

# Bomere and the XI Towns Federation

**'With God all things are possible'**

Matthew 19:26

Our school nurtures all pupils and those in our school community to flourish as individuals; educationally, spiritually and morally, promoting Christian values through the experience we offer to all. Our core Christian values are Hope, Love and Respect.



## A STATEMENT OF POLICY

### Curriculum Intent

The following policy is a result of staff, parent, governor and pupil discussion, workshops, training, development and review of practice.

Date; Autumn 2019

## **Curriculum intent statement**

At Bomere and the XI Towns Federation, our curriculum has been developed within our church school ethos to ensure coverage of all National Curriculum requirements which are planned to ensure each child has full access at an appropriate level, and in order to integrate the knowledge, skills, attitudes and understanding associated with different curriculum subjects.

Our federation/ school Christian Values (Love, Hope, Respect, Friendship, Trust, Tolerance, Wisdom, Perseverance and Forgiveness) underpin all aspects of lessons and curriculum. We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

To complement and underpin the termly themes we have devised structured programmes for teaching the basic skills of English and Maths at the level appropriate for each child. We like children to take books and maths activities home and we urge parents to be active partners with us and to help children by encouraging him/her at home. We utilise the locally agreed syllabus for Religious Education; teaching our children to have an awareness of their own spiritual development and to understand right from wrong.

### **What the curriculum is designed to do**

In addition to the development of the basic skills and the acquisition of knowledge and understanding in the core subjects of English, Maths and Science, RE and the foundation subjects are also experienced. The children are offered opportunities to express themselves creatively in a variety of Art forms, including music, dance, drama, movement, visual arts, expressive language and PE. They are encouraged to appreciate and enjoy the Arts. They are taught to observe closely, to pay attention to detail, to approach their work with confidence and to develop control.

As children move up the school the teacher builds upon what has already been achieved. In each class there are children at different stages of development. The teacher decides whether to teach the whole class, a group or an individual depending upon the learning and the needs of the children. When children first come to school they are heavily dependent upon the teacher's direction. Gradually we aim to develop a range of skills and attitudes which help them to become more independent in their learning, able to find information and equipment for themselves and use these to help them solve problems and meet the requirements of set tasks. We place an increasing emphasis on personal responsibility.

We encourage all our children to think about and take pride in their work. We try to comment on and evaluate work, with the child wherever possible, in order to reinforce achievement, monitor progress and identify areas in which the child needs more experience or help.

We recognise that pupils should be challenged in their schooling; learning from failures and celebrating successes. We intend for our curriculum to be empowering, enabling pupils to develop their interpersonal skills, creativity and independence.

## **How the school intends to deliver the curriculum throughout the school**

We intend to deliver the curriculum through a variety of methods that are both classroom-based and extra-curricular. Below, we have outlined how we intend to deliver this promise. We promote equal opportunities to all of our pupils in line with the Equality Act 2010 throughout our practices.

### **The Foundation Stage**

The curriculum that we teach in the reception class meets the requirements set out in the Early Years Framework. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

We fully support the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

During the children's first term in the reception class, their teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

### **Classroom-based learning:**

Our staff value the different ways in which pupils learn and plan lessons to account for these differences, this includes the use of focus days. We encourage teachers to make cross-curricular links where possible within their lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life.

Teachers use different learning resources to teach core content, e.g. educational videos, guest speakers and computing lessons. By using different techniques, we keep pupils engaged with learning and ensure all pupils can access the curriculum.

The school carries out one-to-one teaching sessions for pupils who require additional support; we prioritise pupils who need the most help. We also carry out interventions for small groups of pupils with TAs. Within these interventions, TAs breakdown the content of the lesson in a more digestible way for pupils. This allows pupils to get dedicated time with the TA, ensuring any questions that pupils may have get answered in a way they understand. It is important to note that these interventions supplement the work of the teacher and **do not** replace it.

### **Extra-curricular activities:**

Through a combination of learning techniques, we aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem.

The activities range from after-school clubs, to educational trips and visits – a list of the extra-curricular activities available for each year group is available on our school website and from the school office. Extra-curricular activities are designed to enhance pupils' learning experience, form personal connections between pupils and their peers, and teach skills essential for life after school.

### **How the school involves parents, pupils and the local community in curriculum planning and delivery**

Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it. This is why we use pupils and parents questionnaires on a regular basis. These questionnaires may ask questions about factors such as what pupils enjoy about learning and lessons, what they find challenging, and whether they feel well informed on attainment.

We engage with the wider community by ensuring there are opportunities for pupils to participate in community projects, e.g. tree planting. We embed each project within the curriculum into the relevant subjects, e.g. creating art out of recycling and investigating the effects litter has on the environment. This shows pupils the value of protecting and being involved in their community and establishes a link between the theories they learn in the classroom to practical examples in real life.

### **How the curriculum benefits pupils' learning and personal development**

Our curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, pupils will benefit in the following ways:

- Learning how to lead safe, healthy and fulfilling lives
- Understanding that failure is part of the road to success
- Being rewarded for academic successes
- Being supported with their next stages in education or training and feeling prepared for life after school
- Becoming responsible individuals who contribute to community living and the environment
- Achieving to the best of their ability
- Acquiring a wealth of knowledge and experience
- Becoming critical thinkers and ability to reason
- Finding a sense of belonging to the school and its community
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

**Other policies to consider (for example);**

- SMSC Policy
- SEN Policy and Information Policy
- British Values Policy
- Equality Policy
- The school websites give full details of curriculum and termly themes for each class