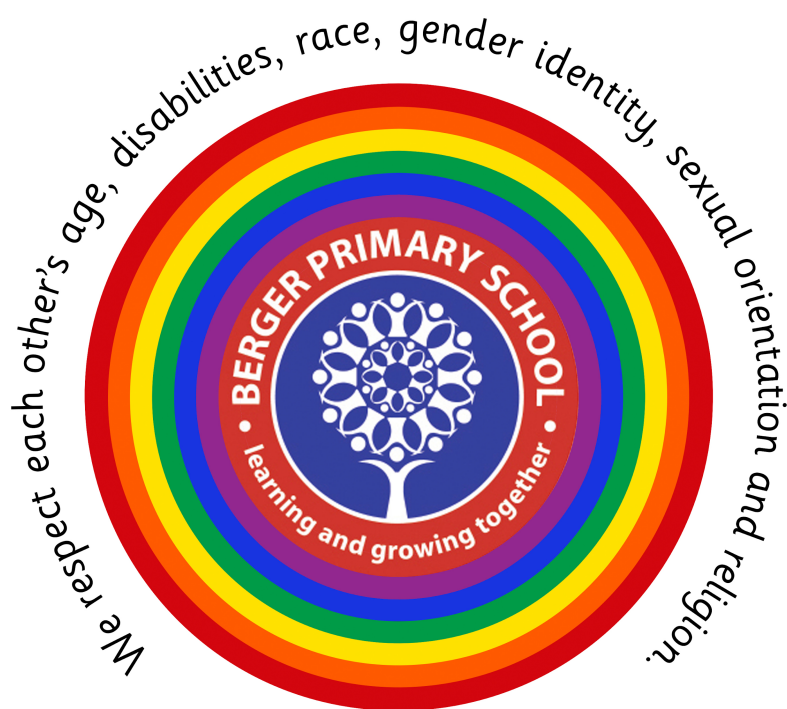


Curriculum policy

Berger Primary School



Approved by: John
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Contents

1. Curriculum aims	2
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Organisation and planning	5
5. Inclusion	5
6. Monitoring arrangements	6
7. Links with other policies	6

1. Curriculum intent

At Berger Primary School our Creative Curriculum provides children with engaging lessons with an emphasis upon practical and stimulating learning experiences. It does this whilst supporting them to make connections, develop skills and build knowledge so that they become resilient, creative and independent learners. The arts are utilised as a lens through which children's learning is enriched.

We aspire for Berger children to be reflective and resilient lifelong learners with the confidence, skills and knowledge needed to solve problems effectively. Our children are diverse, curious and creative. Berger's curriculum builds upon and enhances their cultural capital, experiences and communication skills. Explicit links between areas of learning and the arts allow us to broaden their horizons through accessible lessons and making learning exciting.

When creating plans, we consider the National Curriculum and children's learning journeys as a whole and have designed learning to develop; lesson on lesson, term on term, year on year. Planning revolves around enquiry questions and is structured to begin with, and build towards, both written and creative outcomes. Children's individual needs, abilities, interests and prior knowledge drive their learning.

Through Berger Together and the teaching of Philosophy for Children our curriculum challenges discrimination, promotes inclusivity and embodies both British values and the United Nations' Convention on the Rights of the Child. Having a curriculum which champions the diversity of our community enables all our children to celebrate who they are.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It fulfills its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

- The Curriculum is overseen by the Creative Arts Director (CAD) with responsibility for the arts in the curriculum as well as oversight of planning, implementation and monitoring.
- There are subject leaders for each subject who work closely with class teachers and the CAD to ensure connection, coverage and progression across the curriculum. Regular meetings where action plans are created and monitored ensure that subject leaders are accountable.

The CAD, subject leaders and senior leaders work together to:

- Develop and monitor whole school and year group topics.
- Support teachers and subject leaders with teaching and learning
- Oversee and develop resources
- Monitor and evaluate curriculum implementation through classroom observation, planning, work scrutiny and pupil voice
- Keeping staff up to date through staff meetings, INSET and regular email communication
- Keep governors informed
- Enrich the curriculum by establishing partnerships with outside organisations and individuals, including artists
- Enrich the curriculum by ensuring out of hours opportunities are provided for children

4. Organisation and planning

At Berger, the curriculum is delivered through Enquiry Questions. Each year group has an overarching question each term / ½ term and further enquiry questions specifically linked to subject areas. These questions are reviewed annually and have been adapted to reflect our school community, locality and our PSED duty (Berger Together). As much as possible, objectives are taught through the 'lens of the arts', utilising the arts, outdoor space and engaging media.

Foundation subject leaders have mapped the curriculum objectives to ensure coverage, progression and opportunities for connection with other areas.

There are curriculum 'maps' for each year group for each ½ term and objectives documents to expand on these maps. At the end of each half term, these are reviewed and highlighted by class teachers. This highlighting is then checked by the CAD and where there are gaps, teachers are supported to pick these up by their phase leaders and subject leaders. Teachers also list children who have achieved above and below expectations in foundation subjects in order that patterns may be identified - where children might need support or additional challenge.

The maths curriculum follows the Mastery approach and planning and implementation are monitored by the maths lead with support from SLT and the CAD.

The writing curriculum is mapped across the year to tie in to foundation enquiry questions and to ensure genre and SPaG coverage. Planning and implementation are monitored by the writing lead with support from SLT and the CAD.

The PHSCE / RSE curriculum follow separate overviews and themes but is linked to the wider curriculum wherever possible and is monitored by the PHSCE coordinator with support from SLT and the CAD. The RSE curriculum is set out in the RSE policy.

Planning Expectations

Teachers are expected to complete a medium term planning grid which establishes a ½ termly structure of beginning with a WOW day, building knowledge and skills and concluding an enquiry with a shared, creative outcome. These plans are monitored and supported by the CAD and SLT.

They are expected to adapt their weekly timetable to show the subjects and objectives being covered each week.

Daily planning is done and resourced on 'flips' (digital files).

See our EYFS policy for information on how our early years curriculum is delivered.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving – teachers are expected to note how this will be achieved on their medium term plans.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of Equality, Objectives and Compliance policy, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits
- Presentations from subject leaders
- The head-teacher's report

SLT, the CAD and subject leaders monitor the way their subject is taught throughout the school by:

- Learning walks,
- Book looks,
- Pupil conferencing
- Looking at planning

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 2 years by the CAD and curriculum committee. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Marking and feedback policy
- SEN policy and information report
- Equality, Objectives and Compliance policy
- PHSCE / RSE policies