

Burton Leonard Church of England (VC) Primary School



Curriculum Policy 2020-2023

The school curriculum comprises all of the learning and other experiences offered to every pupil at Burton Leonard Church of England (VC) Primary School. This policy needs to be read in conjunction with the Teaching and Learning Policy, SEND Policy, More Able Policy, Assessment Policy and subject specific policies.

Aim

The curriculum offered by Burton Leonard Church of England (VC) Primary School will promote:

- The highest standards of achievement by all pupils, regardless of ability, ethnic origin, gender or social background;
- Pupils' spiritual, moral, social and cultural development, preparing them for life as effective British citizens, able to respond positively to the opportunities and challenges of a rapidly changing world;
- A commitment to lifelong learning;
- The key priorities in our school curriculum have created a personalised experience for the children in our local community.

What is the intent of our curriculum?

Our curriculum intent is linked to our vision 'Inspire, Believe, Respect, Achieve – Together We Shine'

A place where everyone matters and we happily flourish in our Christian community

What is the intent of our curriculum?

Inspire: To inspire enthusiasm for learning for life; to provide an inspirational range of experiences to develop the whole child both inside and outside the classroom; To inspire and develop robust and resilient problem solvers who understand the importance of collaboration and teamwork in the pursuit of success.

Believe: To create rounded children for the future; responsible, well-adjusted, polite, independent learners who are self –motivated and life-long learners; to promote belief in ourselves, belief in others, confidence in the truth and confidence in ourselves to overcome challenges.

Respect: To actively teach consideration and respect so that it permeates our lives and the lives of others; to help and serve others

Achieve: To set our goals, to put in effort, skill and courage into our accomplishments and persevere to attain the best possible outcomes; to provide a progressive sequential curriculum across all subject areas and to cater for each and every child who enters our school all terms of knowledge, skills and abilities – the bar is set high and differently for everyone.

Curriculum implementation

The school ensures implementation of the national curriculum through careful planning and a programme of monitoring by the Head teacher and subject leads, supported by the governing body.

Our rich curriculum is designed around thematic units which allow us to meet the statutory requirements of the national curriculum. The thematic units will reflect pupil voice through discussion and pupil input into medium term planning. The key priorities listed previously will be a focus; planning specific sequences of knowledge and open-ended learning opportunities which will allow children opportunities to develop these skills and attitudes. Breadth and balance will be ensured through careful planning to ensure the themes are varied and provide a range of foci as children move through each year group. Our aim is to know more and to remember more.

Spiritual, Moral, Social and Cultural aspects of learning underpin all aspects of school life and the values of the school. The school places high value on the Personal, Social, Health and Economic education (PSHE) and citizenship when implementing the curriculum.

Religious Education is planned from the North Yorkshire Syllabus, using 'Understanding Christianity' units and linked with the thematic units wherever possible.

Development and revision

Our curriculum was reviewed and changed in the summer term of 2018 to reflect the cultural heritage of our pupils, including knowledge and appreciation of our heritage. During the academic year 2018-19 the school evaluated the effectiveness of the curriculum as a vehicle for raising standards and in delivering the key priorities. This policy was reviewed in 2019 and will be reviewed again in Autumn 2023 after a cycle of knowledge rich sequences of learning.

Adopted Autumn 2020
To be reviewed Autumn 2023

Amanda Tounson

