

Barnburgh Primary Academy



CURRICULUM POLICY

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OUR CURRICULUM

Our curriculum has been designed to enable curiosity about the world around them; to include and then extend their knowledge beyond their immediate locality. We recognise that our

school is in an area of relative geographical isolation and does not represent the cultural diversity experienced in other locations in Britain. We therefore see it as our responsibility to help broaden our children's views and experiences beyond Barnburgh, including the United Kingdom and the wider world. Our curriculum broadens our children's understanding by:

- Learning about events that have happened in the past and how they shape our world today;
- Celebrating significant individuals and how they have impacted our lives;
- Comparing our locality with other parts of the world; and understanding how space and place change over time.

At Barnburgh Primary Academy, we understand that in order for children to learn effectively, we need to help them build a platform of prior learning in order to understand and attach new learning. This is achieved with coherent progression maps for each subject which focus on the following:

- The National Curriculum
- Skills
- Knowledge
- Vocabulary

We want all of our children:

- To develop a lifelong love of learning and curiosity about the world around them.
- To submerge them in language and provide a range of contexts, allowing for language and comprehension development.
- To build on their own self-awareness and awareness of others.
- To prepare them for opportunities and experiences that extend within and beyond their locality into the wider world
- To understand their own nationality and culture at the same time as nurturing knowledge and respect for other faiths, cultures and lifestyles.
- To take pride in their own achievements and value their contributions to wider school life.
- To become independent learners so that they may know more and remember more.
- For learning to be recalled with ease, so that new knowledge can be connected and attach allowing for deeper understanding.

Our children have the opportunity to experience subject-based lessons. We also have a number of specialist teachers that support the children in music, art, drama and outdoor learning.

Parents are encouraged to engage with the school and their child's learning by attending:

- Aspire Assemblies when their child has been nominated for an award
- Aspire events
- Two parent consultations (Autumn and Spring term)

In addition, parents will

- Receive a school report in the summer
- Receive regular curriculum updates via our School Ping communication channel

ROLE OF SUBJECT LEADERS

Subject leaders provide professional leadership and management for a school to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all children.

Since the introduction of the National Curriculum, there has been an expectation that all teachers, after successfully gaining Early Careers Teacher Status, will take on an additional responsibility. This forms part of their standard teaching duties; the amount

of responsibility and the number of subjects which a teacher leads is often dependent on the experience of the teacher.

Subject leadership falls into the following categories:

- Core subject leadership: Reading, Writing, Maths and Science
- Foundation subject leadership: All other subjects
- RE subject leadership

Subject Leaders are responsible and accountable for the subject throughout the school and are expected to possess an in-depth knowledge of the provision of their subject. The key roles of subject leaders are:

- Ensuring that there is a policy for the subject and that it is kept up to date and in line with national policy
- Writing, monitoring and evaluating an annual action plan for their subject
- Monitoring the provision of the subject through observations, work scrutiny and planning scrutiny
- Ensuring that resources are plentiful, up-to-date and in good condition
- Ensuring progression takes place across the school
- Provide guidance and training to staff within their area of expertise
- Assisting with planning, teaching, assessment and reporting within their subject
- Keeping well informed of any assessment that takes place for their subject
- Ensuring that their subject has a high-profile within the school
- Arrange school-based training
- Organising whole-school events such as enrichment days for their subject
- Regularly reporting the provision of their subject to the Senior Leadership Team

CURRICULUM PLANNING

Long-Term Planning: This is the year-long overview for the curriculum across the year groups. The school has adopted an approach where the teaching of the foundation subjects are taught across a half term.



Year 6 LTP Sept 2023.pdf

An example of a long term plan can be found here:

Medium-Term Planning: This layer of planning shows the learning intentions linked to the national curriculum programmes of study for each subject.



Year 6 Autumn 1 MTP.pdf

An example of a medium term plan can be found here:

CURRICULUM IMPLEMENTATION

Science

Our science curriculum focuses primarily on providing children with the opportunity to work scientifically through the means of fun, practical experiences in and outside of the classroom. Our delivery of science within Barnburgh, develops a sense of excitement and curiosity, with children being encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

We aim for children to have a strong understanding of the world around them. Our children are encouraged to ask questions and apply their scientific skills and knowledge to investigate and find answers.

