



Be the Best You Can,
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BOLNEY CEP SCHOOL CURRICULUM POLICY

REVIEWED September 2023

NEXT REVIEW DUE September 2024

BOLNEY CE PRIMARY SCHOOL CURRICULUM POLICY

At Bolney CE Primary School we are continually striving to provide the best quality learning and teaching for every child in every class, every day, through a broad and balanced curriculum. We work collaboratively, as a staff and with children, to design learning experiences that engage all learners in meaningful experiences. We plan projects that have rich contexts using the world around us, quality texts, artefacts and role models to inspire all children. We aim to bring learning to life by linking our curriculum to the children's world and the world we live in. Learning at Bolney School goes beyond the classroom. Our pupils learn from the outside environment including the school grounds, our local area, and a range of trips as well as from visitors coming into school. We encourage children to share their experiences outside of school with us and their peers.

Our approach to learning and teaching is outlined in our Learning and Teaching Policy which supports this policy.

Our curriculum, which reflects our school's Christian vision and values and aims to prepare children for their future, is based on the National Curriculum along with the Relationship and Health Education curriculum. It is designed to provide access and opportunity for all children who attend the school. Through this broad and balanced curriculum, we endeavour to develop a passion and lifelong love of learning; give opportunities to explore, question and investigate and enable all children to achieve their highest possible outcomes. Children start school with creativity, ingenuity, agility, adaptability and social ability, we aim to maintain and further develop these key qualities.

Vision

Each child is unique. We partner with families to nurture the 'whole child' – by understanding their specific emotional, spiritual and learning needs – so children flourish.

Children leave us as fearless lifelong learners, ready to meet the world with self-confidence, curiosity and resilience.

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Values

Our four Christian values of love, respect, honesty and resilience are threaded through our curriculum which promotes and develops:

- a love of learning;
- honesty about our own learning and in our supportive feedback to each other;
- a positive attitude and growth mindset, where we keep trying;
- an environment of mutual respect for each other's right to learn.

Purpose

The curriculum at Bolney Primary School will:

- promote high standards
- develop a wide range of skills and broaden our children's life experiences



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- provide a broad and varied learning experience in every key stage
- promote a positive engagement with, and commitment to, learning
- enable our children to develop effective skills of co-operation and collaboration
- be relevant to our children and prepare them for the here and now and for their future
- help our children recognise that personal development is essential to wellbeing and success

The curriculum is planned over a two-year cycle due to the mixed age classes and each term, classes have a big enquiry question to drive their project. Each project has a subject driver, for example: History or Science and the termly characteristics are woven through, so that over the course of the year all ten are addressed.

Long Term Plan Overview from 2022-3

2022- 23	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
VALUES → BIG QUESTIONS ↓	Values	Team Players Friends	Achievers Creative thinkers	Negotiators Risk Takers	Young Leaders Problem Solvers	Change Makers Critical Thinkers
WILLOW	What is your favourite toy?	How will the story end?	Where in the world are we?	How will we get there?	Where does it come from?	What lives there?
BEECH			Who inspires us?		Am I too Young to Make a Difference?	
HOLLY	What tools do we need to survive?		Does the use of human sacrifice prove that the Mayans were a cruel people?		How can we be a friend to nature?	
SILVER BIRCH			What makes someone British?		Can we really make a difference to others?	

2023 - 24	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
VALUES → BIG QUESTIONS ↓	Values	Team Players Friends	Achievers Creative thinkers	Negotiators Risk Takers	Young Leaders Problem Solvers	Change Makers Critical Thinkers
WILLOW	Who Lives There? (Homes/Castles)	Who Has Been Eating My Porridge? (Traditional Tales)	What's Your Superpower? (Superheroes)	How would you change the World? (Superheroes)	(Dinosaurs)	(Dinosaurs)
BEECH	How do we look after each other?					
HOLLY	What have the Romans ever done for us?					
SILVER BIRCH	What makes a good friend?					

Our curriculum is planned in three phases:

- Early Years and Key Stage 1 - Reception with Year 1 and Year 2;
- Lower Key Stage 2 - Year 3 and Year 4;
- Upper Key Stage 2 - Year 5 and Year 6.



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Once a long term plan is agreed, a medium term plan is created which incorporates National Curriculum objectives for each cohort which is particularly important as there are mixed age classes. To ensure all objectives are taught appropriately within and across year groups, the Bolney Progression of Skills and Knowledge documents are used. The termly curriculum overviews are shared with the class page on the school website keeping families up to date with current learning.

Year Group: 1 and 2 - Beech		Term and Year: Spring 1, 2023		Cycle: B		
Big Question	Other questions		Links to Bolney/21 st C	Key Vocab	Whole Class Reading Text	Key figures
Who Inspires Us?						
Links to Bolney characteristics	Project overview	Hook/Wow Starter	Project Outcome/Fantastic Finish	Driver Subjects	Other Core Texts	Visits / Visitors

Weekly and daily lessons are planned following the school’s Learning and Teaching Policy.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, to identify support and what resources and activities we are going to use in the lesson. These plans include agreed elements but allow teachers to use a format that supports their preferred teaching style and is phase appropriate.

Some subjects are taught daily, weekly or fortnightly, others are taught in a focussed block as appropriate. One subject can incorporate other subjects as it is important to ensure pupils experience the curriculum as a whole. There is flexibility in this timetable to meet the needs of the learners.

The Early Years curriculum is based on the Early Years Foundation Stage Profile. Opportunities for self-initiated learning and focussed teaching are planned into each day. See the EYFS Policy for further detail.

Leadership of curriculum subjects

Each national curriculum subject area and Early Years is allocated to a lead teacher (subject leader). The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- ensure the curriculum positively impacts on all pupils’ learning;
- support colleagues on issues related to the subject;
- ensure coverage and a progression of skills across each phase;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject;
- to keep up to date with developments in their subject;
- ensure action planning is linked to whole school objectives;
- follow the Bolney subject leader essentials.



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Monitoring and review

Named governors for each subject and Early Years liaise with the subject leaders of these areas to ensure they have the support and resources to effectively lead their subject. The named governor for Special Educational Needs and Disabilities also ensures the SENDCo has the support and resources to effectively carry out their role ensuring children with SEND can access the curriculum and make appropriate progress.

The head teacher monitors the implementation of the curriculum and its impact on pupils through a variety of monitoring approaches. The findings are shared with the governing body and inform the school's development plan.