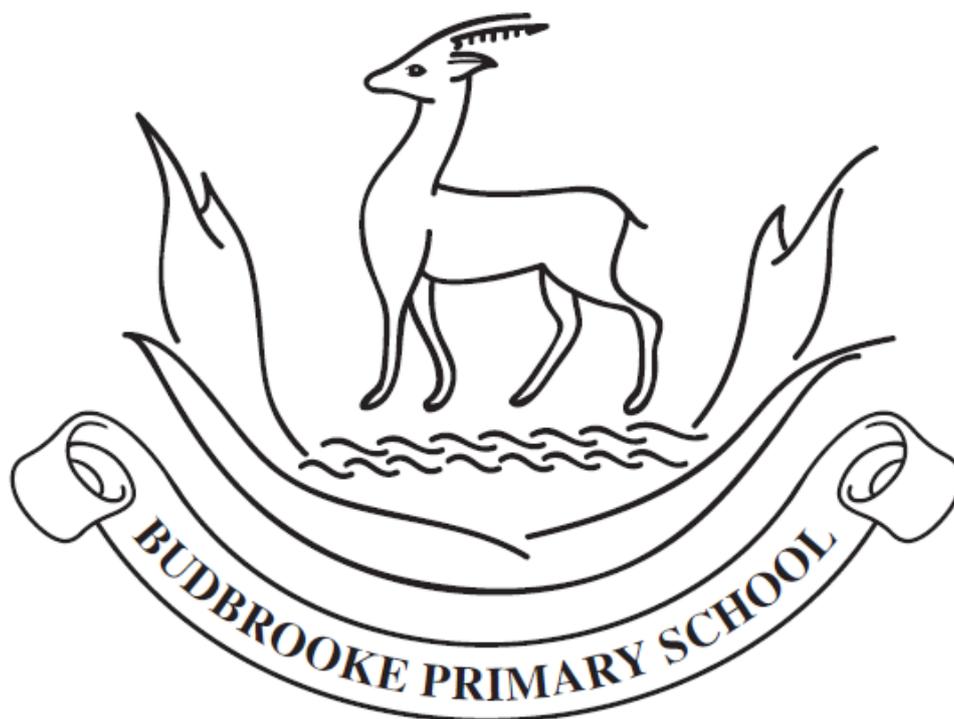


Budbrooke Primary School



Curriculum Policy

This policy was drafted by C McKee. It was presented in draft version to the full staff compliment for discussion and revision. The final version was presented to Governors for consideration, approval and adoption.

Date adopted by Governors:	February 2020
Date for policy review:	February 2022
Person responsible for review:	Head Teacher
Signed by Chair of Governors	

Aims

At Budbrooke Primary School we aim to bring learning to life by providing high quality teaching and inspirational learning activities which link to all areas of the curriculum. We teach following a thematic approach and link our literacy to our topics, based, where possible, around a high quality text. We use Cornerstones projects as a starting point and adapt these to meet the needs of our children and our community. We want children to engage, develop, innovate and allow children to express their ideas through a range of activities.

In Maths we follow the Mathematics Mastery curriculum until Year 2 and then White Rose from Year 3 - 6. Mathematics Mastery will roll up through the school one year at a time with the whole school following this curriculum by September 2023. We exploit cross-curricular links and try to ensure Maths is applied within "topic" work where possible.

Cornerstones Curriculum

The Cornerstones Curriculum is a creative approach to learning that is mapped to the new 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. Our curriculum will be delivered based on the Imaginative Learning Projects (ILPs) which will provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning.

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum will provide lots of learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

Staff ensure National Curriculum objectives are met through our Progression of Skills document. This also ensures that skills are progressive and build on what children already know and can do. This means that we are aware if there are any areas that need to be taught discretely.

What Cornerstones Curriculum entails

Children will progress through four stages of learning in each Imaginative Learning Project - Engage, Develop, Innovate and Express.

Engage

The 'Engage' stage of learning provides children with an inspiring and thought provoking starting point that stirs curiosity and creates interest. Children engage in purposeful learning experiences; in and outside the classroom, making use of partners, experts and the community to provide the stimulus to learn. To ensure that children are immediately 'engaged', teachers provide a range of memorable experiences and starting points that stimulate the children's interests in a particular theme or concept.

Develop

During the 'Develop' stage of learning, children are given the opportunity to expand and master key skills, subject knowledge, research techniques and independence. Children become diligent learners making sense of information and experiences, leading to sound understanding and

progress. Children develop their knowledge, understanding, key and subject skills required to progress through their learning tasks and gain high quality relevant learning experiences.

Innovate

In the 'Innovate' stage of learning, children's ability to work creatively, exploring possibilities and finding solutions will be challenged. Using and applying previously learned skills, knowledge and understanding children's work collaboratively to innovate, managing their own learning to achieve given success criteria. Teachers provide an imaginative and relevant scenario that provides opportunities to observe how successfully children can use, apply and problem solve in creative and imaginative ways.

Express

In the final stage of learning, children are given the chance to share, celebrate and reflect with a range of partners and audiences. Children cement their learning through shared reflection with peers and other adults and are able to suggest next steps of learning. Teachers discuss, review and support individual and group evaluations using their observations and evidence to make summative assessments.

Assessment

Ongoing assessment includes:

- Children's work
- Self-assessment of the key skills learnt
- Peer assessment
- Questioning and discussion
- Group work activities
- Topic books - children's and teacher comments about the project as well as pupil and teacher assessing the LO for each subject.

The Headteacher and the Governing Body have overall responsibility for the curriculum supported by subject leaders. Subject leaders will be responsible for ensuring there is appropriate coverage in their subjects and that National Curriculum requirements are met. Subject leaders are given subject leadership time to "deep dive" their subject giving a comprehensive overview of standards.

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

Parental Engagement

To keep parents informed of the curriculum the children are learning about, teachers will send out a newsletter at the beginning of each half term detailing the subject coverage for the following half term.

We will also send half termly Learning Letters that provide an overview of what the children have been learning about.

Monitoring and Review

- Subject leaders will monitor coverage and progression within their own subjects and implement appropriate actions to address any issues
- The senior leadership team will keep an overview of all subjects ensuring National Curriculum requirements are met.