

# The Beechfield Curriculum *Igniting a passion for learning 2020-2021*

**Be kind, work hard and love learning, so we are confident individuals, successful learners and responsible citizens.**

Our school vision and aims	Be a centre of educational and social excellence.	Have high expectations and positive relationships so we enable our pupils from many different backgrounds and cultures to work together to achieve their very best.	Ensure everyone is <b>kind</b> and respectful towards themselves, others and their environment, developing good citizens for the future.	Ensure a nurturing ethos that instils a sense of personal responsibility.	Value effort and working hard. Teach resilience and perseverance when faced with challenges and celebrate success when we <b>work hard</b> and give our best.	Inspire a <b>love of learning</b> through a rich, purposeful and creative curriculum. Provide opportunities to learn about issues that affect our lives and communities, to enable all to become independent thinkers
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## INTENT OF THE BEECHFIELD CURRICULUM

Our curriculum provides a range of learning and enrichment experiences that give our pupil opportunities and experiences they may not otherwise have. Our nurturing ethos runs through our curriculum and we focus on the children's personal development as well as their academic achievement. We believe that physical and mental well-being is imperative for success; therefore, we teach our children to be resilient, tolerant and compassionate. Beechfield's curriculum provides opportunities to identify children's talents and develops their sense of self belief by enabling them to experience success and personal fulfilment. We have a firm focus on developing and mastering the 'basics' through a highly structured approach to teaching reading, writing and maths. We want children who are strong readers, writers and mathematicians and give the children opportunities to apply these across our curriculum. Children are taught using concrete examples that are transferred into their mathematical and English work. Through our curriculum we develop a love of reading and the acquisition of a rich vocabulary. We offer the children the opportunity to learn from each other and from their diverse backgrounds. We use our local area and outdoor learning to enrich children's life experiences. Our curriculum encourages our children to ask interesting questions and become independent thinkers. We are willing to change and adapt our curriculum to acknowledge the children's interests.

Drivers	Responsibility	Excellence	Engagement	Emotional wellbeing	Aspiration	Enrichment
Values that are important to us	Self-discipline and self-reflection	Academic/Artistic	Collaboration	Respect	Possibilities	Educational visits/visitors Wow starts to topics/theme days Musical, sporting opportunities Language and vocabulary Reading Communication Culture – Erasmus Cross phase working - transition Assemblies Charity and community events
	Intrinsic motivation	Character	Contribution	Positive Relationships	Opportunity	
	Hard work/dedication	Spiritual, Moral	Pride and perseverance	Resilience and self esteem	Curiosity	
	Independent study habits	Social, Cultural	Community	Empathy and compassion	Ambition	

**Our provision is informed by educational research into effective teaching practice, cognition, learning and how knowledge and understanding develops.**

Staff have high expectations for all  Children mainly work in mixed ability groups. Groupings are flexible  Positive relationships	Teachers have a deep subject knowledge Staff build on prior learning Lessons have clear outcomes and purpose encouraging excellence Modelling/Demonstrating is embedded CPD for all to support and challenge to secure improvement	There is a highly structured approach to teaching reading, writing and maths  Explicit teaching of subject specific vocabulary	Making connections and links to previous knowledge  Explaining	Effective questioning  Children are encouraged to reason, discuss, argue and debate.	All understand the importance of deliberate practise, effort and repetition	Teaching less but in more depth  Mastery  Challenge	AFL Precise feedback from staff and peers that is actionable  Children have clear goals  Learning from mistakes	First hand memorable events to widen children's experience  Outdoor learning  Harnessing the interests of the children
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# IMPLEMENTATION OF THE BEECHFIELD CURRICULUM

