



BIRCH COPSE PRIMARY SCHOOL **CURRICULUM POLICY**

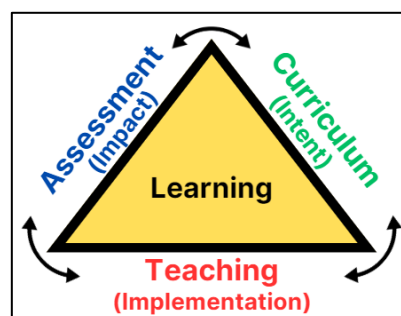
Introduction

At Birch Copse, we believe that all children have a right to a broad, balanced and relevant education, which provides continuity and progression and considers individual differences. This policy is a statement of our intentions for the delivery of the wider curriculum in our school.

It includes not only the formal requirements of the National Curriculum and Early Years Foundation Stage Goals, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children as well as the 'hidden curriculum': what the children learn from the way they are treated and expected to behave at Birch Copse.

Intent

Learning is at the very heart of what we do at Birch Copse and our curriculum is a crucial aspect of this. It does not stand-alone but is one of three central components – **curriculum, teaching and assessment**– of the **learning** process (as shown in the diagram). As such, this policy should be read in conjunction with our Teaching and Learning, Assessment and Feedback Policies to get a full picture of the **learning** process at Birch Copse.



At Birch Copse, we provide an **outstanding curriculum**, which is **challenging, progressive and inspiring**, allowing our children to achieve their full potential by maximising their learning so that they know more, remember more and understand more.

Challenging

At Birch Copse, we believe that every child has the potential to excel, and our curriculum is designed to challenge and support each student to achieve their full potential. Each area of the curriculum is carefully designed to ensure that the planned knowledge, skills and vocabulary children are expected to commit to long term memory, are at a high level of challenge. Learning is adapted by teachers where necessary to provide support, scaffolding and extensions.

Challenging, engaging, carefully selected focus texts provide a basis for high quality reading and speaking and listening skills and, with the rich and varied curriculum, facilitate the development of an excellent vocabulary.

We place a strong emphasis on developing critical thinking, problem-solving, and creativity, encouraging students to ask questions, make connections, and develop their own ideas.

Progressive

At Birch Copse, we believe that a progressive approach to curriculum design is essential to equip our children with the relevant knowledge, skills, and attitudes to become confident, curious, and lifelong learners. Our curriculum is designed to build on prior learning and experiences, providing a clear and coherent pathway for pupils to develop their knowledge, skills, and understanding in individual subject areas. We use a spiral approach to learning, revisiting and building on key concepts and skills throughout the years to ensure this key learning is transferred to their long-term memory.

We view the design of the curriculum as an evolving and fluid process which takes into consideration: the needs of our children; their prior learning and experiences; the community in which school exists, the statutory curriculum (National Curriculum) and educational research which is evaluated and relevant to our school. It is therefore regularly reviewed and refined to ensure it remains relevant and engaging.

Inspiring

At Birch Copse, we believe that an inspiring curriculum is one that ignites a love for learning and fosters a lifelong curiosity in our children. Our curriculum is designed to be exciting, innovative and relevant to ensure that every child receives a world-class education. It is important that children know what it means to be a historian or an artist so our subjects are delivered independently with links between units of work, different subjects or across different year groups made where they fit. This means that each unit of work can focus on the core knowledge and skills required, which children find motivating.

Our programmes of study are broad and ambitious and include a wide range of educational visits, visitors, themed days/weeks, drama and the arts to reflect the needs of our community. We provide our children the opportunity to take part in an educational visit (or have a visitor in school) at least once per term, linked to an area of the curriculum they are learning about.

Implementation

High-quality Teaching and Learning

Quality first teaching underpins the successful implementation of our curriculum. Alongside this, we ensure teachers have good knowledge of the subjects they teach and Subject Leaders provide colleagues with effective support for planning, resourcing and teaching. For more information, see our Teaching and Learning Policy and our Subject Leadership Policy.

Organisation and Planning

Below is an overview of the content and organisation of our whole school curriculum

The School Year

- Children are in school for 38 weeks each year
- **Core subjects** will be taught for approximately 32 weeks of the year
- **Science, humanities and Foundation subjects** will be planned for 30 weeks of the year
- **PE** is planned for 2 sessions every week (38 weeks each year)
- The remaining time is to allow for the **Additional Curriculum**. These are activities and events which form part of our Curriculum but fall outside subject specific frameworks

Core subjects – 32 weeks

WEEKLY COVERAGE (Timings are shown in minutes)			
	Year 1	Year 2	Year 3 - 6
English			
Phonics	120	0 (except for children who still need it)	0
Spelling	0 (Included in Phonics time)	60	50
SPAG	30	30	50 (30 for Year 3)
Handwriting	20	20	0 (20 for Year 3)
Guided Reading	60 (Autumn and Spring term)	0 (except for children who still need it)	0
Dedicated Reading	60 (Summer term)	120	120
English lesson (Reading, writing, spoken language)	180	180	275
Vocabulary	30	30	30
Class reader	75	75	75
Total English	515	515	620
Maths	320	320	320
TOTAL Eng. & Maths	835	835	920

Science, Humanities and Foundation subjects - 30 weeks

Subject	Frequency	Total sessions per year
Science	2 sessions per week	60
Geography/ History	2 sessions per week (alternating)	30 Geography 30 History
Art & Design/ Design & Technology	2 sessions per week (alternating)	30 Art & Design 30 D&T
PE	2 sessions per week (one indoor, one outdoor)	38 outdoor 38 indoor
Computing	1 session per week	30
Music/ French (KS2) or library (KS1)	1 session per week (alternating)	15 Music 15 French (KS2) 15 Library (KS1)
PSHE	1 short session per week (20 mins), 4 PSHE Days and assemblies	30 short sessions, 4 full days and assemblies
RE	1 full day each half term and regular assemblies	6 full days and assemblies

