

# Bird in Bush Curriculum Policy



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## 1. Curriculum aims

At Bird in Bush Primary School, our aims are to provide a broad and balanced education for all children that is coherently planned and sequenced to ensure that knowledge is built upon in each year group, as well as year on year across the school.

At Bird in Bush, we have developed a knowledge rich curriculum so that children develop an extensive knowledge of the world. Our curriculum aim is to develop the subject knowledge of all of our children; we define progress as knowing more and remembering more.

Our five key principles are:

1. **Acquisition of knowledge is at the heart of the curriculum**
2. **Knowledge is organised into subject disciplines**
3. **Knowledge is specified and carefully sequenced over time**
4. **Knowledge is acquired in long-term memory**
5. **Racial literacy is woven through our curriculum** – Our curriculum places an emphasis on teaching children knowledge that reflects and celebrates their own culture and experiences whilst offering them the opportunity to learn about other cultures and experiences.

Through these principles, we ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support. We are an inclusive school, which provides provision for all – we work to provide scaffold and support to help all children reach their learning goals. We recognise that our EYFS is the important foundation for this knowledge and underpins all future learning.

Our curriculum aims are underpinned by our values:

Aspiration, courage, dedication, integrity and resilience.

We value children having the aspiration to reach their potential and using their courage, dedication and resilience to work on and understand their new learning.

## 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 children with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

### 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.
- 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 fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for children with different abilities and needs, including children with SEN.

### 3.3 Curriculum Leaders

Curriculum Leaders will ensure that the school curriculum is implemented in accordance with this policy.

## 4. Organisation and planning

### 4.1 Curriculum Design

As Southwark's Racial Literacy Hub, we have designed much of our curriculum ourselves to ensure that the curriculum we are learning reflects the lives of our children. All learning is based on the National Curriculum, but we ensure that we represent our community to make the learning relevant to our community. This is particularly prominent in our ARTS and Humanities curriculums.

In other areas of the curriculum, we use a schematic approach. Where a scheme is used, we ensure that the scheme fits with our values before implanting its use across the school. For example, we use the Literacy Tree planning sequences to support with our reading and Writing planning because the Literacy Tree promotes the use of diverse literacy texts. Whenever a scheme is used, teachers are encouraged to reflect on and adapt lessons to ensure that the content best suits the children in their class.

For Phonics, we use the FFT scheme. We researched many different schemes and we chose FFT (Success for All) because it links to Letters and Sounds and places an importance on reading and fluency. FFT are a not for profit organisation and affordable meaning that every child can take a book home each week. It has provided consistency and high quality training which has meant an easier transition for staff.

We have worked carefully to ensure our school's bespoke EYFS curriculum supports all children to access the Key Stage One curriculum when they move up.

We have a whole-school approach to scaffolding to ensure that all children (no matter their starting point) can access the same learning as their peers. The only exception to this is some children who are assessed as being at Pre Key Stage and are following the Cherry Garden Branch Map will, at times, have different learning objectives to their peers to ensure they are making progress in line with their specific starting point.

High-quality teaching (following Rosenshine's principles) and carefully directed adult support in the classroom allows all children to access the curriculum and make good progress from their starting point.

## **4.2 Intent**

As part of our curriculum review process, we ensure that the key knowledge and skills for each year group is set out in detail so teachers have clarity on what to teach and assess.

We have a bespoke Early Years curriculum which has woven through it the threads of knowledge and skills children will need as they move up into Key Stage One (ensuring they have the pre-existing knowledge to build their schema).

Our curriculum builds towards the end point of children leaving Year 6 with the requisite knowledge and skills ready for secondary school as set out in the National Curriculum.

We want our children to be racially literate and have ensured that our school community is reflected and celebrated in the texts and knowledge that we teach in our curriculum.

## **4.3 Implementation**

Our school pedagogy is based on Rosenshine's Principles and staff's clear understanding of the model of how we learn (working memory, long-term memory, schema, the forgetting curve).

The 2nd principle is present "new material in small steps" – staff plan lessons with this in mind in order to ensure children do not experience cognitive overload.

"Daily, weekly and monthly review" are principle 1 and 10 – staff ensure that starters recap previous learning so that key concepts are not forgotten and children have the prior knowledge in order to build new schema.

We use formative assessment in every lesson in order for the teacher to understand what the children have learned and address misconceptions quickly when they arise – this is carried out in lessons through live marking, use of mini-whiteboards, cold call and whole class feedback.

At the end of each day, teachers reflect as a year group about what went well and how they need to adapt their lessons the following day to address any further misconceptions that were not addressed in the lesson.

We use summative assessment to gauge children's progress and attainment to date and to consider next steps for children and the curriculum / pedagogy used:

- End of topic assessment for Geography, History and Science
- Termly standardised assessment for Reading and Maths
- Termly moderation for Writing

We acknowledge that primary teachers need to have subject expertise in such a huge range of subjects and therefore we as leaders need to support them as much as possible with this

We have done this by:

- Providing detailed curriculum plans for what teachers need to teach and assess.
- Providing half-termly History and Geography planning time as a year group with subject lead to ensure staff feel confident to deliver units.

- Refining and quality assuring lesson resources used this academic year so they can be used staff next year to support with their knowledge of a subject.
- Ensuring INSET days and teacher CPD are devoted to improving staff subject knowledge in different curriculum areas.
- During monitoring and evaluation, subject leaders flag if there is ineffective teaching due to gaps in subject knowledge so that the teacher can receive additional planning support.

#### **4.4 Impact**

We regularly review and take feedback (through pupil progress and monitoring and evaluation) on our curriculum and schemes of work that we use to ensure they are fit for purpose and allow children to make good progress.

As part of monitoring and evaluation, subject leads assess progress of children through triangulation of book looks, planning review and pupil voice – if progress is not where expected, actions are decided along with curriculum lead for next steps for improvement in the quality of teaching and curriculum for that subject

### **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 SEN
- 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 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.