**Our Curriculum Rationale**

In this section, you will find information about our school’s curriculum, including:

* the content of the curriculum we follow in each academic year for every subject
* the names of the phonics and reading schemes we are using in KS1
* how parents or other members of the public can find out more about the curriculum we follow

At Belfield Community School, we value a knowledge rich curriculum underpinned within a carefully planned and sequenced framework to enable cumulative knowledge and effective learning. The curriculum is rooted in a strong belief of equality for all pupils therefore the approach is successfully designed to be ambitious – ensuring that pupils with SEND and those who are disadvantaged apply what they know and can do with increasing fluency and therefore gain confidence in learning and thereby over-coming any barriers to successful learning.

Our curriculum ensures excellent coverage of the National Curriculum (Years 1-6) and Foundation Stage Early Years Curriculum (Nursery and Reception Children). Our curriculum is broad and balanced and offers a wide range of curricular activities involving visits out of school and visitors to school to enhance learning and extend pupils’ cultural capital.

**Our Curriculum Intent**

Our curriculum at Belfield Community School is primarily focused upon ensuring that pupils are supported and challenged to gain knowledge, skills and attributes to ensure that they are ready for their next stage of education. Ultimately, we recognise that we preparing our pupils for lifelong learning and effective contribution to the diverse society in which we live.

Belfield Community School teaches a curriculum through a subject specific approach to learning, making links across subjects where they naturally occur. Research always underpins the curriculum planning stage to ensure that this informs curriculum provision.

At Belfield Community School we want our children to have no limits to what their ambitions are and want them to embody our core values:

The purpose of our curriculum is to:

* Produce successful learners who can communicate effectively
* Develop confident learners who are resilient to failure
* Promote responsible and effective contributors to society
* Encourage principled, reflective empathetic individuals

In developing our school curriculum, we acknowledged the uniqueness of our school within the context of its multi-cultural demographic. This has framed the choices of the curriculum content we have made particularly in aspects of the curriculum such as geography and history and in consideration to the famous people we celebrate across all subject areas.

We enrich their time in our school with memorable, unforgettable experiences and provide opportunities which are normally out of reach. This is achieved through the Belfield Promise and trips and visitors arranged to enhance the curriculum offer. We firmly believe that it is not just about what happens in the classroom, it is about the added value and cultural capital we offer to really inspire our children.

We plan with the end points of learning at the forefront of curriculum design. Every subject has clearly defined end points of learning for key stages, year groups and individual lessons. This enables clarity of assessment for learning and determines a framework for leaders to measure curriculum performance.

Phonics and reading are key priorities within the school curriculum. There is an acknowledgement that in order to access any area of the curriculum successfully and independently reading has to be a well-developed area of learning for the pupil. We seek to develop fluency, vocabulary and a love of reading within this school.

**Our Curriculum Implementation**

At Belfield Community School we provide a unique curriculum based on five sound principles of learning:

1. The National Curriculum **- this is our curriculum content**
2. Process Learning
3. Rosenshine’s Principles **(pedagogy)**
4. Stages of Learning **(depth of learning)**
5. End Points of Learning **(assessment for learning)**

Our curriculum has been carefully built and the learning opportunities and assessment end points for each year group crafted to ensure progression and repetition in terms of embedding key learning, knowledge and skills. Subject leaders have developed subject specific characteristics, which we expect the children to demonstrate in each discrete subject area. These characteristics underpin all work in these subjects and form a focal point for display areas and provide a common subject specific vocabulary for staff and pupils.

When providing the curriculum to our pupils we ensure that there is clarity of: **content**- the National Curriculum, **pedagogy**– Rosenshine’s Principles, **approach**– process learning, **depth of learning** – stages of learning and **assessment** – end points.

The application of these principles ensures the consistency of the teaching and learning experiences for all our pupils across all key stages. It also allows for a shared language base and provides a means for school staff to carry out common discourse when evaluating learning.

We have developed year group specific long-term curriculum maps, which identify when the different subjects will be taught across the academic year. The vast majority of subjects are taught discretely but staff make meaningful links across subjects to deepen children’s learning.

We have eight school values which permeate all aspects of life at All Souls’ CE. Each half-term is allocated to one of these core values and these are explored as a whole-school theme. Weekly themes, under the core values umbrella theme, form the focus for our SMSC lessons and assemblies. For example, during our Safety themed half-term – our children explore themes such as ‘NSPCC Speak Out, Stay Safe.’

Curriculum provision ensures that learning is embedded within the pupils’ long-term memory and this is achieved through regular reviews of learning in all subject areas.

Misconceptions are addressed where possible at the point of learning – direct feedback by the teacher to the pupil ensures that misconceptions are addressed to enable the learner to redirect their thoughts thereby clarifying any misunderstandings.

Teachers have excellent knowledge of the subjects they teach and this is supported through sequential schemes of work, which have been carefully designed to build on pupils’ prior learning. Subject leaders provide any additional support required in relation to their subject specialism.

**Our Curriculum Impact**

We know when our curriculum provision has been successful because this will lead to excellent outcomes by all of our pupils including disadvantaged pupils and those with SEND. This will equally assure that pupils are ready for their next stage of learning.

Assessments are made for all pupils three times a year although ongoing formative assessment supports learners throughout their teaching and learning cycle. End points are instrumental in knowing whether pupils have been successful. We aim for our pupils to recall learning with fluidity and automaticity when this is required such as multiplication tables and phonics.

We use both formative and summative assessment information every day, in every lesson. Staff use this information to inform their short-term planning and short-term interventions – including in the foundation subjects. This helps us provide the best possible support for all of our pupils, including the more able. Subject leaders have mapped out the assessment milestones for each phase and further broken these objectives down for each year group in each subject area.

Assessment information is analysed by Subject Leads, the Assessment Lead and Headteacher as part of our monitoring cycle. Pupil progress reviews are conducted half termly (formative) and termly (summative). This process provides the SLT and Governors with an accurate and comprehensive understanding of the quality of education in our school.

We set out our monitoring cycle at the beginning of each academic year. This identifies when monitoring for all year groups is undertaken in all subject areas. Monitoring includes: book scrutiny, lesson observations and/or learning walks, pupil/parent and/or staff voice.

All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.

Where the reading curriculum has been successful pupils will read for pleasure engaging in a wide range of reading material. They will have a high level of fluency, comprehension and evaluative reading ability.

When measuring curriculum performance we also revisit the aims of the curriculum as a further reference for success measures:

The purpose of our curriculum is to:

* Produce successful learners who can communicate effectively
* Develop confident learners who are resilient to failure
* Promote responsible and effective contributors to society
* Encourage principled, reflective empathetic individuals