

Curriculum Policy

The Beeches Primary School



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What is the purpose of this policy?

This policy aims to describe the school context and share how leaders implement the curriculum. The policy is designed to provide an overview. More details on each subject can be found within **The Beeches Primary School Curriculum** document or via the subject pages <https://www.beeches.peterborough.sch.uk/page/?title=Curriculum&pid=1189>

What are our curriculum aims?

At The Beeches Primary School, our intent is that every member of the school community should be valued for their individuality, diversity, culture and heritage. Everyone is supported as they strive for excellence in a stimulating and caring environment.

Our Beeches curriculum has been designed using the National Curriculum as its foundation, but due to its ambitious nature, it often exceeds these expectations. Our 'broad and ambitious' curriculum has been carefully chosen and sequenced to ensure children build on their knowledge year on year. We believe that each subject should 'breathe in its own right', and that the disciplinary skills for each subject are taught alongside a rich content of knowledge and vocabulary. Underpinning the curriculum at The Beeches Primary School are our Core Values and Big Ideas.

What are our Core Values?

Articulate	Creativity	Curiosity	Collaboration
<p>I can look at the person I am talking to and speak clearly.</p> <p>I can be confident and speak in front of an audience.</p> <p>I can think before I speak, so that I make sense.</p> <p>I can use the key words for the topic.</p> <p>I can listen attentively and respond to questions.</p> <p>I can make observations.</p> <p>I can recall events and retell stories.</p> <p>I can express ideas, feelings and opinions.</p> <p>I can use formal or informal language.</p>	<p>I can use my imagination.</p> <p>I can build and make things.</p> <p>I can play an instrument.</p> <p>I can express my feelings.</p> <p>I can sing and dance.</p> <p>I can solve problems.</p> <p>I can try new experiences.</p> <p>I can think outside the box.</p>	<p>I can explore my interests.</p> <p>I can explore why things happen and how they work.</p> <p>I can ask questions and look to discover the answer.</p> <p>I can try my best to learn new things.</p> <p>I can use my imagination.</p>	<p>I can listen to other ideas and opinions.</p> <p>I can be a leader and a follower.</p> <p>I can work as part of a team.</p> <p>I can take turns.</p> <p>I can encourage others.</p>
Caring	Resilience	Excellence	Reflective
<p>I can consider other people's feelings.</p> <p>I can look after myself, my community and my environment.</p> <p>I can celebrate differences.</p> <p>I can respect other people.</p> <p>I can take pride in my learning and who I am.</p> <p>I can help others.</p>	<p>I can learn from my mistakes and my behaviour.</p> <p>I never give up.</p> <p>I keep going when things get difficult.</p> <p>I can challenge myself.</p> <p>I can work independently when I get stuck.</p>	<p>I can aim to be the best I can be.</p> <p>I can achieve my target.</p> <p>I can challenge myself to be better.</p> <p>I can aim high.</p> <p>I can keep on trying.</p>	<p>I can talk about my work and behaviour.</p> <p>I can suggest ways to improve.</p> <p>I know when I've done well and when I could have done better.</p> <p>I can question what I am learning about.</p> <p>I can look at my feedback to improve my work.</p> <p>I can consider links in my learning.</p>
Sustainability			
<p>I can recycle materials in the right bins.</p> <p>I can reuse things to reduce waste.</p> <p>I turn off lights and electronics when not in use.</p> <p>I can turn off the tap quickly to save water.</p> <p>I can choose healthy snacks with less packaging.</p> <p>I can finish my lunch and not waste food.</p> <p>I can walk or bike to school.</p> <p>I share ideas on how we can be more sustainable.</p>			

What are our Big Ideas?

