



## Beaulieu Village Primary School Curriculum

*Shared Journeys, unique memories*

An inspirational curriculum, fired by curiosity and love of learning. Our curriculum is underpinned by our core values and our Heartsmart approach. We make the most of our beautiful and historic setting, our place at the heart of the village community and the family feel of our school.



We have a **culture of excellence** within our school and our children go on a “journey to excellence” in each subject. Children learn to master key knowledge and skills and to think like writers, readers, mathematicians, scientists, artists, geographers, historians, musicians, designers, computer programmers, athletes, dancers and more!

### What are our beliefs and values?

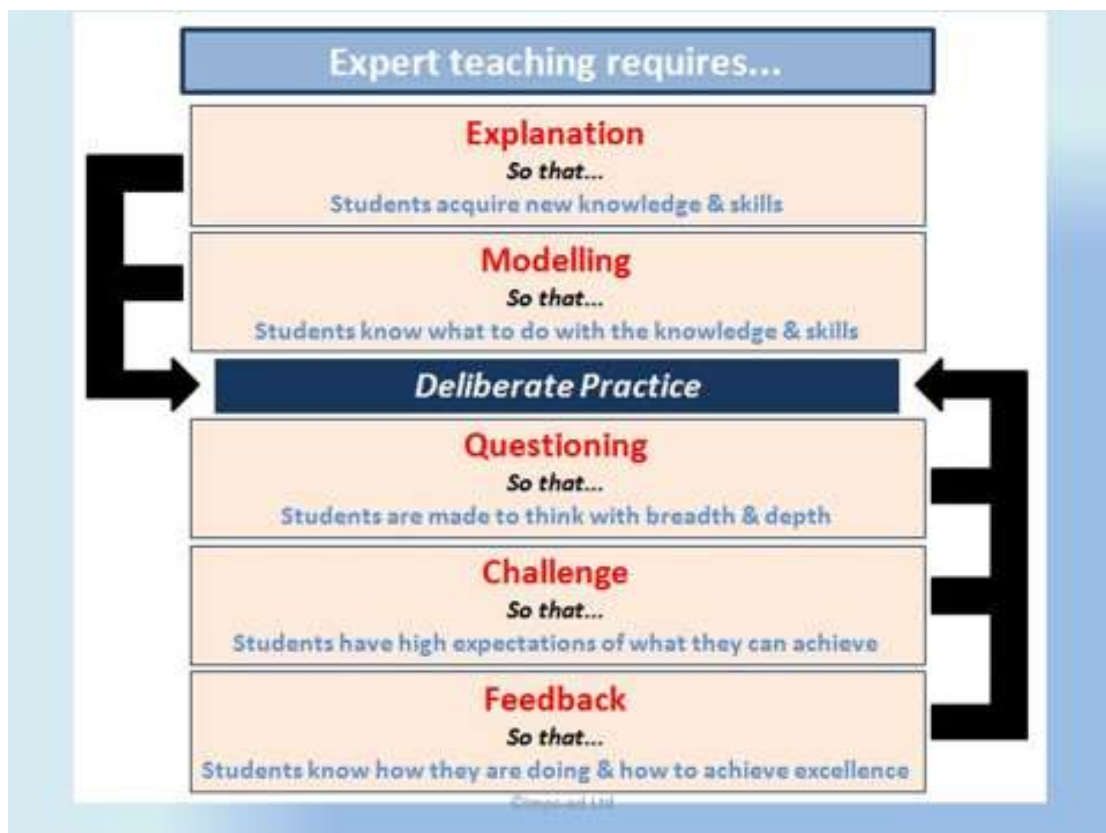
Our curriculum is underpinned by our **School Values** – **Have courage; be kind; shine!** and our **HEARTSMART** programme. Children are explicitly taught about both through assemblies and PSHE lessons and both are

referenced and reinforced throughout our curriculum. All adults seek to role model for children by “living” these values on a daily basis and children are encouraged to notice when their peers demonstrate our values or behave in a HeartSmart manner.

