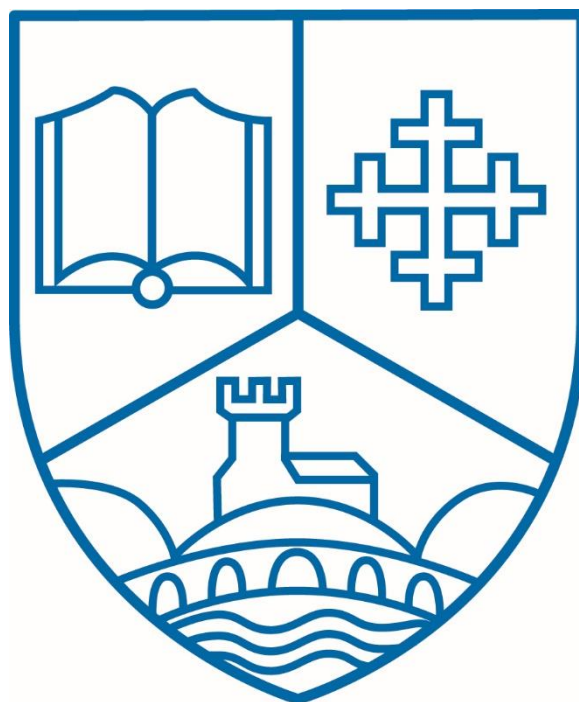


**BIDFORD ON AVON  
CHURCH OF ENGLAND  
PRIMARY SCHOOL**



**Curriculum Provision & Planning Policy**

**March 2024**

**Review date -2027**

## Bidford Primary School Curriculum provision and planning Policy

### **1. Introduction:**

The school curriculum comprises all the learning and experiences that our school plans for its pupils. The national curriculum forms one part of the school curriculum and consist of 3 core subjects (English, Mathematics and Science) and 7 Foundation subjects at KS1 (Art & Design, Computing, Design and Technology, Geography, History, Music and Physical Education) and 8 at KS2 with the addition of Modern Foreign Languages. It also makes provision for personal, social, health, cultural and economic education (PSHCE), including age appropriate (RSE) relationship and sex education. Pupils in reception classes follow the Early Years framework and as a Church of England school we follow the Locally Agreed Syllabus for Religious Education.

We believe that all the children and adults in our school community are learners. By embracing a range of appropriate teaching and learning styles, we provide a rewarding, enjoyable and meaningful curriculum that fosters individual creativity, aspiration, independence, personal growth and development. It includes not only the formal requirements of the National Curriculum and statutory framework for the Early Years Foundation Stage, but also the range of extra-curricular activities used to enrich children's experience and the 'hidden curriculum' - what the children learn from the way they are treated and about how they are expected to behave. We aim to support children to develop their character as they grow into positive, responsible people, who can work and co-operate with others, whilst developing the knowledge, skills and love of learning needed to achieve their true potential. The curriculum is designed to reflect and engage the local area – its rural setting, the community, local groups and extend pupil's experience beyond to a national and global awareness. Our school vision statement is at the core of defining the school's aims for pupil's academic and personal growth through curriculum development and reflects the social, moral, emotional, cultural and spiritual aspects of learning key to pupil's well-being and success (see appendix).

### **2. Aims and objectives:**

The aims of our school curriculum are to:

- offer a curriculum which is balanced and broadly based, which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and prepares them for the opportunities, responsibilities and experiences of later life.
- promote high standards across the curriculum and provide an enjoyable, meaningful, stimulating learning environment.
- support children to thrive, so that they reach their full potential in all aspects of their school, home and future life.
- enable children to be creative and to develop their own thinking, problem solving and investigative skills;
- promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- provide equality of access and opportunity for all pupils.
- ensure children are competent in the basic skills of English, Maths, scientific research, computing and comparative thinking.
- teach children about their developing world, including how their environment and society have changed over time.
- develop cultural awareness and to help children understand Britain's values and cultural heritage.
- enable children to be positive educated citizens in society, preparing them for the opportunities, responsibilities and experiences of adult life.
- develop the personal and social skills of each child.
- fulfill all the requirements of the National Curriculum, Early Years framework and the Locally Agreed Syllabus for Religious Education.
- provide a daily act of collective worship.
- provide sex and relationship education.
- enable pupils to develop moral sensibility and to have an understanding of the difference between right and wrong.
- understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- promote spiritual development, environmental awareness and economic well-being.
- enable children to have good self-esteem and respect for themselves and others, and to be able to live and work co-operatively with others.
- promote physical and mental development, well-being and an awareness of the importance of a healthy lifestyle.
- support their effective transfer between home, nursery, school and Key Stage.
- develop healthy, happy, confident and self-motivated individuals.

