



OLD BEXLEY CE PRIMARY SCHOOL

Love God ♦ Love Each Other ♦ Love Learning

*Happy Children and Limitless Learning in an Anglican Christian School
A place where everyone can flourish*

CURRICULUM POLICY

The curriculum at Old Bexley CE Primary is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be.

The curriculum at Old Bexley CE Primary, is all the planned activities which we organise in order to promote learning and personal growth and development. In planning the curriculum, we ensure that all children have a high quality education which is broad, deep and balanced: a relevant education which provides continuity and progression and takes individuals into account.

At Old Bexley our curriculum is rooted in our mission statement **Love God, Love Each other, Love Learning**, and is underpinned by the principle values of:

In all that we do, we aim for our children to develop the following individual qualities and dispositions through the IPC Personal Goals of:



CURRICULUM STATEMENT OF INTENT

At Old Bexley, our curriculum intent is to deliver a dynamic and innovative curriculum that challenges and nurtures resilience, excites and inspires children to achieve their best; to improve their life aspirations and life chances, regardless of any barriers to learning; that prepares them with the essential knowledge and skills for what comes next; to be progressive and use core concepts to build on prior learning, balancing their knowledge of their place in the world with a strong understanding of their locality (*Cultural Capital*).

We are committed to providing a personalised curriculum with the individual child at the heart of everything we do. Learning is carefully sequenced so that new knowledge and skills build on what has been taught and understood before. It recognises that children will be at different stages of their learning journey and ensures that curriculum planning is tailored to individual needs.

Aims

The curriculum offered at Old Bexley from nursery to year six, at a level appropriate to their age and ability, will

- Enable all children to learn and develop their skills to the best of their ability
- Provide exciting and memorable experiences to ensure children are inspired to learn
- Ensure all children receive a full and varied curriculum which meets their needs and interests
- Support pupils to reach a high standard of literacy and maths skills through specific teaching and the application of these skills to learning across the curriculum
- Ensure that knowledge and skills are taught progressively so that children build on what they already know and understand
- Ensure that each child's education has continuity and progression
- Allow children to achieve depth to their learning by applying their knowledge and skills in a range of contexts and subjects
- Extend learning beyond the classroom through engaging enrichment and extra-curricular opportunities
- Teach children the essential social and emotional skills, as well as how to keep physically and mentally healthy
- Encourage children to be caring, responsible and active citizens who positively contribute to the local and wider community and environment
- Balance pupil's knowledge of their place in the world, with a strong understanding of their locality
- Create and maintain an exciting and stimulating learning environment
- Enable children to be positive citizens in society

CURRICULUM IMPLEMENTATION

All pupils are taught by their class teacher for the majority of the time. Specialist teachers in KS2 cover PPA lessons providing high quality PE, French, Computing and Music teaching. Teachers ensure that they provide a variety of teaching styles to address the needs of all learners and that all children have a wide and varied curriculum. Some lessons in Year 6 are taught in ability groupings in order that needs are more closely met and in preparation for the teaching style in Secondary School. We aim to ensure that teachers become experts in the subjects they teach through our CPD programme, subject leadership, curriculum teams and wider discussions on pedagogy.

Curriculum leadership is distributed amongst subject leaders who have an excellent knowledge of their subject and a strong, clear vision of how to develop their subject. Subject leaders are supported by small working parties, composed of staff from across school and each working party includes a member of the TLT. We plan the curriculum carefully so that there is coherence and full coverage of all aspects of the National Curriculum and Early Years Curriculum and there is planned progression in all curriculum areas. Our curriculum is designed to ensure that children develop the skills they need to become confident, self-motivated learners, who can engage with and solve challenges innovatively.

Curriculum planning and provision is constantly monitored, developed and adjusted through subject leaders' in collaboration with all members of staff. Continuing staff INSET, little and often monitoring, and subject leader release time, where the curriculum is reviewed, contribute to its evolution. Sequencing of content and concepts is well thought out so that the curriculum builds on prior knowledge. Cross-curricular

opportunities and transferable skills are utilised, balanced with the importance of discrete subject discipline.

Religious Education is taught through the Diocese of Rochester's 'Understanding Christianity' agreed syllabus.

CURRICULUM IMPACT

The impact of the curriculum at Old Bexley will be evident as the children will have a deeper understanding of the world around them through the topics they have studied. All children, including those children with SEND, will have had a wider range of experiences and will transfer their knowledge and skills to new situations and other curriculum areas. This will, in turn, prepare children for the next stage of their learning. Some children will have a greater depth of understanding of what they have learnt. A larger number of children will be meeting National Standards in Reading, Writing and Maths. In order for the children to understand and remember what they have learnt, areas of learning are revisited over the year and across year groups. We evaluate our curriculum on a regular basis and assess how it is enabling our pupils to develop their understanding. Children are tracked carefully by teachers to ensure that they have understood what they have learnt. Members of the SLT, Year Group leaders and Subject leaders monitor the delivery of our curriculum and teaching and learning in different year groups. This, coupled with our formative and summative assessments, enable us to have a dialogue which indicates how best to adjust our delivery of the curriculum.

In our curriculum planning, we plan to help children develop their skills so that their progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. As a school, we use a range of formative and summative assessment to support our teacher assessments in all areas of the curriculum as we believe that all children need to make good progress in these skill areas across the curriculum in order to develop their true potential. Our assessment also helps to inform changes to any planning, content and delivery.