



Ball Green Primary School

Curriculum Policy

[September 2019]

Intent – Implementation – Impact

Every **child**. Every **chance**. Every **day**.

Article 28: Every child has the right to an education.

Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.



Our curriculum vision:

At Ball Green Primary School, our vision for the curriculum is to create excellent models of positive behaviours for learning because ALL children are excited by our offer of a high quality, inclusive curriculum that is clear, ambitious and sets consistently high expectations for learning utilising innovative pedagogical approaches explored by their teachers.

The curriculum will challenge each child to reach their full intellectual, creative, physical and emotional potential through a fully integrated curriculum. We encourage ALL children to become independent, life-long learners by developing intellectual curiosity, a thirst for discovery and achievement, a sense of understanding and compassion for others and the courage to act on their beliefs. We strive to create a diverse community that fosters mutual respect and social responsibility, enhanced by a strong partnership between home and school.

“If we broaden the number of topics, students can start to see links forming between different concepts, thereby increasing their knowledge and making it easier for them to synthesise new information (Didau, 2018). Of course, education is not just the learning of facts. It is just as important to accumulate skills needed in later life. . .”

[Ramakrishnan, V. (2019)]

“He who studies medicine without books sails an uncharted sea. But he who studies medicine without patients does not go to sea at all.”

[Sir William Osler]

Every child. Every chance. Every day.

Article 28: Every child has the right to an education.

Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.



The curriculum:

Through the implementation of a text-based curriculum across KS1 and KS2, every child at Ball Green Primary School has access to a 'mastered,' multi-disciplinary curriculum that not only fulfils the statutory requirements of the national curriculum but also deepens both knowledge and skills through a progressive approach.

The text-topic curriculum is embedded across all year groups and ensures the development of subject specific knowledge, the applied skills associated with this and progressive core vocabulary that will become cumulative (year-on-year), with children securing 'Age Related Expectations.'

Every subject, both core and foundation, has its own set of 'required' knowledge which is defined by end of year expectations. However, in order to deepen this knowledge a set of essential skills have been formulated to ensure that all learning is purposeful and more importantly, progressive. Subject specific vocabulary will support teachers in their planning, delivery and assessment of the national curriculum.

Opportunities for cross-curricular links are fully exploited in order to create a broader context of understanding and an environment where skills and knowledge can be 'applied' and/or 'mastered,' in particular those of 'Speaking & Listening,' 'Reading,' 'Writing,' 'Mathematics' and 'Computing.' Outdoor learning opportunities and educational visits/visitors are embraced to excite and engage all learners. The use of new and emerging technologies are integrated across the curriculum so that children are fully prepared for their diverse and as yet unknown futures from 2026 and beyond.

Every child. Every chance. Every day.

Article 28: Every child has the right to an education.

Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.



The texts:

In both KS1 and KS2, specific texts are chosen for a half term or termly unit of work to maximise their direct links to the required coverage of a history, geography or science topic, for example. As well as this, an exposure to challenging, archaic language is considered in order to expose ALL learners to an abundance of historical language and vocabulary choices that they may not be exposed to in modern-day life. Pre-complex texts are filtered through the curriculum in order to provide children with higher-order, quality-rich books which can then support every child with an understanding of a historical time period, geographical feature or scientific theory (depending upon the text). Alongside this, some complex voices (of narration) have been selected to instill a set of approaches to more challenging texts to prepare ALL learners for what they will be further exposed to in both secondary and further/higher education. Finally, at least one picture book and a range of poetry are carefully selected for all year groups to provide every child with the opportunity to develop a set of particular inference skills that can be taught through a range of genres and text types.

"The most successful schools and teachers consistently opt for books – and books of substance – as the core of their instructional choices."

[Doug Lemov et al, 2016]

"If we are all supposed to read a book because it is uniquely great, then the fact that it is also difficult becomes a hurdle to be overcome by good teaching, not an argument against reading it."

[Doug Lemov et al, 2016]

"Before they read words, children read pictures."

[David Wiesner]

Every child. Every chance. Every day.

Article 28: Every child has the right to an education.

Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.



