

Bournville School Primary Curriculum

Intent and Implementation.



Our Vision:

Here at Bournville Primary, the aim of our curriculum is to provide pupils with a meaningful education, which will enable them to gain skills, knowledge and understanding as they learn about themselves, each other, connect with the environment and thrive in the wider world.

Over this year we will be working to ensure our curriculum has been designed forwards, from the Early Years Foundation Stage through to Key stage 4. We want our pupils to develop an interest in and an understanding of the world from which their ancestors came and be inquisitive about and prepared for the world which has yet to be revealed to them.

At present the curriculum is thematic and is currently being redesigned at KS1 and KS2 around History and Geography's Big Questions, to provide cross-curricular links which will deepen pupils' understanding and spark their curiosity.

All pupils are taught the full-breadth of the National Curriculum by their class teacher. However KS3 and KS4 subject specialists deliver some aspects of the wider curriculum to KS2, such as Spanish, Music, Art, PE, Science and DT. We are committed to developing a creative curriculum, which we believe is integral to our overall academic achievement. We are developing a good range of after school clubs, to really enhance our wider curriculum offer.

Through our curriculum we want our pupils to develop a deep understanding of the community which the school is part of and also the wider area of Birmingham. By delivering the National Curriculum through the context of our locality, we know that our pupils will understand with confidence, learn quickly through high challenge and remember more.

Our curriculum will support our pupils to eventually become adults who can read easily, fluently, with good understanding and who have gained the habit of reading widely and often, for both pleasure and information. Through our carefully planned themes, well-chosen resources and trips carefully chosen to enhance our curriculum, we will foster in our pupils, an appreciation of our rich and varied literary heritage.

Acquisition of a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language, is at the heart of our English curriculum. Pupils writing clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences, are the outcomes we expect from the curriculum here at Bournville. Using discussion in order to learn, across the wider curriculum, will support our pupils to elaborate and explain clearly their understanding and ideas. We want our pupils to become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate, ready for their world beyond our school.

We want our pupils to develop a love for and an enjoyment of the wonders of the mathematical world, which will involve spotting patterns, making connections, and finding new ways of looking at things. We aim for our pupils to become creative mathematicians who can confidently play with ideas, draw pictures, have the courage to experiment and ask good questions. Our Maths' curriculum will ensure activities focus on developing problem solving, and encourage exploration and discussion. These rich mathematical tasks will

support our pupils to build perseverance and mathematical reasoning alongside mathematical fluency in the fundamentals of mathematics and an ever deepening conceptual understanding.

We regard outdoor learning as a purposeful and planned experience that includes discovery, experimentation, learning about and connecting to the natural world, as well as engaging in outdoor sports and adventure activities. We believe that developing both healthy minds and bodies are intrinsically linked. Our Forest School approach to outdoor learning is part of our curriculum from EYFS, right through KS1 and to KS2. Through creating opportunities across the key stages and appropriately across the curriculum we believe that outdoor learning will support and nurture the academic, social, mental health, wellbeing and personal development of our pupils. Through careful planning and in response to the needs of our pupils, our outdoor learning opportunities will enable them to gain skills, knowledge and understanding as they learn about themselves, each other and connect with the environment and the wider world.

How we deliver our vision:

Learning is sequenced in our subject overviews, year group overviews and then detailed lesson-by-lesson plans. This approach ensures we have a consistent approach to lesson planning and delivery. Learning takes place over a two week cycle to ensure that we are able to cover the wider curriculum thoroughly.

In Maths, we have a mid-term plan/unit of work which break down the topics into bite sized chunks of learning, designed to build up skills, knowledge and conceptual understanding. Misconceptions are identified daily, and this allows teachers to plan next lessons which challenge and support all learners.

In English, we follow a writing progression framework which allows skills to be gradually acquired and built upon over time within the context of a wide ranging genre. Teachers plan lessons with termly benchmarks in mind and writing is assessed regularly across each half term in subjects across the curriculum. This provides pupils with opportunities to apply what they have learnt in their English lessons in other contexts.