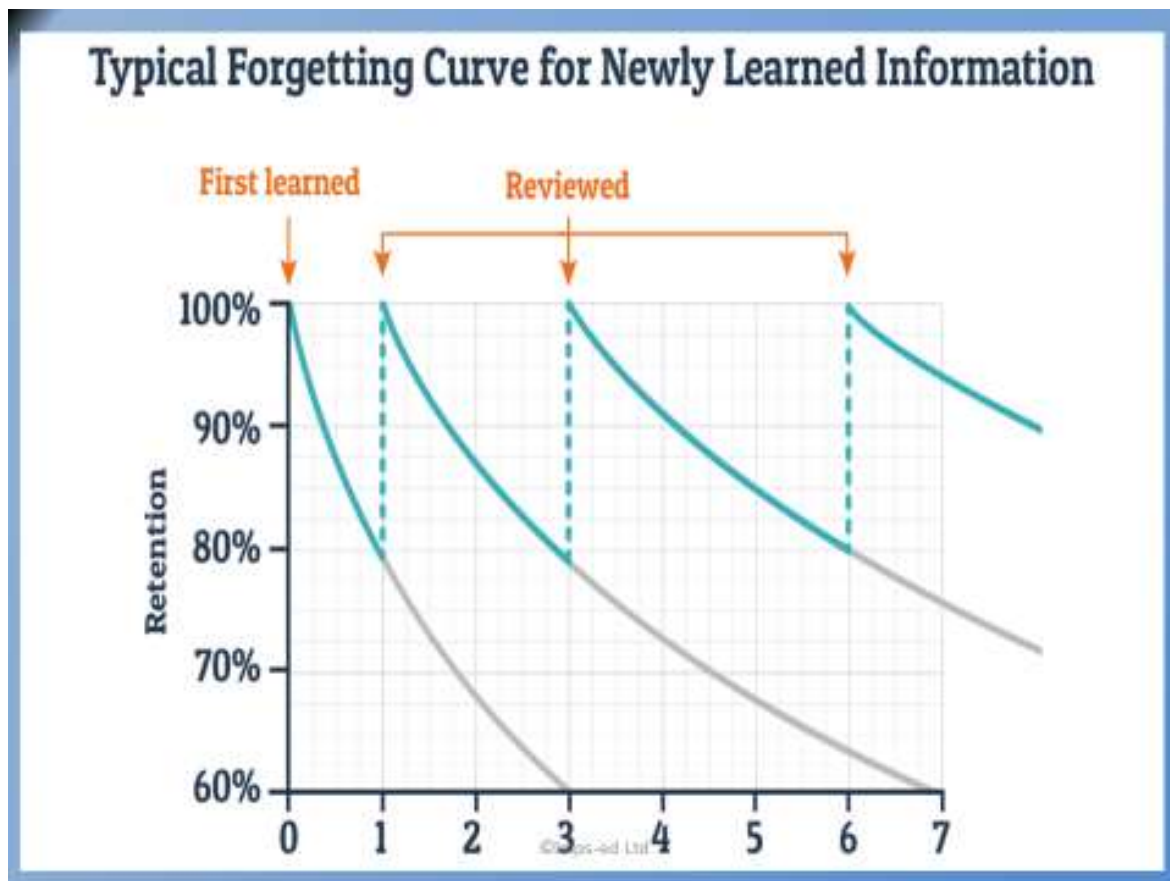
We teach children about having a **Growth mindset**. This involves understanding that everyone can learn and improve, that thought and effort are key to learning and that learning can involve struggle.

We value knowledge and the capacity it provides to apply skills and deepen understanding. We use a **Teach, Practice, Apply** model to ensure knowledge and skills are acquired and embedded and to support all children in achieving **mastery**.

We strive for and celebrate **excellence**. Shaun Allison’s model shows how our Teach, Practice, Apply approach relates to excellent teaching.



We recognise that learners can only hold a limited amount in their working memory and that knowledge needs to be carefully sequenced and key knowledge frequently retrieved and revisited.



We understand learning as a change to the long term memory. We believe children learn best when they are able to make connections in their learning and where new knowledge has meaning and context. We expect our children to have a high degree of responsibility for their learning, to frequently be involved in making choices and decisions and to be challenged to think deeply.

### **What do we want our children to know and be able to do by the time they leave us?**

Children will:

- \*See themselves as readers and writers; choose to read widely and often and read with fluency and comprehension

- \*Be fluent and confident with number, conceptualising and applying their mathematical skills, knowledge and understanding in challenging contexts

- \*Have met or exceeded age related expectations (unless there is a significant educational need)

- \*See themselves as learners and know that effort is key to success; be resilient when faced with challenges and take responsibility for their own learning

- \*Have an understanding of what it is to think like a scientist/artist/historian etc. and know that they could become one in adult life if they chose

- \*Be able to collaborate with others, listening and responding to ideas as well as sharing their own
- \*Have an experience of leadership; have taken on a specific leadership role within school and/or cared for younger children
- \*Have demonstrated courage e.g. by applying for a leadership position, by representing the school in sport or music or by performing in a school show
- \*Have a sense of community and of village traditions; know that there are older and younger members of our village who support one another
- \*Know how to be kind to themselves and others
- \*Know how to keep themselves safe
- \*Be ready to succeed in secondary school
- \*Have unique and fond memories of Beaulieu Village Primary School





## **How does our curriculum, our teaching and our assessment enable this to happen?**

We use our beautiful village setting and the family feel of our school to inspire and nurture all our children. Every child is known as an individual and where there are challenges in learning or behaviour, a forensically individualised approach is taken.

