



British College La Cañada

Early Years and Primary Department

CURRICULUM POLICY



Introduction

At British College La Cañada, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the EYFS updated Curriculum from 2021.

Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

We believe that our curriculum should be broad, balanced and relevant and meet the needs of all children whatever their ability. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning through our creative curriculum which is based on firsthand experience. This enables us to provide a high standard of teaching and learning.

Aims

We aim to offer a balanced and broad based curriculum which enables all pupils to:

- Enjoy learning;
- Feel successful in their learning and to promote high self-esteem;
- Become creative, independent learners;
- Be given significant time to learn new skills and have time to practise those skills;
- Have the flexibility to decide how best to learn in different situations;
- Have the flexibility to decide what they are going to learn and how;
- Be given the opportunity to decide upon the final outcome of their learning;
- Be able to set own targets for learning;
- Know what their strengths are and which areas they need to develop;
- Become successful lifelong learners who are able to reach their full potential;
- Be able to evaluate and assess their own learning;
- Develop their critical thinking;
- Understand and value the importance of truth, fairness, right and wrong;
- Nurture positive relationships promoting working co-operatively with one another;
- Explore their spiritual, moral, cultural, mental and physical development;
- Learn and practise the basic skills of English, Mathematics and Computing;
- Makes learning more meaningful by putting it into context;
- Challenge themselves and engage themselves in deeper learning.

Organisation

The curriculum is taught through discrete subjects and linked “topic” areas within the creative curriculum. Mapping indicates the broad objectives and the links made between subjects. Units of work are planned, usually over half a term’s duration. These are called TOPIC PLANS and contain the detail of the work to be covered with a progression of learning objectives.



The children are taught within their year groups with some children being withdrawn for small group support, should it be necessary. Units of work are planned using the framework of the National Curriculum.

Planning

National Curriculum objectives are incorporated into our planning. An overview of the topics covered within Years F to 6 gives a broad outline and shows progression and continuity in topics and subjects taught in a cross curricular way across school. These can be seen through our CURRICULUM MAPS.

There are two parts to our planning:

Long term planning / Curriculum Maps; these show an overview of topics/themes covered in each year group. They give a broad outline for each year group and shows progression and continuity between topics taught in a cross curricular way across the school.

Weekly Planning: These break down the objectives into weekly achievable targets and activities.

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers write medium term plans to achieve balance and coverage over a term or half term. The more detailed weekly short term planning will focus on the teaching process. A planning proforma is used throughout the whole school to focus learning expectations and for teachers to map the sequence of learning clearly showing differentiation, teaching assistant direction, vocabulary development and resources required. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups.

Short term plans outline the individual lessons and adaptations made for individual classes and children along with assessment opportunities and expected outcomes. Particular attention is given to clear and appropriate differentiation, progression and attainment at this point in the planning process.

Pupils are part of the planning process at the medium and long term planning stages. Long term planning is flexible year on year as long as the objectives from the National Curriculum are covered. Therefore topics may change.

We use a published scheme of work for maths to ensure curriculum coverage and integrate maths into other curriculum areas whenever possible. Science and PSHE are also taught as discrete subjects.

Time Allocation

We take into account the Qualifications and Curriculum Authority (QCA) published guidance on designing and timetabling the primary curriculum in 2002. This remains the most recent centrally-published guidance on time allocation in the curriculum. This guidance suggests a possible allocation of time in hours and minutes per week, averaged across a year for National Curriculum subjects. The table below illustrates the suggested timings per subject. Although this no longer reflects government policy with the addition of learning a Modern Foreign Language added at KS2, it is used as a guideline when timetabling subjects.

Subject	KS1 (hrs:mins)	KS2 (hrs:mins)
English	5:00 - 7:30	5:00 - 7:30
Mathematics	3:45	4:10 - 5:00
Science	1:30 (weekly)	2:00 (weekly)
Design and Technology	0:50 (weekly)	(0:55 weekly)
ICT (Computing)	0:50 (weekly)	(0:55 weekly)
History	0:50 (weekly)	(0:55 weekly)
Geography	0:50 (weekly)	(0:55 weekly)
Art and design	0:50 (weekly)	(0:55 weekly)
Music	0:50 (weekly)	(0:55 weekly)
French		(0:45 weekly)
P.E	1.15	1:15

Assessment Recording, Monitoring and Evaluation

Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning.

Formative assessments take many different forms and are reflected in the pupil's books/work in the detailed marking and provision of constructive feedback. Feedback follows the school's policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve. Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils. These are used to help prepare children through the year groups for the end of key stage testing as required by law. GL tests are also at the end of each academic year within Key Stage 2 to highlight pupil progress and indicate any areas for school improvement and curriculum coverage. The Phonics Test is also administered to those pupils in Year 1 and again in Year 2 and 3 should the level not be achieved.

Reception pupils are assessed using the 17 Early Learning Goals. Pupil profiles are established for each child in Nursery and Reception and assessments are made against the aforementioned goals, with the children meeting or not meeting the goals by the end of Reception. Their achievements are recorded on an online platform that creates Learning Journeys, so that teaching staff are able to record formal observations of pupils that need specific support. Parent's also have access to this in order to allow them to participate in their child's learning.