### 3. Organisation and planning

#### Planning overview:

- We plan our curriculum in three phases: Early Years, Key Stage 1 and Key Stage 2 based on the statutory elements of the National Curriculum 2014, Early Years framework and the Locally Agreed Syllabus for Religious Education.
- Each subject has a discrete policy that outlines the aims of the subject and how teaching and learning is provided within the school.
- Each subject has a discrete scheme of work outlining the termly timetable of curriculum objectives for KS1, Lower KS2 and Upper KS2, with associated vocabulary, progression milestones and subject requirements e.g. Art and Design linked artists.
- Each subject has descriptors for the end of phase (KS1, LKS2, UKS2) expectations/ milestones that identify progression in the subject.
- Subject guidance provides direction to staff on the teaching time for each subject termly/ annually.
- KS teams meet termly/ weekly to develop planning across the classes to ensure entitlement and parity for each year group.
- Planning ensures engagement through activities that have a purposeful or real life context; that identifies the substantive and disciplinary knowledge pupils should acquire, whilst consolidating and building on their prior learning; that encourage creativity and individual expression; that promote curiosity, research and independent learning; that set high expectations through presentation, marking and feedback; that deliver a clear focus through clear learning objectives, success criteria, target setting and assessment for learning.

#### Long term planning: (Yearly & Curriculum summary)

- Our long-term plans (maps) identify the implementation of the National Curriculum 2014 and Agreed RE syllabus for each key stage. This indicates the subjects/topics/objectives to be taught in each year/ term, and to which groups of children. Each subject area also has a long term scheme of work that identifies the objectives to be covered.
- In the EYFS topics are planned half-termly over the year.
- At Key Stage 1 and Key Stage 2 English, Science, RE, PE, PSHCE, MFL (only KS2), D&T, History, Geography, Art and Design are planned on a two year rolling program.
- Two year rolling plans direct the learning in paired year groups: Y1/2; Y3/4; Y5/6.
- Planning links to the National Curriculum requirements for each subject, the key knowledge/ vocabulary to be learnt, expectations for the end of phase milestones and cross-curricular links.
- Subject provision is mapped out in subject schemes of work, supported by progression maps that outline the key skills to be developed at the end of KS1; lower KS2 and Upper KS2.
- We review our long-term plan on an annual basis.

#### Medium term planning: (Termly)

- Medium-term plans, give guidance on the objectives, key vocabulary, key knowledge/ assessment milestones and teaching sequence used when teaching each subject and summaries a series of lessons over time e.g. term.
- Medium-term planning objectives are taken directly from the statutory documents. We use national and local schemes of work and a range of other imaginative planning documents to support our medium-term planning in the foundation subjects.
- At the start of each topic pupils are provided with opportunities to contribute to planning, to assess their pre knowledge and to develop their own interests.
- Medium term plans are developed in paired year groups: Rec; Y1/2; Y3/4; Y5/6.
- Standardised planning formats are used for English, Maths, Science and Foundation subjects.
- Learning is developed through daily, weekly or 'blocked' lessons e.g. art/ design technology where a sustained amount of time is required to meet expectations and support learning.
- Plans are stored in the Staff only shared area on the network.