In KS1, Science lessons are carefully planned into each medium-term plan, linking where possible to the theme of learning or as standalone lessons. The Science lessons, when planned into a half term, are taught weekly to match the knowledge and skills from the progression document.

History & Geography

History-led learning experiences are planned for within our topic-based curriculum and feature within long, medium and short-term planning.

In KS1, pupils are taught about changes within living memory and about events beyond living memory that are significant nationally or globally. The pupils are also made aware of significant historical events, people and places in their own locality. The lives of significant individuals in the past who have contributed to national and international achievements are also introduced to the pupils.

In KS2, pupils are taught about changes in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, a local history study, a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China, Ancient Greece – a study of Greek life and achievements and their influence on the western world and a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

In KS1 and KS2, children will learn about locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork. Geography-led learning experiences are planned for and feature within long, medium- and short-term planning. Geography is taught through practical, appropriate activities which help to provide a context for the children's learning. Learning will often take place within the local area to make it as meaningful as possible for the children.

History and Geography lessons are carefully planned into each medium-term plan, linking where possible to the theme of learning or as standalone lessons. The History and Geography lessons, when planned into a half term, are taught weekly to match the knowledge and skills from the progression document.

Art and Design

As the pupils progress, our art and design curriculum aims to provide pupils with the opportunity to produce creative work, exploring their ideas and recording their experiences and enabling them to become proficient in drawing, painting, sculpture and other art, craft and design techniques. Pupils will have the opportunity to evaluate and analyse creative works using the language of art, craft and design. They will also know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

We have introduced a knowledge and skills-based curriculum to inspire and enable high visual arts teaching and learning. This holistic curriculum nurtures creative thinking skills. It is knowledge-rich and pupils learn a wide range of skills, developing understanding and showing clear progression.

Design and technology

At Barnburgh, we believe that Design and Technology prepares children to deal with tomorrow's rapidly changing world. It encourages children to become independent, creative problem solvers and thinkers - as individuals and as part of a team. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. Through the study of Design and Technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industry. At Barnburgh, we follow the 'Design, Make and Evaluate' approach to the teaching of design technology, as outlined in the National Curriculum Programmes of Study document. The technical skills we teach encompass the following areas: Construction, Textiles and Food and Nutrition.

PE

Our PE curriculum has been designed to cover all of the skills set out in the National Curriculum. The National Curriculum states that 'the curriculum should inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.'

Our PE curriculum has been structured in a way to effectively facilitate this. Each class have access to 2 hours of high quality PE lessons every week. These are either taught by the class teacher or by a member of Xcite Sports and Fitness, with whom we work closely with as a school. We offer a wide range of sporting after school clubs - ran by Xcite Sports and Fitness too. These clubs provide children with access to a wide range of sporting activities. The clubs are changed regularly throughout the year and cater to a range of abilities. Clubs run two times a week. A range of inter and intra events run throughout the school year, giving children opportunities to take part in competitive sports. Some of these inter-school events are organised by Xcite, with the majority being organised by Doncaster School Games.

At Barnburgh Primary Academy, the achievements and efforts of our sportspeople, are showcased on our school website. This showcases PE learning in a range of different ways. Out of school visits and competitions are facilitated where appropriate, to enhance the pupils' understanding and knowledge further, e.g. attending a range of competitions and festivals for a range of year groups.

Music

We provide the children with a range of musical opportunities and experiences. We encourage children to listen with concentration and understanding to a range of high-quality live and recorded music. Children use their voices expressively and creatively by singing songs and speaking chants and rhymes. The children play untuned and tuned instruments with an increasing sense of rhythm. We teach them the disciplined skills of pulse and pitch, how to make music together, to understand musical notation or symbols, and to compose pieces using tuned and un-tuned instruments, body percussion and vocal effects.

Our school uses the Kapow scheme of work which is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The scheme supports all the requirements of the new National Curriculum and provides a practical, exploratory and child-led approach to musical learning. We have adopted Charanga as a teaching resource so that the topics that the children study in music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

In addition to this, children also take part in weekly singing assemblies and Key Stage 1 children have the opportunity to be a part of the school choir which performs regularly.