<b>EYFS and Year 1</b>	Communication and language	Physical development	Personal, social and Emotional development	Literacy	Maths	Knowledge and Understanding of the World	Expressive Art and Design						
<b>Yr 1 o Yr 6</b>	English	Maths	Science	History	Geography	Art	D&T	Computing	Music	PE	Spanish	PSHE/RSE	RE
<b>Culture of safeguarding</b>	Online Safety	Anti Bullying	Anti-Racism	Protective Behaviours	Nurture	Focus on mental health and well-being	Daily Mile	Pastoral Team	RSE	PSHE	Prevent	Anti Radicalism	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6							
<b>Whole school experiences</b>	School visitors, theatre productions, Children in Need, Mental Health Awareness, Safer Internet Day, religious celebrations e.g. Harvest, Christmas, World Religions Day assembly, music lessons offered												
<b>Experiences</b>	Castles trip Minibeasts visit	London Aquarium Whipsnade Zoo, Pantomine Camping on the field	Kew Gardens Seaside visit	Athletics competition Tudor trip Hampton Court National Gallery	ERASMUS Day trip to London on train Residential Phasels Wood	Metro Bank Aspiration workshop Residential trip -IOW Kinder Transport workshop							
<b>RE visits</b>	Church	Local Leader into school Church	Mosque	Sikh Temple	Synagogue	Buddhist Temple							
	Autumn 1 2020	Autumn 2 2020	Spring 1 2021	Spring 2 2021	Summer 1 2021	Summer 2 2021							
<b>EYFS</b>	I'm glad I'm Me	Celebrations	Journeys	Spring time	Let's Investigate	Traditional Tales							
	Nursery: animals visit to school, caterpillars Reception: harvest at the Church, Visit to a farm, Police/Fire Engine visit												

## IMPACT OF THE BEECHFIELD CURRICULUM

<b>Priorities</b>	<b>Be Kind:</b> To understand, and support the reduction in the gaps in mental health, wellbeing and social learning and support development to get back on track	<b>Love Learning:</b> To close gaps, catch up and improve attainment for all pupils across the school	<b>Work Hard:</b> To embed an inspiring subject specific curriculum
<b>Analysing the impact 2020/21</b>	<ol style="list-style-type: none"> <li>National Nurturing Schools Award milestones met. All children have a Boxall Profile. Reduction in behaviour data across the year.</li> <li>Children are happy and safe, and feel that the behaviour policy is applied fairly and consistently.</li> <li>Pastoral team case studies support transformational work.</li> <li>PSHE curriculum/work in books evidence good sequence of learning. Protective behaviours/safe spaces etc embedded and consistent.</li> <li>Attendance improved by 0.5% on the previous year.</li> <li>Pupil and parent voice – Parent View, records, minutes and registers evidence contribution to the school community. Parental workshops are held remotely</li> <li>Workload reduction is evident and articulated by staff.</li> <li>Pupil numbers increase</li> </ol>	<ol style="list-style-type: none"> <li>High quality CPD (including EAL/SEND/subject specific, pedagogy).</li> <li>100% of teaching and learning is good or better.</li> <li>Outcomes/books/pupil voice/learning walks show gaps in reading, writing and maths are closing.</li> <li>Data shows outcomes are improving and the gap with national by the end of KS2 is closed. Accelerated progress scores by the end of KS2 are maintained.</li> <li>Disadvantaged children attain as well as non-disadvantaged children in school and nationally.</li> <li>Clear monitoring cycle impacts on teaching and learning standards positively.</li> <li>All delivered interventions accelerate learning and close gaps.</li> <li>Learning is not interrupted by Covid -19.</li> </ol>	<ol style="list-style-type: none"> <li>Pupil voice/books/learning walks show children feel challenged, progress is accelerated and gaps are closing Children are enthused by learning and can discuss what they have learnt.</li> <li>Subject leader logs evidence support, training and impact with each leader working with SLT at least half termly.</li> <li>Curriculum drivers are clear throughout the school and its curriculum and can be articulated by the children, staff and parents.</li> <li>Staff use assessment criteria to make judgements about non-core subjects. Outcomes are improved on previous year and gaps with national are closing. Cornerstones shows evidence of this.</li> <li>Children can talk about their learning and identify next steps.</li> <li>Vocabulary is explicitly taught in every subject area. Children know subject specific vocabulary</li> </ol>

## MONITORING

Pupil voice	Work scrutiny Marking/feedback	Data analysis Provision maps	Learning walks	Observations	Lesson study	Learning environment
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