Reading: We start in Reception, using the 'Read Write Inc' phonics programme. Pupils learn how to 'read' the sounds in words and how those sounds can be written down. There are daily phonics activities either through continuous provision or small group phonics sessions. We make sure that each pupil is able to progress through each phase of sounds, words and alien words, at an individual rate to enable confident readers to make progress more quickly. We timetable phonics teaching at a consistent time, to enable best use of our resources and to benefit from flexible groupings

Once pupils can blend sounds together to read words, they practise reading books that match the phonics they know. We check our pupil's reading skills regularly so we that we can ensure they are in the right group. They will move to a different group if they are making faster progress. We use whole class shared reading as our primary way to teach reading for meaning. This takes place for 30 minutes every day, from Year 1 and we are proud of the time we have dedicated to this on our timetable! From Reception upwards, classes read shared texts where reading and writing combine, providing pupils with a deeper understanding of texts. Books are carefully chosen to meet the needs and interests of the cohort as well as complement and enhance our wider curriculum, with history, geography and social themes

We communicate each half term's earning to parents and carers through **curriculum overview letters**, which we hope will engage and encourage our families to support learning at home.

We use a direct instruction format for T&L, which we call **Teaching for Excellence**.

We use a system of live marking to provide **Feedback for pupils**. This means that misconceptions are addressed in a timely manner. We have started to use Whole Class Feedback books in some areas, such as English and History as a tool to aid planning and ensure gaps in learning are addressed more effectively.

In lessons, we check that climate is secured and pupils are learning, through **assessment for learning strategies**. These tell us if our pupils can recall prior learning and are designed to help them learn more and remember more. Before our pupils start their independent work, we typically check for understanding through asking questions as part of our Teacher Exposition. We also check learning during lessons to collect formative data in the moment. This helps us to know whether to move on or stop and address any trending errors.

We plan in opportunities throughout lessons for pupils to be able to respond to 'gap tasks' and complete their 'next times' to help us to close gaps in knowledge that are identified from pupils' work in books and to support pupils to increase and extend their understanding.

Pupils are set **frequent homework**. We know that best practice is knowledge retrieval and practice. It is focused on helping students to learn more and remember more by revisiting prior learning or consolidating current learning so it is transferred to long-term memory. Our homework policy is currently under review as we look at ways to improve how we can support retention of pupils' knowledge and skills even more.

Spiritual, moral, social and cultural development (SMSC) and Fundamental British Values (FBV) are incorporated into all aspects of school life, from lessons, assemblies to every interaction between members of our school community. Working together, we prepare our pupils for life in modern Britain.

In RE, pupils learn to express their views freely and to empathise as they learn about the six world faiths. This teaches them about the importance of respect and tolerance and we guard against radicalisation and extremism.

In Personal Development a key theme is studied every half term. Whilst following statutory guidance, we review the curriculum annually to ensure the needs of pupils are met and so we can help them to thrive and develop as citizens.

We carefully plan the essential knowledge that our pupils need in order to be **prepared for future success**. This is different in each subject. For example, in PE we teach skills such as team work, communication, listening and pupils enjoy the wider-benefits that come with being active. In DT our vision is to give pupils the knowledge and skills to cook a healthy meal for themselves and their family. The arts give pupils the opportunity to be creative and express themselves in a safe setting. In these subjects, we also teach them about the 'great' composers and artists, giving pupils the opportunity to watch, listen and learn about their work. Bournville Primary also has a diverse enrichment programme, made-up of extra-curricular activities and trips.

Assessments – only used to quality assure what we already know. Our work books help us to track progress using formative assessments and low stakes testing e.g. quizzes and end of unit assessments. Do Now Tasks facilitate retrieval practice of both short and long term knowledge. This data drives the 'Review and Respond' to address gaps. Here, we re-teach and close the gap. In order to support our children to make links and embed knowledge

within their long term memory, we send out **Knowledge Organisers** each half term. They contain all the key facts and vocabulary that children need to learn for that topic. We encourage children to learn this knowledge off-by-heart. This will allow them to grapple with more complex ideas and questions in lessons. The data from the KS1 and KS2 mocks, phonics checks and NFER testing for reading also allows us to moderate and judge progress over time. We moderate internally and also externally ensure our judgements are robust and verified as accurate.

EYFS: Play is central to our Early Years curriculum. Play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. Play is important to healthy brain development. It is through play that children at a very early age engage and interact in the world around them. There is a balance between adult led and child led learning. We follow children's interests. If a child is interested they will engage and learn. Within continuous provision children are able to explore the environment and develop independence. It also allows children to make choices and initiate their own play. The purpose of an effective continuous provision is to offer children a constant environment that is safe for them to explore whilst challenging their learning.

Learning is planned across the year through 6 themes. Children work towards their early learning goals within the context of these themes.

Debbie Randall

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