<p><u>Reasoning</u> <i>Understanding the action of thinking about something in a logical, sensible way.</i></p>	<p><u>Nature</u> <i>Understanding the complexities and interdependence of the plant and animal species that inhabit the world's many ecosystems.</i></p>	<p><u>Climate change</u> <i>Understanding it and recognising that it is a significant global issue now and in the future.</i></p>
<p>This big idea invites children to think about a range of efficient ways to solve problems. Through the entire curriculum, opportunities are planned for children to investigate problems and record their findings. Children have the chance to show what they have learned and reflect on what they found challenging and why. The progressive curriculum teaches children the specific problem solving skills needed to prepare them for the future and will equip them with the necessary skills to contribute to a fair and respectful society.</p>	<p>This big idea invites children to find out about the diverse natural environments of the world and the plethora of species, both plant and animal, that live in them. They explore the characteristics and features of a range of habitats and study how living things interact within them. They examine the effects of economic and technological development on the natural world and consider the impact of human actions. Through this big idea, children discover the conditions needed for living things to thrive and survive.</p>	<p>This big idea regularly invites children to look at rainforests, oceans, climate, land use, human interaction with resources and sustainability in contrasting regions of the globe. By the end of KS2, the inquiries are based on very firm foundations of pupil knowledge, interest and motivation, built through our ambitious curriculum. The additional knowledge children gain about human action, exploitation of other humans and the land, ensures that children gain a rich sense of period and place in regions where climate change is most visible.</p>
<p><u>Processes</u> <i>Understanding the many dynamic and physical processes that shape the world around us.</i></p>	<p><u>Social injustice</u> <i>Understanding the voices of the disadvantaged, the marginalised and oppressed.</i></p>	<p><u>Multi-culturalism and diversity</u> <i>Understanding diverse communities and challenging racist assumptions wherever we find them.</i></p>
<p>This big idea invites children to find out about the diverse and dynamic physical processes that are present in, and have a significant impact on, places, the environment and the world around them. They explore the physics of force and movement and investigate the phenomena of electricity, light and sound. Through this big idea, children discover how physical processes such as weather and erosion can transform a place or landscape.</p>	<p>This big idea invites children to deepen their knowledge, combat stereotypes and think through problem-solving solutions in the past and possibilities for the future. They explore why stereotypes emerge and why they are damaging. Children will learn how to interrogate diverse sources of evidence such as, buildings, art and writings. The knowledge builds over time when discussing and exploring disadvantage, power imbalances and suffering. This leaves children with improved questions, greater curiosity and more intellectual tools with which to act.</p>	<p>This big idea invites children to read stories and watch video case studies which show examples of contrasting faith communities collaborating in life and work, displaying mutual respect. The temporal, geographical and religious dimensions are carefully taught so that children can see the bigger picture and respect complexity in their enquiries. Across the curriculum, children will learn how questions can help us in our study of the past, places, cultures and beliefs to challenge racism and inequality.</p>

What is our context?

We value the diversity of our school intake, where the majority of children have English as an additional language as indicated by parents. There are 55 ethnicities registered (Census October 2024). The most significant ethnic groups are: Pakistani (35%), White Eastern European (19%), Black African (12%) and Indian (6%). There are 49 different languages spoken. The school has significantly high levels of deprivation (13% above national) with 45% of pupils eligible for Pupil Premium. The school has 21% of children receiving SEND support (7% above national) and 3% of children with an EHCP. The mobility of children is extremely high. For example, of the current Y6 cohort (2024/2025), just 55% started at The Beeches in Reception. Typically, almost half of children do not begin their education at The Beeches and join the school at various points. We ensure our curriculum takes into account this diversity and the wide range of learning needs.

How is our Curriculum implemented?

Through our detailed curriculum strategy we have:

