



**Best Futures School**

*Where Children Come First*

# Curriculum Policy

Date updated – Feb 2022

Lead – Principal

Status - Current

Prepared by – Caroline Seagroatt

Review date – Feb 2023 or sooner if  
legislation is updated

## **Purpose**

Best Futures School curriculum policy sets out the principles that underpin the design and intent of our curriculum, how the curriculum is implemented and how we measure the impact that our curriculum has on our pupils' learning and development.

This policy informs other school policies including the Planning, Assessment, Recording and Reporting Policy, PSHE policy and the social, emotional, and mental health policy.

Our curriculum is designed to give our pupils opportunities to develop new skills and knowledge through a variety of interesting contexts, experience the challenge and enjoyment of learning, develop and demonstrate their creativity and learn within a coherent and progressive framework. Our curriculum is also designed to positively impact our pupils' well-being through developing their confidence and self-esteem, learning to respect themselves and others and recognising that people are good at different things.

These principles are at the heart of our curriculum, and we believe the best way to support this is through an engaging, sequential and aspirational project-based curriculum which ensures a progression of skills and knowledge. To develop long term memory and therefore the retention of information learnt, we utilise opportunities for retrieval practise, dual coding and knowledge organisers.

Best Futures have chosen the broad and balanced Cornerstones Curriculum. This covers a four-stage pedagogy to engage, develop, innovate, and express. The topics covered are carefully selected and in line with pupil interests and ages. Each topic has a subject focus - geography, history, music, art etc to provide coverage of the curriculum. The new Curriculum maestro allows for companion projects to run alongside called knowledge rich projects (KRP) and imaginative learning projects (ILP). These focus on science, history, art, and design and allow for depth of learning, bridging gaps within the curriculum plan. The Cornerstones curriculum covers EYFS ,KS1 & KS2 and is planned into three phases: long-term planning, medium-term planning and short-term planning.

The long-term planning gives an overview of the topics to be covered across the academic year and runs on a four-year rolling cycle. The long-term plan is designed to ensure there is balance and sequence through the range of topics covered. Consultation with pupils also informs the design of the long-term plan.

The medium-term plan develops the long-term plan further by outlining the skills covered across the topic. The short-term plans are developed on a weekly basis, formatively assessed through PIVATs 5 and Cornerstones.

Additional opportunities for learning, improving outcomes and developing cultural capital are provided through enrichment activities and visits.

At Best Futures we promote a love for reading and value the importance of and ability to decode and read fluently to access all areas of the curriculum. From January 2022 we commenced the Read Write Inc. (RWI) systematic synthetic phonics programme across the whole school. Matched decodable books are read alongside the sounds being taught. This is to experience success and promote confidence and self-esteem. Re-reading and book discussion further supports increasing fluency of decoding. Half termly assessments are carried out to monitor and track progress, identifying any intervention required.

The PSED (Personal Social Emotional Development) of each pupil is closely monitored using PIVATs 5 (Performance Indicators for Valued Assessment and Targeted Learning). This assesses the pupils social, emotional, physical, and behavioural development. The PIVATs is used in various contexts including discreet SEMH sessions.

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Thanks

We use the Jigsaw Curriculum to support the teaching of Personal, Social and Health Education (PSHE) including the statutory Relationships and Health Education scheme of work, providing pupils with relevant learning experiences, emphasising emotional literacy, building resilience and nurturing mental and physical health. The programme is supplemented and personalised with identified needs and local areas of concern.

We follow the Early Years Foundation Stage (EYFS) framework, updated in September 2021, alongside the Development Matters guidance which provides an overall view of how children develop and learn but does not replace professional judgement.

The framework runs alongside PIVATs 5 in addition to the Engagement Model.

The Engagement Model supports progress for pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study. The engagement model is an assessment framework that has been introduced by the Department for Education (DfE) and fits alongside the Education Health Care Plan (EHCP) outcomes to support evaluating progress against these. The engagement model has five areas of engagement: exploration, realisation, anticipation, persistence and initiation.