Religious Education

The Doncaster Agreed RE syllabus is used as the content guide for Religious Education and is based around three key themes: **Believing, Expressing and Living.**

We have close links with the local church, St Peter's, with the children visiting the church as part of their RE, and Reverend Jo Twigg delivering special assemblies in school, including our annual Christingle service.

We assess against the end of key stage outcomes within the revised Doncaster RE Syllabus (2019).

Personal, Social, Health and Economic Education

Our PSHE curriculum has been designed to cover all of the skills set out in the National Curriculum. The National Curriculum states that 'PSHE is an important and necessary part of all children's education'. They also state that 'these subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society'. The relationships part of the PSHE curriculum is taught through drama with Ceri from Cre8 Drama.

At Barnburgh Primary, our PSHE curriculum has been structured in a cross-curricular way to effectively facilitate this and to provide maximum knowledge and understanding at Barnburgh. Age-appropriate knowledge and skills are carried out in each year group. These are sometimes carried out by outside agencies such as the school nurse, but are also delivered by the class teacher. These topics may include:

- Tobacco
- Risk Taking /Safety

- Diversity
- Emotional Health
- Coping Strategies
- Healthy Eating
- Healthy relationships/bullying
- Puberty/Growing up
- British Values
- Democracy
- Citizenship
- Physical Activity
- E-Safety

This also includes opportunities to link British Values, SMSC and schools core values into the curriculum.

Computing & the E-Safety Curriculum

At our school we aim to develop independent learners who are well equipped for their future. Computing skills are an integral part of teaching and learning for all pupils and staff. The children progress through our computing curriculum, developing their skills in the key areas of:

1. **Computer Science** Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions to create and debug simple programs and use logical reasoning to predict the behaviour of simple programs.
2. **Information Technology** Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond.
3. **Digital Literacy** Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
4. **E-Safety** sessions are delivered by class teachers in an age-appropriate way, with e-learning being a planned aspect of PSHE. The children take part in Safer Internet Day and assemblies also focus on e-safety throughout the year.

Technology is used in school on a daily basis, and staff are kept up to date with the latest technological advances by the Computing leader and through colleagues within our trust.

Modern Foreign Languages

Our Languages curriculum has been designed to cover all of the skills set out in the National Curriculum. The National Curriculum states that 'Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.' Our Languages curriculum has been structured in a way to effectively facilitate this and to provide maximum inspiration to our children.

At Barnburgh Primary School, the teaching of Spanish follows our progression of skills document. The focus areas are spread across the year and are taught every week, for one session.

ASPIRE EVENTS

ASPIRE events play a crucial role in our educational approach as they serve multiple purposes that benefit both our children and the wider community. Firstly, these events provide a platform for children to showcase their learning and achievements. It allows them to take pride in their accomplishments and boosts their self-confidence. By presenting their work and discussing their learning experiences, children develop important communication and presentation skills.

Secondly, ASPIRE events offer children an opportunity to talk about their learning. This fosters a deeper understanding of the subjects they have studied and encourages them to reflect on their progress. It also promotes critical thinking and analytical skills as they articulate their thoughts and ideas to others.

Involving our community in these events is essential. It creates a sense of belonging and strengthens the bond between the school and the wider community. Parents, guardians, and community members get a first-hand look at the quality of education provided and witness the progress made by the children. This involvement fosters a supportive environment and encourages community members to actively engage in the educational journey of our children.

ASPIRE events also serve as an opportunity for community members to contribute their expertise and knowledge. They can provide valuable feedback, offer insights, and inspire children by sharing their own experiences. This collaboration between the school and the community enriches the learning experience and broadens the horizons of our children.

ASPIRE events are a powerful tool to celebrate children's achievements, enhance their communication skills, involve the community, and create a supportive and engaging learning environment. By showcasing learning and involving the community, we foster a sense of pride, encourage continuous improvement, and strengthen the educational experience for all involved.

EQUAL OPPORTUNITIES AND 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 SEND
- 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.

MONITORING

The responsibility of the day-to-day organisation of the curriculum is that of the Head Teacher. Subject leaders monitor the impact of the part of the curriculum for which they are responsible. They conduct learning walks, scrutinise pupils' work and teachers' planning. They are responsible for inspiring learning in their subject and have responsibility for monitoring the way in which resources for their subject are used. This policy is monitored by the governing body and will be reviewed annually.