#### Short-term plans: (Weekly & daily)

- Short-term plans are those that our teachers write on a weekly/ daily basis, particularly for Maths and English. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.
- Standardised planning sheets are used for English, Maths and foundation subjects.
- Medium term plans in the foundation subjects and RE provide the necessary weekly/ daily details.
- Teachers complete a weekly overview of their week which is submitted to the headteacher each Monday.
- Plans detailing individual lessons outline the differentiation/ adaption required to support SEND/ vulnerable pupils.

### **Cross-curricular planning:**

- Key Stage curriculum maps indicate the opportunities for cross-curricular planning. Additional information indicates opportunities for enterprise, cooking/ growing, diversity, visits/ visitors and learning skills.
- At Key Stage 1 & 2 we teach discrete subjects, but appropriate, links are developed into and across subject areas to provide purpose and a context for learning.
- Additional subject activities e.g. maths investigation days, World Book day, national science week, internet safety day promote a wider subject understanding.
- The use of quality texts in English provides a provocation for work in both English and across the curriculum, where, for example humanity linked texts are used in English to further engage pupils.
- Foundation subjects are designed, where appropriate, with contextual links to other subject area (e.g. D&T/ art linked to a History topic on WW2).
- Following guidance from the Geographical Society a number of geography objectives are built into history units of work to provide context.
- Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.
- Children are provided with opportunities to develop their own research, mini topics and presentation ideas.
- Geography/ History books encourage thoughtful, imaginative and independent approaches to learning, recording and presentation.
- Additional enrichment activities are sourced to enhance learning e.g Ogden Trust science activities and all children are encouraged to take part in additional arts, music, performance and drama activities as they are important activities in encouraging their confidence and communication skills e.g. KS2 topic diversity performances; Year 4 ensemble; Singtastic.
- Planning within schemes of work and long/ medium term planning also identifies the knowledge and cultural capital they need to succeed in life, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.

### **Learning objectives/ success criteria:**

- Staff develop and use learning objectives from the National Curriculum to direct their planning and teaching, whilst providing a focus for pupils on their learning.
- Schemes of work identify the key objectives for each unit of work, which are used within medium term planning for individual lessons.
- Learning objectives focus on the core learning in lessons, rather than the context or activity to ensure clarity on learning outcomes. They focus on what is to be taught/ learnt in the lesson. They should be decontextualized so that children can see the learning can be applied in different contexts and subjects.
- Learning objectives are presented to pupils at the start of lessons or constructed with pupils over a lesson to promote pupils' engagement and ownership of learning.
- Teachers and pupils clarify learning objectives using success criteria which promote pupil ambition and focus the understanding of progress across a lesson or series of lessons, standards for each year group and potential outcomes.
- Knowledge organisers are used in science, history and geography to focus on the key learning and are sent home termly to parents to support learning at home.
- Mid lesson plenaries are used to reiterate, clarify and assess pupils learning against the learning objective.
- Pre-teaching sessions are used to teach vulnerable pupil's concepts or skills before the actual class takes place in order to address the barriers they might have in accessing the content of the lesson.

### **The Foundation Stage:**

- The curriculum that we teach in the Foundation stage meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.
- Our school supports the principle that young children learn through play, and by engaging in well-planned structured activities inside and outside the classroom. Teaching in the Foundation class builds on the experiences of the children in their pre-school learning and on starting points identified by the baseline assessment completed with children on entry to the setting. We do all we can to build positive partnerships with our nursery and pre-school.
- In the EYFS topics are planned half termly, with work integrated for each of the areas of learning. A focus on the Prime areas is supported by focused work on the specific areas, which develops over the year to ensure pupils are ready for Year 1.

- Children in the Foundation Stage take part in weekly Forest School sessions which enhances their ability to work together, solve problems and develop their speaking/ listening skills and dexterity.
- During the children's time in the Foundation class, their teacher completes a pupil profile to record the skills of each child using the areas of learning. This assessment forms an important part of the future curriculum planning for each child.