### **Curriculum Principles and Fundamental British Values**

One of the core principles in the design of our curriculum is that pupils learn to respect themselves and others. This respect is fostered through learning

about fundamental British values. Our curriculum covers the following fundamental British values:

### **Democracy**

The school is used by North East Lincolnshire council as a local polling station, this gives opportunities to talk about politics in the wider context, which can be voting within the local elections to wider issues civil liberties around the world. Children have a questionnaire to put forward their views about the school at least annually. Pupils are invited to join the School Council. Through this they gain experience of sharing their own opinions and understanding that important decisions are made fairly through voting. It is explicit to the children that the Student Council is a democratic body.

### **The Rule of Law**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days. Pupils are taught the positive value of laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

### **Individual Liberty**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to develop their own self-identity through PSHE and SEMH sessions and the use of the Talkabout programme. They then have opportunities to voice their individual ideas through the Student Council.

### **Mutual Respect**

Mutual respect is at the heart of our values. Through 1:1 reflection, PSHE and SEMH sessions, children learn that their behaviours influence others. All members of the school community are encouraged to treat each other with respect.

### **Tolerance of those of Different Faiths and Beliefs**

Best Futures is situated in an area which is not greatly culturally diverse, therefore we place a great emphasis on promoting diversity with the children. Through enrichment activities such as cooking, and art children explore and learn about other cultures. Staff encourage pupils to consider the wide range of cultures and faiths represented in a multi-cultural society like Britain. Pupils

are supported in asking questions about these faiths and cultures in order to expand their knowledge and understanding.

### **English as an additional language**

The term EAL is used to describe a diverse group of pupils for whom English is an additional language. The definition of an EAL learner includes anyone who has been exposed to a language other than English during early childhood “and continues to be exposed to this language in the home or the community”

Particular care will be needed with pupil's whose first language is not English. Teachers will closely monitor their progress across the curriculum to ascertain whether there are any additional needs to be addressed with communicating in English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

Class/subject teachers will plan collaboratively with EAL support teachers or teaching assistants. There should be a focus on both language and subject content in lesson planning.

All EAL learners will have a right to access the National Curriculum and the Early Years Foundation Stage. This will be achieved by all staff being fully aware of the specific learning needs of all individuals. Appropriate resources will be made available that will work on developing the pupil's speech and language. This will be monitored, and progress will be recorded.

### **Enrichment Activities and Pupil Premium**

We are committed to developing the whole child. Curriculum enrichment opportunities are utilised to enhance our topic-based curriculum.

The Teacher - Education responsibilities are to:

- Provide a strategic lead and direction for the curriculum.
- Support and offer advice to colleagues on issues related to the curriculum.
- Monitor pupil progress in all subject areas.
- Provide efficient resource management for the curriculum.
- Keep up to date with developments in the curriculum, at both national and local level.
- Review the way the curriculum is taught in the school and plan for improvement.
- Ensure that there is a breadth of experience in the Curriculum and that progression is planned into schemes of work.

This policy should be read in conjunction with the Best Futures Nurture Policy.

### **Children with Special Needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. Our bespoke planning ensures that if we think it necessary to adapt the curriculum to meet the needs of individual children.

If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, the teachers will initiate the plan do and review assessment (developed through assessments from Cornerstones curriculum, PIVATs 5 and support plans) for the Education, Health and Care Plan. Appropriate external agencies are involved when making this assessment. We provide additional resources and support for children with special needs.

### **Beginning a placement in our school**

During the child's first term in school, the teacher begins to assess each child. This generates a baseline and this assessment forms an important part of the future curriculum planning for each child.

We understand all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by having a carefully planned induction process including home visits. This relationship is nurtured throughout their time at Best Futures. Pupils also undergo a three-stage transition period when starting at the school. This starts with part-time mornings in week one, then part time morning/afternoons in week two, then full time by week three.

### **COVID Curriculum plan**

The curriculum will follow interim guidelines during the period of COVID legislation from the Department of Education. This plan may be subject to change dependent to development of virtual learning resources.