- mapped out the specific knowledge we think children should know in each subject in the curriculum via the use of progression maps for every subject. We follow the principle that every teacher is a leader and each subject is led by a group of carefully selected staff, who have a great passion for the subject, specific qualifications or experience to successfully enhance best practice across the school;
- identified the key vocabulary we think children should know in each subject in the curriculum and incorporated this into knowledge progression maps. This, in turn, increases reading comprehension, ensuring children build up extended specialist vocabulary;
- developed Knowledge Organisers and carry out regular low stakes quizzes as a minimum expectation of the knowledge / vocabulary children are expected to retain;
- ensured opportunities to develop communication skills, in particular oracy, are at the heart of our lessons;
- developed coherent, meaningful threads (our Core Values and Big Ideas) throughout the curriculum, ensuring children have repeated exposure to abstract concepts in different contexts to ensure long term retention. The Beeches value first-hand experiences and seek to expose children to opportunities outside the indoor environment with trips, events and a Forest School provision;
- embedded formative opportunities within each lesson to assess whether children are retaining key skills and knowledge. Through our cumulative and progressive curriculum, concepts and skills are revisited frequently and opportunities to over-teach are built into lessons as normal practice. Where children have completed their entire curriculum at The Beeches, we expect they will achieve the expected standard, or above, because the well-sequenced content allows the consolidation of core skills. Teachers are trained and supported to apply core pedagogical principles to regularly assess whether pupils are achieving well, and have a range of tools (including intervention) to provide additional support where appropriate. Summative assessments are used in some subjects as a further tool to assess children's attainment over time and provide a more detailed picture of a child or cohort's gaps in knowledge or understanding;

- fostered a love of reading and continued to improve reading comprehension skills through a carefully-chosen reading sequence: pre-reading strategies; oracy activities; precisely modelled reading skills; and opportunities to apply these independently. The curriculum design nurtures a deeper passion for reading through intentionally selecting challenging class readers, which provide further opportunities to develop children's vocabulary and enable them to become fluent readers. At The Beeches, we believe that Reading is the cornerstone of a successful curriculum because it unlocks learning across a range of subjects;
- developed a carefully-considered, well-sequenced genre map that provides a rich range of writing experiences across the school. Writing opportunities for our children have a clear purpose and audience in mind. They are either stimulated by a high-quality text or allow children to apply their knowledge retained from across the curriculum. Lessons are planned following a clear writing sequence: read and deconstruct a text; consider and practise grammatical elements; opportunities to develop vocabulary considering the audience; planning; drafting and editing; and publishing.
- adopted Little Wandle Letters and Sounds Revised. All children in EYFS and KS1 receive daily phonics and Early Reading lessons. In addition to this, there is daily keep up for those that need to make rapid progress. Rapid catch up takes place for those who need it in KS2. All staff are fully trained, so children can subdivide within groups receiving specialist support. The scheme draws on the latest research into how children learn best; how to ensure learning stays in children's long term memory; and how best to enable children to apply their learning to become highly competent readers;
- developed the core elements of fluency, problem solving, reasoning and conceptual understanding in mathematics, through the teaching of a spiral curriculum where skills are regularly revisited and embedded. The Beeches adapts a 'mastery' approach that gives pupils a deep, long-term, secure and adaptable understanding of mathematics, allowing them to develop the specific problem solving skills needed to prepare them the next step in their learning. At The Beeches, we understand that sound mathematical skills provide the foundation for the jobs of the future;
- ensured the school meets all statutory commitments for Relationships and Sex Education through units of work. These lessons meet the intended curriculum objectives but also respond to emerging needs within a class. As outlined in the Behaviour Policy, the school adopts a therapeutic approach to managing behaviour and puts the well-being of children at the heart of our work;
- developed an EYFS provision that provides high-quality education for all our children, laying strong foundations for their future learning and development. Precise quality first teaching, which happens regularly throughout the day is complimented by the continuous provision offered to our learners. Our stimulating indoor and outdoor learning environments provides children with a variety of resources to discover and explore through child-initiated play, with a high focus on communication skills;

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Roles and Responsibilities

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets through The School Development Plan
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other Staff will ensure that the school curriculum is implemented in accordance with this policy.

How do we monitor the curriculum?

Senior Leaders, Team Leaders and Subject / Curriculum Leaders follow a monitoring and evaluation cycle, incorporating: learning walks, children interviews, book scrutinies, reviewing of planning materials, staff interviews and data.

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through discussions with the Headteacher, subject leaders, curriculum leaders and senior leaders who are responsible for monitoring the curriculum.

How do we ensure our curriculum is inclusive?

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and / or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

How do we involve parents?

At The Beeches we value the role that parents play in supporting the school curriculum. We commit to sharing information about our curriculum through social media, 3 parent consultations per year, curriculum website pages and subject specific cafes. We seek the views of parents regularly and complete a parental survey twice annually, swiftly acting on areas for improvement.