

<b>The Beechfield Curriculum <i>Igniting a passion for learning</i></b>						
Our school vision and aims	<b>Be kind, work hard and love learning, so we are confident individuals, successful learners and responsible citizens.</b>					
	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

**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 literacy 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	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 explain	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														
EYFS and Year 1	Communication and language		Physical development		Personal, social and Emotional development		Literacy		Maths		Knowledge and Understanding of the World		Expressive Art and Design	
Year 1 To Year 6	English	Maths	Science	History	Geography	Art	D&T	Computing	Music	PE	Spanish	PSHE/RSE	RE	
Culture of safeguarding	Online Safety	Anti Bullying	Anti-Racism	Protective Behaviours	Nurture	Focus on Well-Being	Daily Mile	Pastoral Team	RSE	PSHE	Prevent	Anti Radicalism		
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6			
Whole school experiences	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													
Experiences	Castles trip		Whipsnade Zoo Camping on the field		Kew Gardens		Athletics competition Tudor trip		ERASMUS London/abroad Residential Phasels Wood		Metro Bank Aspiration workshop Residential trip –IOW Kinder Transport workshop			
RE visits			Church		Mosque		Hindu Temple		Synagogue		Buddhist Temple			
	Autumn 1 2019		Autumn 2019		Spring 1 2020		Spring 2 2020		Summer 1 2020		Summer 2 2020			
EYFS	I'm glad I'm Me		Celebrations		Journeys		Spring time		Let's Investigate		Traditional Tales			
IMPACT OF THE BEECHFIELD CURRICULUM														
Priorities	<b>Be Kind:</b> To focus on personal development				<b>Love Learning:</b> To continue to develop an inspiring curriculum				<b>Work Hard:</b> To improve attainment for all pupils across the school					
Analysing the impact 2019/20	<ol style="list-style-type: none"> <li>National Nurturing Schools Award milestones met.</li> <li>Pastoral team case studies support transformational work.</li> <li>PSHE curriculum/work in books evidence good sequence of learning (assemblies)</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.</li> <li>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. Workload reduction is evident and articulated by staff</li> </ol>				<ol style="list-style-type: none"> <li>Children are enthused by learning and can discuss what they have learnt.</li> <li>Subject leader logs evidence support, training and impact.</li> <li>Curriculum drivers are clear throughout the school and its curriculum and can be articulated by the children, staff and parents.</li> <li>The deficit in cultural capital has been strengthened with all children experiencing the core set of opportunities, e.g. visiting London, seeing the sea, learning to ride a bike, etc.</li> <li>Outcomes are improved on previous year and gap with national by the end of KS2 is closed.</li> <li>Children can identify next steps in their learning.</li> <li>Vocabulary is explicitly taught in every subject area.</li> </ol>				<ol style="list-style-type: none"> <li>100% of teaching and learning is good or better.</li> <li>Outcomes are improved on the previous year and gap with national by the end of KS2 is closed.</li> <li>Maintain accelerated progress scores by the end of KS2.</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>A consistent approach to reading is evident across the school with all children receiving an agreed entitlement for reading</li> <li>All delivered interventions accelerate learning and close gaps. Pupil voice shows children feel challenged, progress is accelerated and gaps are closing.</li> </ol>					
MONITORING														
	Pupil voice		Work scrutiny Marking/feedback		Data analysis Provision maps		Learning walks		Observations		Lesson study		Learning environment	