



**BICKLEY PARK
SCHOOL**

Curriculum Policy

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Introduction

At Bickley Park School we maintain that learning should be a rewarding and enjoyable experience for everyone and that it should meet the needs of all pupils and at all stages in the process of lifelong learning. We believe that a rich and broad curriculum helps children to lead happy and rewarding lives.

Values

Our school curriculum at Bickley Park School is underpinned by the values that we hold dear. The curriculum is the means by which the school achieves its objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Within our curriculum, we seek to uphold the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs so that our pupils are effectively prepared for the opportunities, responsibilities and experiences of life in British society.

Aims

2.1 We aim to:

- Provide fulltime supervised education which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- Provide opportunities for pupils to acquire speaking, listening, literacy and numeracy skills;
- Provide personal, social, and health education in line with Bickley Park's aims and ethos;
- Enable all learners to experience a curriculum which offers breadth of experience and a balance of opportunities for learning, which acknowledges and builds on what has already been learned;
- Provide increasing challenge for the pupils and the possibility of progression, across the various transition points, to maximise each child's potential
- Offer a curriculum that embodies sufficient flexibility to meet the varying ages, needs, abilities and aspirations of all pupils, including those with an Education, Health and Care Plan (EHC) and/or a Provision Plan.
- Use digital technologies throughout all aspects of the curriculum; woven into our teaching and learning as a core element of all we do.
- Encourage respect for other people and pay particular attention to the protected characteristics set out in the Equality Act 2010. Pupils are taught respect and tolerance throughout daily school life and in every lesson and activity in which they take part;
- Provide education for all children appropriate to their needs and for younger children in EYFS, who are below compulsory school age, a programme appropriate to their educational needs in relation to social, emotional and physical development and communication skills.
- Actively promote Fundamental British Values throughout the curriculum
- Provide careers guidance for pupils especially in Years 7 and 8.

Roles and Responsibilities:

The Curriculum Coordinators will review and approve the curriculum and Subject Handbooks for each subject and will ensure that the timetable is set appropriately to accommodate the requirements for

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each subject. They, alongside the school SENDCo, will also manage provision for children identified as being gifted and/or talented, including their Provision Plans, in part to ensure they are well prepared for scholarship exams to their senior schools.

Heads of Subject, within their Key Stage responsibilities, will be responsible for the preparation and maintenance of the subject handbooks and subject policies. Heads of Subject will be assisted by Leads in Reception – Y4 in this work. Teaching staff will adhere to the subject policies and subject handbooks in teaching classes and prepare class topics, themes, and lesson plans. Where cross-curriculum links are required, or exist, the Curriculum Coordinators, SENDCo and Heads of Subject will ensure that regular meetings occur between relevant staff to coordinate activities.

The SENDCo is responsible for the annual review of pupils requiring EHCPs and the management of all pupils identified as having learning difficulties and/or disabilities. This includes the drawing up of Provision Plans with the Form Tutors or subject teachers.

Monitoring Arrangements:

The Head will report to Governors on results, achievements and performance of pupils including senior school destinations.

Management of children with special needs and learning difficulties and/or disabilities will be managed by the SENDCo.

The Curriculum

The curriculum is framed around four Quadrants of Learning:

The Academic Quadrant helps children fulfil their academic potential whilst fostering a love of learning.

The Arts Quadrant emphasises the importance of performance and visual arts as a means of developing confidence and communication skills.

The Community Quadrant helps children understand how they can be effective members of a community. The community quadrant will provide the children with opportunities to take on responsibility from a young age, show initiative and participate in projects involving service to others.

The Sport and Outdoor Education Quadrant aims to develop an understanding of working effectively and competitively as a team. Life skills such as leadership, resilience and taking managed risks will form an important part of this quadrant.

Overview

All pupils in Y2 to Y8 are issued with a 1-to-1 school iPad. In EYFS and Y1 shared class set are available. These iPads are an integral part of each child's learning and are used both at school and at home for homework and remote learning. The iPads allow teachers and pupils to access a wide range of dedicated Apps for Teaching and Learning – some are generic and allow better sharing of information and assignments, whilst others are subject specific and provide for the needs of all pupils across all curriculum areas.

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Children through Key Stages 1, 2 and 3 broadly follow the contents of the National Curriculum for England and Wales. However, additional specialist teaching is also offered including Drama, Climbing, World Culture, Forest School and Adventure School. Greater emphasis is also given to physical education, which is seen as a vital part of children's broader education.

Religious Studies is taught in discrete lessons in EYFS and as standalone lessons from Y1.

