



Curriculum Policy

Intent	Mission Statement	Learning, caring, growing together									
	Christian Values	Love	Honesty	Friendship	Compassion	Respect	Kindness	Forgiveness			
	Legacy for our children	PRIDE									
		Positive	Resilient	Independent	Determined to achieve success			Encouraged by a love of learning			

Implementation	Quality First Teaching	Expert subject knowledge	Effective questioning	Clear, direct verbal feedback	Misconceptions identified and addressed	Effective pace and use of time to allow practice and embedding of KUS	High expectations	Quick progress activities	Effective use of support	Range of teaching strategies to meet the needs of all learners	Assessment for learning to shape the direction and pace of learning	Kagan strategies used to support collaboration	Clear differentiation for key groups				
	Broad and balanced curriculum	Personal, Social and Emotional Development			Physical Development		Communication and Language			Literacy		Mathematics		Understanding the World		Expressive Arts and Design	
		Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour	Moving and handling	Health and self-care	Listening and attention	Understanding	Speaking	Reading	Writing	Numbers	Shape, space and measure	People and communities	The world	Technology	Exploring and using media and materials
	English		Maths	Science		RE	Computing	Music	Art & Design	Design Technology	Geography & History	PE	Mfl	PSHE			

Impact	Emotional, Social and Intellectual	EMOTIONAL	SOCIAL	INTELLECTUAL
		Children feel safe, are happy and enjoy coming to school. Parents and carers are happy with the school and high proportions would recommend us to others.	Children take pride in their work, try hard and show a positive attitude to learning. Children demonstrate our vision and core values. Children conduct themselves well in and around school. Children are reflective about their conduct.	Children can confidently articulate their knowledge and demonstrate their skills. Children read widely and often with fluency and comprehension. Children make at least expected progress and attain in line with or better than national expectations. Children with SEND achieve the best possible outcomes from their starting points.

Purpose

Our well planned, vibrant curriculum enables children to relish learning independently and co-operatively. We aim to offer a primary curriculum not only to inspire learning but to develop skills, knowledge and understanding to equip children for later life.

Inclusion

Teachers set high expectations for every pupil, responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils. Lessons are planned to ensure that there are no barriers to every pupil achieving. Where necessary, pupils have access to specialist equipment and different approaches. Teachers plan lessons so that all pupils can access the full curriculum.

EYFS

Early Years is often the first experience into the world outside the family home. What the children learn creates secure foundations for future learning and development. We believe in providing a stimulating, challenging environment which is an extension of the home. The Statutory Framework for the Early Years Foundation Stage provides the structure for our curriculum. Our approach to planning in the Early Years is personalised to the interests, next steps and needs of all individual children.

Key Stage 1 and 2

For Key Stage 1 and 2, the National Curriculum programmes of study are used to provide learning objectives. For each subject, the school has developed a breakdown of skills. These form the 'backbone' of our thematic approach. For RE and PSHE our school curriculum has been agreed by the governors. Lessons are planned through long term and medium term plans to ensure thorough covering of skills.

Quality First Teaching

We aim to encourage every pupil to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school. At St. Bede, quality first teaching includes:

- Expert subject knowledge
- Effective questioning
- Clear, direct verbal feedback
- Misconceptions identified and addressed
- Effective pace and use of time to allow practice and embedding of KUS
- High expectations
- Quick progress activities
- Effective use of support
- Range of teaching strategies to meet the needs of all learners
- Assessment for learning to shape the direction and pace of learning
- Kagan strategies used to support collaboration

- Clear differentiation for key groups

Curriculum Leadership

At St. Bede, Curriculum teams work together to promote professional leadership and management of their subject area to secure high quality teaching, effective use of resources and the highest standards of progress for all pupils. Curriculum leaders:

- establish a vision and action plan for their subject.
- establish, develop and implement policy and schemes of work for their subject in accordance with the requirements of the National Curriculum and of school policy and in line with recent inspection and research evidence.
- monitor and evaluate the effects of subject policies and plans.
- lead the teaching of their subject by example
- monitor and evaluate progress and achievement in their subject.
- develop effective working relationships with all teachers, parents, senior managers and governors.
- lead professional development in their subject
- work with others to ensure the teaching of their subject across the curriculum.
- establish, maintain and develop appropriate resources for the teaching of their subject.