



School Curriculum Planning

The East Bierley Curriculum has been created using the National Curriculum, current school curriculum and other sources of good practice that promote creativity and flexibility.

The curriculum should be child centred and child initiated. Our children need a primarily skills based curriculum and that in order to meet the needs of children we have set our curriculum in phases of 2 years. This allows key skills to be revisited effectively. This school curriculum fulfils the statutory requirements whilst meeting the needs of our children. It recognises that our children have different learning styles, learn at different rates and are at different stages of their development.

The child initiated curriculum will drive topics throughout school with a built in flexibility to encourage teachers to adapt the curriculum to meet the needs of specific cohorts and to respond to major world events. It acknowledges that a rich, balanced and varied curriculum is essential for the holistic development of children and it fosters a lifelong love of learning. Pastoral care and respect are a corner stone in our curriculum, ensuring that all our children feel valued and empowered.

The paired year group breadth sheets ensure that statutory requirements are covered effectively. This has built in flexibility to respond to the children's needs, interests and current world issues. Through a creative and personalised approach and acknowledgement of children's preferred individual learning styles the children are able to learn and apply a wide range of skills through a relevant and engaging curriculum.

From the curriculum breadth sheet, teachers decide on the focus for the pre-learning task, based on a broad area or a book that will drive English alongside the topic. The teacher may choose the outline idea then create a pre-learning task. The pre-learning task gives children the opportunity to have a voice in the direction of the topic to enable them to remain excited about their learning, in order to take a greater responsibility for it. This task should take place two-three weeks before the start of the

topic to enable the topic to be effectively planned and resourced. A key area - for example learning about the Victorians - may take place annually in a year group but the pre-learning task may mean that the key focus of the topic changes depending upon cohort and could become a DT based rather than purely history driven. The same key texts may still be used in English but additional independent writing will reflect the direction taken by children and the broader topic.

Teachers work together in phases to split the curriculum. Some topics may be shared topics but not all. The breadth sheet is used to plan but completed following the topic with actual coverage. Discussion should happen between both class teachers, both in setting a general overview of the curriculum and before embarking on each full topic. This is a great way of sharing ideas and having a different voice within the plans.

Topics should have different subjects driving them forwards. There may be a topic that is led by art, one by history then a science topic. Tenuous links are not made, where it is more appropriate, a subject topic will be planned discretely. Topics can last different lengths of time and should not be considered to be half term in length.

The curriculum is learning challenge based - either using the questions from the children or teacher led questions. The aim is to build a consistent and progressive approach to fostering independent learning skills that ensures high quality, independent work. This includes shared high expectations, developing high quality adult interactions and truly giving children a responsibility for their learning.

Where topics are shared across two year groups it is essential that skills taught in each aspect are progressive across both so children are enabled to attain age related expectations.

Where possible a topic should be launched in a memorable and exciting way. It could be a visitor to school or a trip, or it could be teacher led. Topics should be creative and not rely on worksheets or photocopied resources.