#### **The Hidden curriculum:**

- The school vision statement and the values it promotes and the ways in which we treat each other has a fundamental effect upon children's desire to learn, their sense of belonging and their evaluation of the world around them.
- At Bidford on Avon C. of E. Primary School we encourage all children to appreciate the people and environment around them and wish for them to become curious, thoughtful, confident, compassionate and emotionally literate individuals. This is supported by our Christian foundation.
- Our underlying Christian foundation offers a vision of what it is to be a human being irrespective of a person's faith. The development of character manifests itself in the spiritual, social, intellectual and wider dimensions of school life. Character is formed by the year-in, year-out development of patterns of thought, response and behaviours that become part of who we are. The social, emotional and spiritual elements of learning are developed through discreet work planned across the curriculum based upon the school's vision statement and spirituality policy (see appendix).
- A robust pastoral support system, led by our Wellbeing staff team, promotes the health, safety, emotional wellbeing, aspiration and inclusion of all pupils. It compliments our PSHCE curriculum promoting emotional literacy, safe behaviours including online safety, social awareness and responsibility.
- The Protective Behaviours programme also provides an opportunity for pupils to develop an understanding of self, their self-worth, self-esteem and their right to feel safe. It gives pupils strategies to deal with difficult situations and have the confidence to stand up for themselves or ask for help from others.
- A range of activities and instruction supports the school's ethos. School rules are seen in the context of living together, individual responsibility, keeping safe and achievement. Pupils and staff are encouraged to be role models through their day to day behaviour or roles and through the development of leadership and cooperation skills: house captains, school councillors, Year 6 managers, Playground Pals, membership of school groups e.g. science committee; eco committee, science officers; e-safety officers; road safety officers.
- The use of questioning, discussion, research, collaboration and the development of listening, communication, thinking and problem solving skills encourages pupils' curiosity and self-directed learning.
- Ambition, resilience, hard work and determination are encouraged through exciting experiences, high expectations, clarity around learning and a positive approach to the highs and lows of developing a secure understanding or competence.
- Spiritual and moral development grows through daily collective worship and an atmosphere of respect, tolerance and inclusion. Spiritual development is developed through our school vision statement and the identification of the four aspects of self, others, beauty and beyond (see appendix).

#### **Timetabling:**

- Planning guidance (see appendix) provides information on the time allocated for each subject area. This has been designed to ensure that the focus on English, Maths and Science objectives is robust and that all subject areas have sufficient time to ensure a good quality of teaching and learning.
- Subjects are taught daily, weekly or termly and where appropriate subjects are taught in blocks (e.g. art, D&T, science) over each term, with appropriate links developed between subject areas.
- Focus subject days are also used to develop deeper learning and extended activities e.g. RE days; Sport enrichment days; topic launch days; themed days – World Book day.
- All children take part in daily English, Reading and Maths lessons, including phonics work at KS1.
- A phase curriculum overview is sent home termly.
- Staff submit a weekly timetable outlining the work for their class.

#### **Assessment:**

- A range of summative and formative assessment approaches are used to measure pupil's attainment and progress against national curriculum objectives – see assessment policy.
- Key Stage teams evaluate curriculum outcomes at the end of each lesson, unit of work and each term and record termly assessments against each subject area. Subject leaders evaluate standards in each subject at the end of the year, collating cohort data and produce an annual report on standards.
- On entry to the school pupils in the EYFS are benchmarked using statutory DFE assessments in maths and literacy.

#### **4. Curriculum subject coverage:**

- The school follows the National Curriculum and agreed RE syllabus organised on the basis of 2 Key Stages (Key Stage 1 & Key Stage 2) including 11 subjects at KS1 and 12 at KS2 classified in legal terms as 'core' and 'other foundation' subjects. It also makes provision for personal, social, health and economic education (PSHE) and relationship and sex education (RSE). The Core subjects are English, Maths and Science.