KS1 texts:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	The Three Little Wolves and the Big Bad Pig By Eugene Trivizas	The Jolly Christmas Postman By Allan Ahlberg	Hansel and Gretel By Anthony Browne	Hansel and Gretel By Bethan Woolvin (twisted tale)	Meerkat Mail By Emily Gravett	Little Beauty By Anthony Browne Animal poetry
2	Lost and Found By Oliver Jeffers	Shackleton's Journey By William Grill	Toby and the Great Fire of London By M. Nash & J. Cope	Vlad and the Great Fire of London By K. Cunningham	Jim and the beanstalk By Raymond Briggs (twisted tale)	Fantastic Mr Fox By Roald Dahl Poetry unit

Key:	Archaic language	Geography link	Complex voices	Picture book	Poetry	Non-fiction
------	------------------	----------------	----------------	--------------	--------	-------------

Every child. Every chance. Every day.

Article 28: Every child has the right to an education.

Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.



LKS2 texts:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	<p>The Lion and the Unicorn By Shirley Hughes</p> <p>Poems from WW2 By Gaby Morgan</p> <p>The Day the War Came By Nicola Davies</p>		<p>The Firework Maker's Daughter By Phillip Pullman</p>	<p>River Story By Meredith Hooper</p> <p>The Wind in the Willows By Kenneth Grahame</p>	<p>Oliver Twist By Charles Dickens</p>	<p>Street Child By Berlie Doherty</p>
4	<p>Anglo-Saxon Boy By Tony Bradman</p>	<p>The Wolf Wilder By Katherine Rundell</p>	<p>Hugo By Brian Selznick</p>	<p>The Roman Quests: Escape from Rome By Caroline Lawrence</p>	<p>The Brockspectr e By Linda Newberry</p> <p>Mountains of the World</p>	<p>All the Wild Wonders By Wendy Cooling</p> <p>The Flower By John Light</p>

Key:	Archaic language	Geography link	Complex voices	Picture book	Poetry	Non-fiction
------	------------------	----------------	----------------	--------------	--------	-------------

Every child. Every chance. Every day.

Article 28: Every child has the right to an education.

Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.



UKS2 texts:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	Harry Potter By J.K. Rowling Fantastic Beasts By J.K. Rowling	Wonder By R.J. Palacio	Percy Jackson and the Lightning Thief By Rick Riordan	Who Let the Gods Out By Max Evans	Journey to the River Sea By Iva Ibbotson The Vanishing Rainforest	The Great Kapok Tree By Lynne Cherry
6	Wolf Brother By Michelle Paver	Wolf Brother By Michelle Paver	The Willow Pattern By Allan Drummond Journey By Aaron Becker			The Jungle Book By Rudyard Kipling

Key:	Archaic language	Geography link	Complex voices	Picture book	Poetry	Non-fiction
------	------------------	----------------	----------------	--------------	--------	-------------

Every child. Every chance. Every day.

Article 28: Every child has the right to an education.

Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.



Monitoring of the curriculum:

Standards achieved against the Age Related received/experienced curriculum

- ✓ Assessment – x3 Summative NFER Tests for Reading, SPaG, Maths
- ✓ Writing – x9 TAF assessed pieces per year (see English overview document)
- ✓ Book scrutiny – completed by all subject leaders and evaluated by SLT
- ✓ Learning Walks – completed by all subject leaders and evaluated by SLT
- ✓ Lesson Observations – completed by all subject leaders and evaluated by SLT
- ✓ Flipchart / Resources reviews – completed by all subject leaders and evaluated by SLT
- ✓ Evidence for Learning reviews - completed by all subject leaders and evaluated by SLT
- ✓ Child conferences / school council conferences – completed by all subject leaders and evaluated by SLT
- ✓ Subject leader discussions – bi-annually, discussed at Performance Management target setting and target review meetings
- ✓ Link governor visit reports – x3 per annum
- ✓ Headteacher reports to the Strategic Overview Committee – x3 per annum
- ✓ Termly reporting to parents/carers – end on Autumn 2, Spring 2 and Summer 2
- ✓ Teaching & Learning reviews – x2 per annum

See the next page for a detailed monitoring timetable:

Every child. Every chance. Every day.

Article 28: Every child has the right to an education.

Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.



Ball Green Primary School

2019-2020 Curriculum Monitoring Timetable

Core subjects & PE to be monitored x3 per year.
Foundation subjects x2 per year.

Half term	Subjects – Core & Foundation (Learning walks, book & planning scrutinies and pupil voice)
Autumn 1	Maths, English, Science History, Music, PSHE
Autumn 2	Art, Computing, Geography, PE
Spring 1	Maths, English, Science DT, RE, Spanish
Spring 2	Computing, PSHE, PE
Summer 1	Maths, English, Science History, Music, DT, Spanish
Summer 2	Art, PE, Geography, RE

Every child. Every chance. Every day.