carefully consider how to develop the 'Key Learning' for each age group over the term, ensuring that pupils work towards the end of year expectations for each year group. Literacy units often complement the overall theme so that writing opportunities can be cross curricular. However phonics, grammar and spelling are taught discretely. Numeracy is also taught discretely and covers all the required mathematical learning with an emphasis on using and applying the skills learnt.

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. Subjects include: Science, Geography, History, Design Technology, Art, Computing/ICT, PSHE, RE.

PE, French and music are taught by subject specialists ensuring high quality, focused tuition.

Our short-term plans are those that our teachers write on a weekly and daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use.

Assessment takes a number of forms over the year and is always used to promote further learning. Teachers always have clear objectives so that they can assess how a child has progressed. Future planning and individual targets take this into account. Marking and feedback aid learning and pupils are encouraged to take an increasingly proactive approach to their own learning through self-assessment. Teachers maintain a detailed record of their pupils' achievement and track all pupils to ensure progression. The following grading system is used against the end of year 'Age Related Expectations' - Well below, emerging, developing, secure, exceeding.

Summative assessment is also occasionally used (e.g. spelling tests, end of unit assessments).

At the end of the year the pupils' achievements are passed up to the next year group to aid smooth transition.

All teachers aim to enrich the children's learning through providing ample opportunities for relevant trips and visitors to complement the topic. These range from local walks to visiting ballet companies etc. The children are also taught basic skills in French by a native French speaker and are given the opportunity to learn piano, cello or violin in year 2.

The Foundation Stage (Please see the EYFS policy for additional details)

Our curriculum meets the statutory EYFS Framework and the Development Matters Guidance requirements. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences whilst identifying and developing the children's 'Characteristics of Effective learning'.

Our school fully supports the principle that young children learn through play, and by accessing well-resourced enabling environments which allow for a balance of child initiated and structured activities.

Teaching in the EYFS builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

At the start of the year the teachers assess the children in order to ascertain a 'Baseline', from which to build on. They also assess the skills development of each child on a termly basis, and record this in the Foundation Stage Profile. Ongoing observations are also carried out and these then build into the children's 'Learning Journey'. These assessments form an important part of the future curriculum planning for each child.

We are well aware that all children need the support of both the families and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing. We also ensure that all our children have a smooth transition into Year 1 and that the staff have a comprehensive picture of each child's achievements and characteristics of learning from which to build on.

The curriculum and inclusion

The curriculum in our school is designed to be accessed by all children who attend.

If children have additional needs, our school does all it can to meet them. Additional needs may include: Children with Special Educational Needs and Disabilities, pupils who have English as an additional language, children who are experiencing trauma in their lives (e.g. bereavement) and children who are seen to be very able or talented.

Special Educational Needs and Disabilities (SEND): We comply with the requirements set out in the current SEND Code of Practice. If a child displays signs of having additional needs, then his/her teacher makes an initial assessment and decides upon the most appropriate means of meeting these. In most instances the teacher is able to provide the resources and educational opportunities to meet the child's needs, within normal class organisation.

If the child's needs cannot be met within normal classroom differentiation further intervention will be put in place and the child's progress closely monitored. At this stage an Individual Educational Plan (IEP) may be required. This sets out the nature of the additional need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. If a child's need is more severe, we may involve appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs and will endeavour to seek advice where appropriate, moving towards statutory assessment if required.

Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, teaching materials may be adapted or particular resources purchased.

English as an additional language (EAL): Some of our pupils speak English as an additional language and so may require additional support. All our pupils benefit from a language rich environment and our small classes and high staff ratios enable them to be taught in appropriate small groups. We aim to celebrate our pupils' cultures through providing labels/ resources in additional languages. The pupils' progress is tracked and any highlighted concerns would be acted upon immediately.

Gifted and Talented (G&T): We identify pupil's abilities through detailed formative and summative assessment and tracking. Therefore pupils whose abilities are seen to be well above average are always noted. Staff will support the pupils in various ways (in addition to a fully differentiated curriculum)

- Provision of challenging problem solving activities which stretch learning.
- Providing opportunities which encourage different skills (e.g. team leading)
- Signposting clubs etc. where talents may be further developed (e.g. sport)
- Provide opportunities to work with children in a different year group (e.g. in maths)

Pupils who may be experiencing trauma: Unfortunately some pupils do experience traumatic events and the school will always support them and their families through these times by providing bereavement counselling etc.

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area and identify areas for development;
- Provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement. The subject leader may also keep a portfolio of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

Reporting to Parents

Over the year we offer a number of formal opportunities for parents to discuss their child's progress with the class teacher. We also send out two summary reports and an end of year full report. However we have an 'open door' policy and aim to have ongoing discussions with parents to ensure that the children are always fully supported and parents fully informed at all times.

Monitoring and review

The Headteacher is responsible for the day-to-day organisation of the curriculum. The Headteacher monitors the plans for all teachers, ensuring that all pupils are receiving a broad, balanced and progressive curriculum, and that all lessons have appropriate learning objectives. A termly monitoring time table which includes lesson observations, work scrutinies and pupil progress meetings ensures all pupils make good progress. A termly detailed tracking system also ensures that pupils' progress is clear and that identified groups such as those who have English as a second language are making also making good progress.

Policy review date	September 2017
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Policy written by	Tracey Taylor – Head of Beech House
Effectiveness of policy reported to	Miss S Hincks – Headmistress of Bolton School Girls Division