### **Remote learning**

Remote learning is set up and provides pupils access to work via dojos and google classroom, Oxford owl and purple mash etc. The work set is bespoke to the pupil and will follow set topics from Cornerstones. All work aligns with targets set in pupils' EHCP's. The resources are gathered from various sources such as:

## **Resources**

<https://www.twinkl.co.uk/resources/covid19-school-closures>  
<https://hub.cornerstoneseducation.co.uk/>

## **Educational sites**

[Oak National Academy \(EYFS, KS1 & KS2\)](https://www.thenational.academy/)  
[BBC Bitesize \(KS1/KS2\)](https://www.bbc.co.uk/bitesize/primary)  
[Premier league primary stars \(Maths, English, PE & PSHE\)](https://www.primarystars.com/)  
<https://plprimarystars.com/>  
[Joe Wicks \(Fitness/PE\)](https://www.joewicks.com/)  
[Youtube.com/thebodycoach](https://www.youtube.com/thebodycoach)  
[Band lab & Let's play kids music \(Music\)](https://www.letsplaykidsmusic.com/)  
<https://www.letsplaykidsmusic.com/>  
<https://edu.bandlab.com/>

## **SEMH**

<https://up.org.uk/>  
<https://kidsread2kids.com/>

## **Phonics & Reading**

<https://www.phonicsplay.co.uk/>  
<https://www.oxfordowl.co.uk/>

## **Dojo system**

The dojo system is used as our primary place for communication with staff and parent/carers. This allows for parents to contact the school and for information to be sent out remotely. Resources can only be shared by the DSL and designated teachers. The resources shared are mainly pdf, jpeg, word documents and hyperlinks. The system is used to update dojo points for pupil rewards and any new guidance set by the Government.  
<https://www.classdojo.com/>

## **Google classroom**

Google classroom is used to share audio and video resources for pupils, parents/carers. All pupils are given an email, password and class code which allows pupils to have their own personal account.

<https://classroom.google.com/>

## **Delivery**

During Covid if pupils can't access work remotely work packs are sent out and delivered home and assessed. The timetable is aimed at maintaining the learning for all pupils.

## **Timetable**

As pupils return the timetable and day are split into morning and afternoon lessons. The morning lessons concentrate on animal care, circle time, Maths, English, SEMH, phonics, topic, class story, arts, and crafts. These are all short 20-minute sessions. With a 20-minute break time. The afternoon session includes, cooking, PE, music, PSHE, lunch time and choice time. The sessions are longer, and staff are advised/reminded about hand washing during sessions. Friday will be a day for pupils to finish off work and assess their own work with purple pen. This will include pupil awards and recognition.

Pupils will not take part in enrichment out of the building until guidelines advise to do so and risk assessments have been completed. All sessions will be in school until it is advised it is safe to resume.

## **Marking & assessment**

All work will be printed and saved for 72 hours to stop the spread of the virus. Work will then be placed in books and marked by the teacher.

Work is marked to allow for assessment and updates to EHCP targets. Pupils' general well-being is also closely monitored, and changes are made accordingly to IBMP's.

EHCP to be completed virtually - in line with SENCO legislation

## **Monitoring and Review**

The Principal is responsible for monitoring the way the school curriculum is implemented.

The CIC Board will liaise with the Principal and Deputy Principals - Education to monitor the way the school teaches these subjects through regular reports and visits to school.

The Teacher/Team Lead – Education is also responsible for the day-to-day organisation of the curriculum and will monitor the curriculum through a

regular review of planning, classroom observation, and liaison with the Team Lead.

### **Review**

In collaboration with School Principal or Deputy Principals, the CIC Board members will review this policy statement and update, modify or amend it as it considers necessary to ensure the policy meets the needs of Best Futures School.

<b>Principal</b>	Caroline Seagroatt	Signature	<i>C Seagroatt</i>	<b>Date:</b>	07.02.22
<b>Deputy Principal</b>	Jayne Dodd	Signature	<i>J DODD</i>	<b>Date:</b>	07/02/22
<b>Proprietor</b>	Dawn Best	Signature	<i>DB Best</i>	<b>Date:</b>	07/02/22
<b>CIC Member</b>	Steve Davies	Signature	<i>SJ Davies</i>	<b>Date:</b>	07/02/22