	Key stage 1	Key stage 2
Age	5 – 7	7 – 11
Year groups	1 – 2	3 – 6
<b>Core subjects</b>		
English	✓	✓
Mathematics	✓	✓
Science	✓	✓
<b>Foundation subjects</b>		
Art and design	✓	✓
PSHCE	✓	✓
Computing	✓	✓
Design and technology	✓	✓
Languages - French		✓
Geography	✓	✓
History	✓	✓
Music	✓	✓
Physical education	✓	✓
Religious education	✓	✓
Relationship and Sex education	✓	✓

- Computing and Information, Communication Technology:** A broad range of technology is used across the curriculum to develop pupils computing, ICT, online safety and cross-curricular skills. In line with the national curriculum all pupils take part in a taught computer lesson following a local scheme of work (Warwickshire LA/ Switched on Computing) but also learn a broad range of skills using technology to develop learning across the wider curriculum. As part of the whole school approach to computing, all pupils learn about being safe online and the potential dangers of using the internet and social media.
- PSHE/Safeguarding and PREVENT:** Pupils are taught about health, equality, British values, relationships, emotional literacy and how to keep themselves safe through a planned range of taught activities outlined in the school's Personal Social Health and Cultural Education scheme of work (PSHCE) including the Taking Care Project (Protective Behaviours Training), Social and Emotional Aspects of Learning (SEAL), Science and E-safety included within the local computing scheme of work. Pupils also learn about fire safety, cycling proficiency and First Aid.
- Relationship and Sex Education (RSE):** To embrace the challenges of creating a happy and successful adult life, pupils are taught the knowledge and skills that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. RSE is taught as part of the PSHCE curriculum and as a discreet subject.
- Sports and Health:** Science, PSHCE and PE promote pupils understanding and engagement in sport, keeping fit and developing a healthy lifestyle. Pupils take part in weekly PE lessons, following an extensive scheme of work (Val Sabin) and a broad range of additional and extra –curricular sports activities, including after school clubs, interschool sports competitions, house events, sport enrichment days, wake and shake sessions, additional sport skill development classes. Science lessons investigate the human body, healthy food, the effects of exercise and the potential dangers of medicines and drugs.
- English:** The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The programmes of study for English are set out year-by-year for key stage 1 and two-yearly for key stage 2 and have been adapted into a whole school scheme of work based

around a two year rolling programme for each key stage. All children take part in a daily English lesson (4 days), daily guided reading session and at KS1/ EYFS a daily phonics lesson. Additional lessons on spelling, punctuation and grammar are also planned. Linking quality texts are used within English lessons to promote pupils love of reading and as a stimulus to inspire high quality writing. Texts are also chosen to link to the wider curriculum, particularly the terms humanities project and cross-curricular work. Opportunities for speaking and listening and drama are included within medium term planning.

- **Maths:** All children take part in a daily Maths lesson. The school follows the White Rose scheme of work, which provides a programme of study for mathematics set out year-by-year for key stages 1 and 2. The curriculum aims that all pupils become fluent in the fundamentals of mathematics, reason mathematically and solve problems. They should also apply their mathematical knowledge to science and other subjects. The programmes of study for mathematics focuses on number, calculation, measure and geometry, also introducing algebra, statistics and ratio and proportion over KS2.
- **Science:** Science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Through building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. The programmes of study for science are set out year-by-year for key stages 1 and 2. The school scheme of work develops a two year rolling programme for each Key Stage.
- **Art and Design:** The school has an art and design scheme of work (Art Express) which promotes pupil's development of a broad range of artistic skills and their creative, cultural and historic understanding of art, craft and design. Units of work focus on experience of Drawing, Painting, Printmaking, Collage, Textiles, Sculpture, 3D and digital art. The art scheme identifies the artists, crafts people and architects to study relevant to the unit of work. The context for work in art and design is linked to the humanities topic where appropriate and is often taught in a block.
- **Design and Technology (D&T):** The school follows a Design and Technology scheme of work produced by the Design and Technology Association (DATA) focusing on the six essentials of good practice: a defined user, clear purpose, functionality, informed design decisions, innovation and authenticity. To ensure that children receive the breadth of learning required by the National Curriculum each term's units of work addresses a particular aspect of the subject. At KS1, these are mechanisms, structures, food and textiles, and at KS2 mechanical systems, electrical systems, structures, food and textiles. The D&T scheme identifies the designers, inventors and architects to study relevant to the unit of work. The context for work in D&T is linked to the humanities topic where appropriate and is often taught in a block.
- **Humanities:** National curriculum humanities are organised into a two year rolling topic programme. Each termly topic addresses a discreet history or geography focus but also promotes relevant objectives from the alternative subject. Cross-curricular opportunities are developed where appropriate to the topic and summarized in planned topic overviews and curriculum topic maps
- **Music:** The music scheme of work (Charanga) engages and inspires pupils to develop a love of music and their talent as musicians. As pupils progress, they develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. A range of additional musical activities reinforce their opportunities to sing, use their voices and to create and compose music.
- **Languages:** Pupils study French at KS2 through the Language Angel and Physical French phonic schemes. A high-quality languages education fosters pupils' curiosity and deepens their understanding of the world. It enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.
- **R.E:** The Warwickshire Agreed Syllabus provides the basis for RE teaching across the school. Additional themed RE days supported by the Diocesan education officer are also planned.
- Schemes of work and related resources are reviewed annually as part of the subject coordinator evaluation process.

