



**BIRCH COPSE PRIMARY SCHOOL**  
**CURRICULUM POLICY**

**Version**

Version: 2.1

**Status**

*Statutory*

**Introduction**

At Birch Copse we believe that all children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. This policy is a statement of our intentions for the delivery of the wider curriculum in our school.

It includes not only the formal requirements of the National Curriculum and Early Years Foundation Stage Goals, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

**Aims**

We aim to teach children how to grow into positive, responsible people, who can work and cooperate with others while developing knowledge and skills, so that they achieve their true potential.

The curriculum offered by Birch Copse Primary School will promote:

- the highest standards of achievement by all pupils, regardless of individual learning needs, or protected characteristics.
- pupils' spiritual, moral, social and cultural development, preparing them for life as effective citizens of the future

**Achievement of Aims**

In order to achieve these aims, the school will provide a curriculum which:

- is broad and balanced and which develops pupils' knowledge, skills and understanding through learning programmes
- provides children in the Early Years Foundation Stage with a wide range of educational experiences to develop their early knowledge, understanding, skills and attitudes in line with the Early Learning Goals
- in Key Stages 1 and 2, satisfies the requirements of the Education Act relating to the National Curriculum and Religious Education, ensuring that sufficient time is allowed for all aspects of this basic curriculum
- provides continuity of coherent experiences, and progression within, between and beyond the Foundation Stage and Key Stages 1 and 2
- prepares pupils for the responsibilities and opportunities that arise throughout life in a multicultural and technological society
- extends knowledge, experience, imagination and understanding in ways which develop critical and analytical capability, awareness of moral values, and capacity for enjoyment
- helps pupils to develop confidence in themselves and to acquire the ability to respond to challenges
- develops constructive attitudes and qualities through spiritual awareness and aesthetic appreciation, and fosters sensitivity to others and respect for the environment
- promotes the importance of healthy living and emphasises the value of personal relationships based on mutual respect
- promotes *British Values*

## **Organisation and Planning**

*The school delivers a creative, cross-curricular curriculum. This is a predominantly topic-based curriculum where subjects are linked where appropriate. In order for the linking of subjects to be purposeful, it is necessary for some areas of the curriculum to be taught discretely. The curriculum is to be planned in a way that enthuses and excites children as well as allowing them to progress and take ownership of their learning.*

## **Inclusion**

The curriculum at Birch Copse is designed to provide access, opportunity and challenge for all the children who attend our school irrespective of their ethnic or linguistic background, gender, disability or religious beliefs. More detail can be read in the school's Equal opportunities Policy: Pupils.

## **Children with Special Educational Needs and Disabilities**

Children with Special Educational Needs and Disabilities will have full access to the curriculum. The school provides an Individual Education Plan to those children who are on the Special Educational Needs and Disabilities register.

## **More Able, Gifted and Talented Children**

Children identified as More Able, Gifted and Talented in specific areas will be given opportunities to develop their skills. Children identified as gifted or talented in specific subject areas will be provided with an Individual Challenge Plan.

## **Monitoring and reviewing**

*Our Full Governing Body is responsible for monitoring the way the school's curriculum is implemented and reviews policies in a three yearly cycle. It receives reports from the Headteacher and curriculum co-ordinators and Governors can also observe learning in school visits.*

We have named governors with responsibility for curriculum areas in Maths, English, MAG&T, SEND, EYFS and Health and Safety.

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher monitors termly and weekly planning for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives, progress and challenge.

Subject leaders monitor the way their subject is taught throughout the school. A monitoring timetable is produced by the Headteacher at the beginning of each academic year. It includes lesson observations, planning scrutiny, work sampling and learning walks. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed. They lead staff meetings and are available for all staff to call upon for advice, support and guidance.

## **Responsible officer**

Senior Leadership Team

**Date of last review:** September 2016

**Dates of amendments:** 26<sup>th</sup> September 2011, 3<sup>rd</sup> May 2012, 21<sup>st</sup> September 2016

**Date of next review:** September 2019