Some schools are willing to offer places to boys in Y6 (at age 11) for entry to senior school into Y8 (at age 13). From Y6, the school curriculum is to be guided by the ISEB Common Entrance syllabus at 13+ which itself is related to the National Curriculum up to Key Stage 4.

Boys of high ability are to be identified by the school, in consultation with their parents, for scholarship exams at their chosen school(s). Scholarship exams follow a syllabus broadly in line with Common Entrance, but the school familiarises these boys with past papers at this higher level.

Pupils in Reception – Y4 have a class teacher for the core subjects, benefiting from an increasing number of specialist teachers for different subjects as they progress through these year groups. From Y5, pupils have a form tutor, with all lessons being taught by subject specialists.

All pupils follow a programme of activities which is appropriate to their needs and which allows them the opportunity to learn and make progress at school.

Subjects taught:

The following subjects are taught at Bickley Park School:

Year 1-8: English, Mathematics, Science, MFL*, Geography, History, Religious Studies, Music, Drama, Art, , P.S.H.E, Physical Education, Swimming and Games. In Year 1-4, Geography and History are taught within the 'Creative Curriculum'.

Reasoning is taught in Year 5-8, via the 'Atom Learning' package.

Y1 to Y6 have Design Technology and Computing

Y7 and Y8 have Engineering (a combination of Design Technology and Computing)

MFL is Spanish in Nursery, Rec, Y1, Y2, Y3 and Y4 to Y8. French in Y6 to Y8.

Y3 have a term of British Sign Language. Forest School is taught in Reception – Y2 and Adventure School takes place from Y3. Drama is taught throughout the Prep and Pre-Prep.

The following Games, or associated skills, are taught by specialist teachers to pupils in Reception to Year 8:

- Reception: Multi-skills programme throughout the year
- Autumn term: Football and Hockey (Y3 and above)
- Spring Term: Rugby, Hockey and Cross-Country (Y3 and above)
- Summer Term: Cricket, Tennis and Athletics.

In addition, basketball, climbing, badminton, squash and gymnastics are taught.

Swimming is taught throughout the year, from Year 1.

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The following sports are available via the school's clubs programme: taekwondo, climbing, hockey, fencing, table tennis.

Basic careers guidance and opportunities to gain financial awareness are promoted at the school.

The Early Years Department (Nursery and Reception) follow the curriculum for the EYFS.

Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences. Activities are planned which are appropriate to the child's educational needs.

Children learn through their senses and through powerful interaction with their environment. There is a strong focus on play-based and outdoor learning, together with a combination of structured play, child-initiated and adult-led activities.

Active exploration and autonomy are encouraged. Opportunities for investigation and discovery in both indoor and the outdoor environment are provided and adults play a key role in enriching and extending learning potential. A wide range of resources is provided to stimulate interest and nurture curiosity. We plan a learning environment both indoors and outdoors that encourages a positive attitude to learning. We use resources that reflect both the communities that the children come from and the wider world. We encourage children to select resources and make choices to develop independent learning.

The children are given opportunities to enjoy activities, from within the EYFS curriculum, which address all seven areas of learning.

Prime Areas:

Personal, Social and Emotional Development (PSED) involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Communication and Language (C & L) development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development (PD) involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Specific Areas:

Literacy (L) development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics (M) involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

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Understanding the World (U W) involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design (EA & D) involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

In addition, children in the Early Years Department are also taught by specialist teachers for Drama, Music and Movement and Spanish. In addition, specialist Games teaching and swimming (from the summer term) takes place in Reception.

Special Educational Needs:

Details of how the needs of children with special educational needs are to be met can be found in the school's SEND policy. If a child is identified as having learning difficulties, the level of intervention is determined by the special needs coordinator (SENDCo), in consultation with staff and parents. The specific requirements of support and how the child's needs are to be met is documented and regularly reviewed. The school provides a certain amount of support free of charge, although additional support may be bought in by arrangement between the SENDCo and parents. The school's gifted and talented policy describes how the needs of able pupils are met. **E.A.L.:**

We are fully committed to providing pupils with the necessary support and teaching who have English as an additional language. Where this is required, an appropriate programme will be implemented.

Details of how the needs of children with special educational needs are to be met can be found in the school's E.A.L. policy.

Homework

Homework is accepted as a valuable element to learning and we recognise the importance and value of homework as an extension and consolidation of classwork.

Details of homework expectations are provided at the beginning of the academic year and within year group handbooks and the Parents' Handbook.

Summary

We believe that people learn best in different ways. At Bickley Park School we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

We have high academic expectations of all our children and the pace of work is sustained and challenging. We expect our children to work hard and to take their learning seriously.