We recognise the importance of teachers' strong subject knowledge and knowledge of subject pedagogy in securing children's academic progress and work closely with other local schools to build knowledge and expertise, as well as undertaking continuing professional development within school.

We encourage children from the earliest age to help assess risk and consider how to stay safe.

Our subject leaders regularly review and quality assess learning in their subjects and support colleagues to improve subject knowledge.

Books and reading are high profile and at the heart of our school. We prioritise rigorous phonics teaching in Key Stage 1, using the Little Wandle programme and continue to teach spelling discretely through Key Stage 2, expecting and supporting children to apply their spelling knowledge independently.

Writing has a strong purpose and draws on rich spoken language, with grammar taught at the point of composition. Children have frequent opportunities to apply

reading and writing within foundation subjects and to apply knowledge from other subjects to their writing.

We use the White Rose scheme of work to support our mathematical teaching alongside regular maths meetings which provide opportunities to “drip, drip” learning and build fluency. Regular problem-solving enables children to apply knowledge and understanding and to think deeply.

Subjects are often taught as part of an integrated topic or unit, but discrete teaching is used where this best supports learning.

Assessment is integral to the success of our curriculum. Teachers will formally track children’s progress across all subjects and use assessment to modify planning and teaching. They will use summative assessment (e.g. assessment of independent pieces of work, standardised reading and spelling tests and past SATs questions) and they will use formative assessment (Assessment for Learning) at the point of teaching.

## **What are the unique features of our curriculum?**

- \*High levels of engagement, reflecting topics designed to spark curiosity
- \*Strong relationships and a nurturing approach
- \*Children encouraged to have “dreams” for the future, and supported to share their dreams and to relate them to their current learning
- \*Older children supporting younger ones e.g. Sports Leaders running clubs, Shared reading, Year 6 children partnering Year R children for local trips
- \*Outdoor learning e.g. walks along the river bank or in the historic high street to support topic work, “Wild Play” (den-building, mud kitchen etc.) making choices and decisions, playing collaboratively, taking “safe” risks
- \*Opportunities to take responsibility e.g. Office Duty in Year 5/6, assembly technicians
- \*Opportunities to demonstrate courage and leadership e.g. make a speech to become a House Captain, application form and interview to become a Library Advisor, presentation to become a School Councillor
- \*Annual Village Events (Bangers and Mash and Bingo with the old folk, pancake races, sing-along and picnic with the old folk, Christingle service at the Abbey Church, afternoon tea at Palace House, traditional sports day and community picnic)
- \*Celebration Assemblies provide opportunities for children to share achievements both in and out of school and to build confidence by talking or performing in front of an audience of adults and children

\*Pupil assemblies provide opportunities for children to share their passions and interests and to develop presenting skills

\*A strongly individualised and nurturing approach. Teaching and support staff regularly discuss and problem-solve imaginative solutions for individual children.

\*Our beautiful school grounds and our rich local environment



### **What are the results and wider outcomes we expect?**

All children to achieve Age Related Expectations at the end of Year 6, unless there is a specific educational need

All children to read widely and often with fluency, comprehension and enjoyment

All children to speak confidently and respectfully to adults and other children and to ask for help when they need it

All children to learn to swim and to ride a bike, unless there is a specific physical barrier

All children to know how to stay safe

All children to have experienced staying away from their families

All children to transition smoothly to secondary school

## **What does excellence look like in our school?**

We believe that all children can achieve excellence. We have high expectations of all our children and strive to be clear with children about what excellence looks like within individual subjects and tasks. We capture and celebrate excellence and celebrate the journey to excellence.

We teach children that excellence is attained through effort, persistence, pride and care.

### **The journey to excellence may involve:**

Listening; observing; thinking

Practising; thinking

Applying; creating; problem-solving; thinking deeply; editing; re-drafting; mastering

Acting upon feedback from adults and/or peers

Working through struggle

### **We support the journey to excellence by:**

Promoting a culture of high aspiration and “no excuses”

Not accepting lack of effort, persistence, pride or care

Modelling excellence for children and building meta-cognition (I... because...)

Celebrating effort (Growth Mindset)

Capturing excellence (Whole school display, performing to parents)

Providing models of excellence in the environment e.g. WAGOLLS (What a Good One Looks Like)





*"We are what we repeatedly do. Excellence, then, is not an act, but a habit."*  
Aristotle