For further information about assessment, recording and reporting as well as marking and feedback please see the following policies:

Marking and Feedback Policy

Assessment, Recording and Monitoring Policy

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents at three points in the year either in writing or at appointments twice a year where parents are invited to discuss their child's progress.

Pupil progress is evaluated against Classroom Monitor Objectives for Reading, Writing, Maths and Science, these outline the objectives for each phase. Once an objective has been achieved it is highlighted in a corresponding colour. Pupils are assessed by the system as their attainment is recorded at the end of each unit of work / objective being taught and at the end of each term. Enabling their progress to be tracked throughout the school.

Inclusion and Differentiation

We value the diversity of individuals within the school. All children have equal access to the curriculum and are treated fairly regardless of race, religion or abilities. If we think it necessary to adapt the curriculum to meet the needs of individual children, we will do so only after consulting parents.

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for differentiated activities. Our curriculum is inclusive and promotes a growth mindset in all our children. Extra support and interventions are provided for children as necessary and in line with our SEN policy.

Homework

Homework is provided to support and reinforce concepts taught at school. It also provides an insight for parents as to the types of activities, learning and topics that are being taught at school. Most Homework is now uploaded to Google Classroom, and pupils are encouraged to use online learning sites, such as activelearn and my maths as extra support. Staff to see the homework policy for further details.

Retrieval Practise

It is vital that our pupils are able to convert learning into their long term memory, as this is evidence that learning has taken place and pupils are able to recall processes and remember information. We can build myelination through repetition.

Our curriculum and daily lessons need to include some form of retrieval practise that allows pupils to convert concepts into their long term memory, proving learning has taken place.

This can be done through a number of strategies:



Quizzes - pick questions from previous topics that help pupils to recall the information they will be applying in the current lesson. For example, before teaching a lesson on the impacts of deforestation, pick questions that link to the nutrient cycle, the water cycle and development. This will help the pupils to see how the current lesson connects to what they have learnt before and still take advantage of retrieval practice.

Analyse this - Show pupils an image of something that relates to a previous topic. Give them some prompt questions to consider that rely on them thinking back to what they have previously been taught. These could include questions about chronology ("When would this picture have been taken? Before or after X?") or about processes ("How many things might have shaped this landscape?"). These more open-ended questions require pupils to recall and use a wider range of their accrued knowledge and understanding.

Multiple Choice - The options should all be near answers that could 'catch children out' and avoid it being too easy.

Who was the captain of the RMS Titanic?

Good example:	Bad example:
Thomas Andrews	Edward Smith
Edward Smith	Benjamin Franklin
Stanley Lord	Winston Churchill.

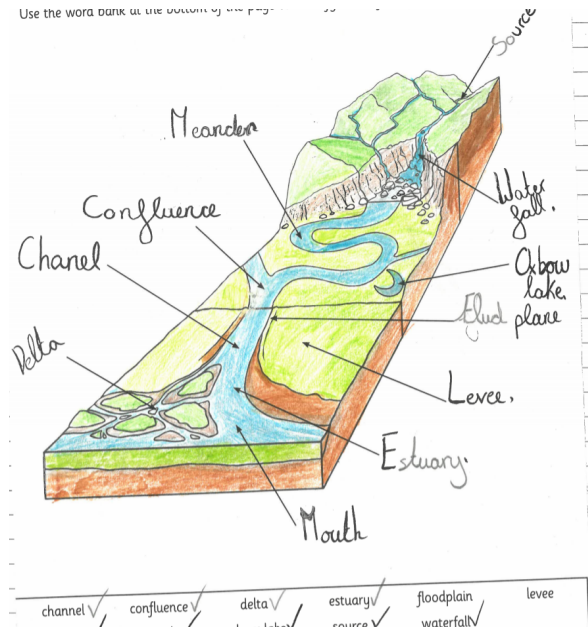
Brain Dump - could include guidelines given such as: Places, People, Dates, How long ago was Ancient Greece? What came before and after? Olympics, Myths, Art

Structured Recall - a table such as the following that pupils use to complete with information they know.

Thomas Farriner	
Pudding Lane	
Wooden Houses	
Warehouses	
Fire Hook	

Diagram / Picture Work - students complete missing information on a diagram such as the heart, water cycle etc

Use the word bank at the bottom of the page



What / Who am I? Can be a place or a person.

Ask closed (yes/no) questions to person to work out who or what they are.

E.g. Are you a place? No

Are you a person? Yes

Are you a man? Yes

Are you Greek? Yes

Are you Spartan? No

Are you Athenian? Yes

Are you Pheidippides? Yes

Taboo / Pictionary

Bingo - Pupils write down words they know from a recent topic and then teacher gives them clues for the words.

A system where people vote for their leaders. (democracy)

A story made up in the Ancient Greek times. (myth)

The home of the Minotaur. (Crete)

The King of Sparta who was killed at the Battle of Thermopylae. (Leonidas)

The runner in the story of the Battle of Marathon. (Pheidippides)

The home of the Olympic games. (Olympia)

The person who killed the Minotaur. (Theseus)

A sport mixing boxing and wrestling. (pankration)

The place famous for the Trojan horse. (Troy)

A city that forms an independent country. (city state)

This needs to be "low stakes", it is not just about checking prior knowledge. Learning is not assessment.

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