#### Off site visits and visiting experts:

- Off site visits and visiting experts are actively encouraged, following guidance in the WCC Offsite visit policy and the school Volunteer and Visitors policy.
- All off site visits are risked assessed using the Evolve risk assessment reporting tool.

#### Parent links:

- Children need the support of parents to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.
- The school website provides information to parents on the national curriculum, subject policies, subject schemes, subject progression and curriculum maps that identify subject content and timetabling for each year.

- Parents also receive a termly subject web displaying the subjects taught that term and knowledge organisers for relevant subjects.
- Parents have access to leaflets outlining the objectives in reading, maths and writing for each year group.
- Termly after school class visits provide pupils with opportunities for children to share work with their parents.
- Parent evening are held termly and provide an opportunity for parents to discuss their child's progress with the class teacher.
- Parents are invited to end of topic activities and displays of pupils learning.
- Parent workshops provide information on key skills including phonics, reading, maths and writing.
- Pupils receive weekly homework which parents are encouraged to support with feedback and discussion.

#### **Intervention:**

- Staff use a range of planning to support intervention work that focus explicitly on finely tuned objectives for children in order to promote their rapid progress.
- A range of daily group and one to one activities are organized to support and extend the learning of individual pupils across the school.

#### **Children with special needs:**

- The curriculum at Bidford school is designed to provide access, opportunity and challenge for all children. We seek to ensure that all pupils are valued equally and that they all make progress. We work in close partnership with parents, carers and children. Through early assessment and identification we aim to meet the needs of children with SEND as soon as possible. The school complies fully with the Code of Practice and LA guidance.
- Quality teaching focusses on the use of 5 adaptive strategies promoted by the Educational Endowment Foundation to support improving outcomes for pupils with SEND: explicit instruction; cognitive and metacognitive strategies; scaffolding; flexible grouping and the use of technology.
- Children benefit from a wide range of expertise and resources within the school meeting Universal and Targeted Needs. A range of activities are planned and regularly reviewed to maximise pupils learning in class and to promote their progress in basic skills. Where necessary higher level need interventions are introduced and monitored by external agencies. The school works proactively with other agencies to enhance provision where there is a more complex need. The provision is detailed at all stages of the Graduated Response. Within Targeted Provision each child receives an intervention plan and at high level needs pupils receive a Pupil Passport. This is reviewed regularly and targets are set in partnership with children. When a child has an Education Health Care Plan (EHP), a Pupil Passport is issued and renewed regularly. An Annual Review document is reported to Special Educational Needs Disability Assessment and Review service at the LA (SENDAR).
- Children who are deemed Gifted and Talented are identified through the monitoring of pupil performance and work is differentiated accordingly.
- Where children's behavior and attitudes limit their engagement with the curriculum or inhibit their relations with other children therapeutic, pastoral and additional basic skills activities are introduced to promote their self-confidence and positive attitudes to learning. In some cases adaptations are made to their individual timetable to ensure the well-being of all members of the school community. Lunch time nurture groups support vulnerable pupils and their effective engagement in the school community.

