



Best Futures School

Where Children Come First

Curriculum Policy

Date updated – Sept 2020
Lead – James Munro
Status - Current
Prepared by – James Munro
Review date – Sept 2021 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 pupil progress policy, PSHE policy and the social, emotional and mental health policy.

Curriculum Intent

What is our curriculum for? Our curriculum is designed to give our pupils opportunities to develop new skills 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 a topic-based curriculum with a focus on skill development. We use the Cornerstones Curriculum as a resource to support staff in the implementation and delivery of the curriculum. This covers a four-stage pedagogy which is, engage, develop, innovate, and express. The topics covered are carefully selected and in line with pupil interests and ages. Each topic has a main focus such as music, art, or science etc. Therefore a gap analysis is carried out to allow for full coverage of the curriculum to take place. The new Curriculum maestro allows for companion projects to run alongside the main topic as well as other projects called knowledge rich projects (KRP) and love to investigate (LTI). These focus on science, history, art, and design and allow for extra work to bridge any gaps within the curriculum plan.

The PIVATS of each pupil is closely monitored using the PIVATS 5 system. This assesses the pupils social, emotional, physical, and behavioural development. The North East Lincolnshire SEMH Positive Outcome Toolkit is used alongside PIVATS and helps align work set within PSHE and generate theme weeks throughout each term.

Curriculum Implementation

The curriculum is planned in 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 through the range of topics covered, allowing for an emphasis on different subject areas across the long-term plan. Consultation with pupils also informs the design of the long-term plan in

having three topics per academic year rather than six enabling pupils to enjoy studying topics in more depth. Any gaps within the curriculum are covered by the KRP's or the LTI's.

The medium-term plan develops the long-term plan further by outlining the skills covered across the topic and the engagement and enrichment opportunities for the term.

The short-term plans are developed on a weekly basis, creating a bespoke program for each pupil in combination with PIVATS 5 and Cornerstones.

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 a vote. 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 session and PSHE and SEMH sessions, children learn that their behaviours have an effect on 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.

Enrichment Activities and Pupil Premium

We are committed to developing the whole child. We extend the curriculum offered through after school activities such as taiko drumming and drum circles. 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 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 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 school. This starts with parttime mornings in week one, then part time morning/afternoons 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. 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://plprimarystars.com/>

Joe Wicks (Fitness/PE)

[Youtube.com/thebodycoach](https://www.youtube.com/channel/UCFQ9k58oYUa31801604645A)

Band lab & Let's play kids music (Music)

<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 concentrates 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. 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.

Principal	Dawn Best	Signature	<i>D H Best</i>	Date:	October 2020
CIC Board	Steve Davies	Signature	SJ Davies	Date:	October 2020
Deputy Principal	Jim Munro	Signature	J.Munro	Date:	October 2020