Additional Curriculum

Productions	Every child takes part in a production each year. (Music, Drama, Dance, Lighting/ Props) All children get to see the other production dress rehearsals	5 mornings and 12 afternoons. 3 sessions for watching dress rehearsals
Themed Week	Throughout the week, children attend most classes to be taught by most teachers on the theme for the week. Normally these activities are Art, DT, Humanities, Science, PSHE based.	5 full days
Sports Day	Every child participates in the Sports Day and parents attend for the event and family picnic lunch.	1 morning (KS2) or 1 afternoon (Infants) 2 afternoons for Y6 to organise and run Infants Sports Day
Christmas Activities	Carol Services, Christingle Assembly, Christmas Parties and Christmas lunch all happen in the last week of the Autumn Term.	5 full days
Educational and Residential Visits	Year groups have 3 visits over the year at the beginning or end of a topic that is enhanced by the educational visit. Year 5 and 6 both have residential visits.	3 days all year groups. 3 day residential in Y5 to PGL (Action Adventure) 6 day residential in Y6 to Cornwall
World Book Day	Each year group study a book and share books with another year group child.	1 full day
Intra school sport finals	Children watch the finals of intra school sport competitions	Equivalent to 1 morning session

Curriculum Structure

Our curriculum values the importance of knowledge and progression. As such, the content of our curriculum is mapped out carefully to ensure the children are exposed to sufficient, appropriate and ambitious knowledge. It is planned and taught in such a way that key knowledge is transferred from

the temporary memory to the long-term or permanent memory. This is key in ensuring children can use this wide range of knowledge to deepen their thinking and make links across a variety of subjects.

The Birch Copse Curriculum is organised into discrete subjects (with cross-curricular links clearly made where appropriate, ensuring they do not dilute the individual subject learning). Teachers are provided with specific guidance for each subject. This guidance covers the core knowledge and skills that children should be taught. We use Knowledge Organisers and Learning Parameters for some subjects:

- Knowledge Organisers – usually one side of A4 - with all the key learning children will encounter for that topic including knowledge, vocabulary and key questions
- Learning parameters are used for the creative subjects. They include key knowledge as well as parameters for the creative work the children will be producing.

Subject	Subject Guidance	
	Whole School	Topic specific
Science	• Curriculum overview • Progression framework	Knowledge Organisers (one per topic)
Geography	• Curriculum overview • Progression framework	Knowledge Organisers (one per topic)
History	• Curriculum overview • Progression framework	Knowledge Organisers (one per topic)
Art & Design	• Curriculum overview • Progression of Skills document	Learning Parameters (one per topic)
Design & Technology	• Progression Grid • Progression of Skills document	Learning Parameters (one per topic)
PE	• Curriculum overview • Progression of Skills document	
Computing	• Curriculum overview • Progression framework	A Programme of Study from Purple Mash
Music	• Curriculum overview • Progression framework	A Programme of Study from Charanaga
RE	• Curriculum overview	Knowledge Organisers
French (<i>KS2 only</i>)	• Curriculum overview • Progression framework	A Programme of Study from Rising Stars
PSHE	• Curriculum overview • Progression of Skills document	

Equal Opportunities

Our curriculum is designed to provide access, opportunity and challenge for all the children who attend our school irrespective of

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity
- whatever their economic or social background.

More detail can be read in the school's Equality Policy.

Inclusion

Teachers day-to-day planning meets the needs of the range of children in school through carefully differentiated activities, expectations, support and challenge. They set high expectations for all pupils and use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able children
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children with SEND
- Children with English as an additional language (EAL)

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.

Children with Special Educational Needs and Disabilities

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

Children with Special Educational Needs and Disabilities (SEND) will have full access to the curriculum through differentiated learning and additional support and scaffolding. For children on the SEND register, the school provides either a Graduated Approach Plan (GAP) or a Support and Achievement Plan (SAP). More detail can be found in the schools' SEND Local Offer.

More Able, Gifted and Talented Children

Children identified as More Able, Gifted or Talented in specific areas will be given opportunities to develop their skills. Children identified as gifted or talented in specific subject areas will be provided with an Individual Challenge Plan. More detail can be read in the schools' More Able, Gifted and Talented Policy

Impact

Monitoring and improving

To ensure that outcomes for children are high and standards of teaching and learning across the school are high, subject leaders will conduct a detailed annual cycle of monitoring and improving. The monitoring activities include planning sampling, work sampling, pupil interviews, lesson observations and data analysis and culminates in a written report for Governors highlighting key strengths and areas for improvement. This report feeds into the Subject Leader Development Plan for the following year. For more detail, see the Subject Leadership Policy.

Where appropriate, subject leader will keep evidence of children's work (above, at and below) in a moderation file, which will be reviewed each year. This will be used to benchmark and moderate children's attainment.

Governors

Our Governing Board monitors the impact of the school's curriculum by:

- Reviewing relevant curriculum policies in a regular cycle
- Receiving regular reports from the Headteacher and curriculum Subject Leaders
- Conducting learning walks and pupil interviews during Governor visit days
- Allocating named governors with responsibility for curriculum areas in Maths, English, HPL, SEND, and EYFS. They produce reports annually to share with Governors

Date of last review: September 2025

Date of next review: September 2028