#### **Pupil premium:**

- Funding for pupils entitled to pupil premium is used to ensure access and engagement in the curriculum and wider experiences within and beyond school.
- Additional pastoral/ academic support and intervention is provided as appropriate to ensure pupil's good progress and attainment of year group objectives and the national standards.

#### **The role of the subject coordinator, Teaching & Learning Responsibility posts, Assistant Head and Senior Leadership team:**

- The role of the subject coordinator is to provide a strategic lead and direction for individual subjects; to support and offer advice to colleagues and the SLT on issues related to the subject; to assist in monitoring pupil progress in that subject area and to provide efficient resource management for the subject. It is the role of each subject coordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is managed in the school and help plan for improvement through a yearly action plan. In partnership with the SLT, subject coordinators review the curriculum plans and standards within their subject, ensure that there is full coverage of the National Curriculum and that progression is planned into schemes of work.
- Key Stage teams evaluate their work termly and provide feedback to subject leaders and the SLT ensuring a cycle of review and improvement.



- The senior management team takes responsibility for the whole curriculum and standards across the school and for designing, implementing and monitoring whole school strategic planning.
- Key Stage managers for UKS2, LKS2 and KS1 are members of the Senior Leadership Team. They take responsibility for leading KS teams, standards within designated core curriculum subjects, monitoring standards and planning within them and take responsibility for leading and managing identified improvement areas.
- The headteacher is line manager for the TLR teachers and monitors their curriculum work.
- The school gives non-contact time on rotation, following the monitoring cycle. This enables staff to carry out the necessary duties involved with their role.

#### **Monitoring and review:**

- The governing body is responsible for monitoring the way the school curriculum is implemented. It reviews each subject area as part of the annual cycle of review and development.
- We have named governors for all areas of the curriculum, who liaise with the relevant member of staff.
- Governors meet with staff as part of the monitoring cycle and annually with curriculum leads.
- The headteacher is responsible for the day to day organisation of the curriculum. The headteacher monitors the timetable of all teachers and works with staff to ensure that every subject area is monitored for progression and continuity. This ensures that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. Annual action plans, termly reviews and an annual subject report ensures a robust approach to monitoring standards.

## **Appendix:**

### **Timetabling:**

This is based on 12 weeks per term– allowing time for assessment and additional activities (times may vary).

- 4 English lessons a week
- 5 reading groups a week
- Phonics: KS1 daily/ KS2 spelling twice a week (20 -30 min sessions)
- 5 Maths lessons a week
- 1 Computing lesson a week (1 hour)
- 1 PE lesson a week: (1.5 – 2 hours); termly PE enrichment days; additional am warm up
- Weekly RE lesson or termly RE days with additional lessons (1.5 – 2 hours): minimum 1 hour a week equivalence
- Art: 3 units per year (1 unit a term)
- D&T: 3 units a year (1 unit a term)
- Music: 3 units a year (1 unit a term) + Y2, Y3, Y4 Ocarina tuition + enrichment activities e.g. choral singing
- PSHCE: 6 units a year (1 unit a half term) + Sex Education Y6 Summer term/ Y5 puberty.
- MFL: 6 units a year (1 unit a half term)
- History: 2 units a year (1 unit a term) + history linked visits
- Geography: 1 unit a year (1 unit a term) + 3 geography lessons within history context + geography linked visits
- 1 Science a week + enrichment activities + science linked visits

### **5 KS2 morning sessions (25 min):**

- Spelling.
- GPS.
- Handwriting – as appropriate.
- Times tables.
- Exercise – as appropriate.
- Additional maths sessions focusing on calculations or the Rapid recall of number facts

## Subject timings

Subject	Termly (afternoons)	Annually	Time (hours)
Science	12	36	52.5
History	9	18 (over 2 terms)	27
Geography	14 (1 term) + 4 geog embedded in history units	18	27
Music	6 / Y2 –Y4 ocarina tuition half an hour	18	27 (Ocarina 19 hours)
MFL	6	18	27
PSHCE	6	18	27
Computing	12 (usually mornings – 1 hour lessons)	36	36
PE	12	36 + enrichment days	52.5 + enrichment
RE	12	36 + enrichment activities	52.5

## Subject scheme resources:

Subject	Resource
English	Bidford literacy scheme
Maths	White Rose
Science	Hamilton trust/ White Rose science
Phonics	Twinkl phonics
Reading	KS1: Oxford reading tree; Project X. KS2: Oxford Reading Tree; Treetops; Accelerated Reader.
Computing	Switched on Computing; Warwickshire computing scheme
PE	Val Sabin
Art & Design	Art Express
Design and Technology	Design and Technology Association
Personal, Social, Health Education	Taking Care Project (Protective Behaviours Training), One Decision, includes SRE. 3Dimension – radicalization.
Modern Foreign Languages	Language Angel; Physical French phonics
Music	Charanga; KS1 Ocarina; KS1 & LKS2 Singtastic choral singing.
RE	Warwickshire Agreed syllabus
History	Historical Association.
Geography	Geographical Association.

Schemes of work and resources are evaluated each term by phase teams and annually by the Subject coordinator.

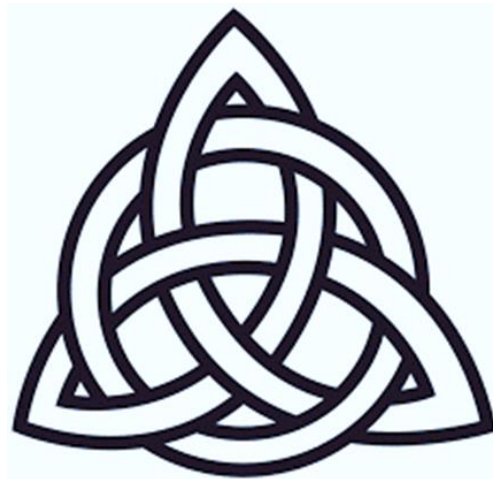
## **Vision Statement**

***'The school of choice – providing educational excellence within a Christian ethos'.***

Bidford on Avon C of E Primary, through its inclusive Christian ethos promotes the well-being, aspiration and self-worth of all pupils and staff:

***"I have come that they may have life, and have it to the full" John 10:10.***

By sowing the seeds of curiosity, creativity, compassion, faith, hope and courage pupils flourish as valued members of the world community, as educated citizens and as part of God's creation:



***'With God all things are possible' Matthew 19:26.***

# Bidford on Avon C. of E Primary School Curriculum Vision for our pupils.

## The school of choice – providing educational excellence within a Christian ethos.

“I have come that they may have life, and have it to the full”

John 10:10.



With God all things are possible.  
Matthew 19:26

<b>School aims</b> As a member of the school community:	<b>Learning aims</b> As an educated citizen to develop:	<b>Character attributes</b> As a learner to develop:
<ul style="list-style-type: none"> <li>• Develop a love of life and learning.</li> <li>• To work and play cooperatively</li> <li>• Develop a sensitivity to the needs of others</li> <li>• Work with my parents, carers and the community</li> <li>• Support a stimulating, inclusive and welcoming environment</li> <li>• To be ambitious, aspirational and have high expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Well being</li> <li>• Knowledge and understanding of the world</li> <li>• Creative, reasoning and problem solving skills</li> <li>• Communication skills</li> <li>• Application of English and maths skills</li> <li>• Social, moral and spiritual understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Self-awareness and self-management skills</li> <li>• Social awareness and relationship skills</li> <li>• Responsible decision making</li> <li>• Compassion and courage</li> <li>• Faith and hope</li> <li>• Curiosity and creativity</li> </ul>
<p style="text-align: center;"><b>I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you’.</b></p> <p style="text-align: center;"><b>Psalm 32:8</b></p>	<p style="text-align: center;"><b>‘Show me your ways, Lord, teach me your paths’.</b></p> <p style="text-align: center;"><b>Psalm 25:4</b></p>	<p style="text-align: center;"><b>‘Therefore encourage one another and build each other up, just as in fact you are doing’.</b></p> <p style="text-align: center;"><b>Thessalonians 5:11</b></p>