

CURRICULUM OFFER

This Curriculum Offer encapsulates the fundamental principles behind our planning and provision.

The body of knowledge and skills which form the extent of our curriculum:							
English and Maths Knowledge & skills		Subject specific knowledge and wider curriculum skills		Values		Personal skills	
Content: National Curriculum		Content: National Curriculum		School Values:		Content:	
Reading	Number	Science	Design Tech.	STARS*:	Successful	Resourceful	Kind
Writing	Calculation	History	Music	Tolerant	Aspirational	Self-worth	Honesty
GPAS	Measurement	Geography	PE.	Respectful	Supportive	Independent	Commitment
Handwriting	Fractions/Dec.	Art/Design	SMSC /RE	British values: Tolerance/ Understanding/ Acceptance/ Knowledge – embedded through the curriculum		Wider curriculum: Leadership/ Resilience/ Team work/ Pride/ Productivity/ Presentation	
Speaking	Geometry	Computing/ ICT					
Listening	Algebra	MFL Life Skills/ SRE					
Extra-Curricular Provision		Clubs, activities, trips, residential visits, other forms of enrichment i.e theatre/ local business					
* STARS are the school values which underpin all learning and behavioural expectations. They are acknowledged by certificates in Celebration assembly.							

Curriculum design, organisation and delivery:

Subject Expertise	Thematic learning	National Curriculum coverage	Skills and knowledge
<ul style="list-style-type: none"> Specialist MfL (Mrs Murataj); P.E (Mrs Marsay); ICT & Music (Mr Gaskell) to deliver staff training to class teachers/ TAs and provide ‘open house’ support and resources Mr Gaskell teaches Music/ Computing; Mr Tresize teaches REAL PE; Mrs Philo teaches RE through APP* time and Mrs Dedman teaches foodtech School accesses the College, Strachan football academy and Rugby School for sports and swimming specialist tuition Peripatetic teachers come in to provide tuition for violin, brass, piano, flute and guitar All core subject areas have a lead: English (Miss Coulson); Maths (Mrs Beck) & Science (Mrs Sinclair) Key area leads are supported by a ‘junior’ member of staff: P.E – Dance (Miss Hobday); English (Miss Goode); Maths (Mrs Campbell) Healthy School (Mrs Lindstrom) 	<ul style="list-style-type: none"> All foundation subject areas have a lead: Topic – Geography/ history (Miss Drake); SRE (Mrs Cox); RE (Mrs Philo); Art (Mrs Rudd); DT incl. Food tech (Mrs Hanif-Hussain) British Values and SMSC (Mrs Rudd/ Mrs Cox), thread through the curriculum but are also taught discretely through project weeks/ special days & events Termly learning is under a topic – currently staff are working on merging science and topic in to a more thematic approach Staff plan for curricular links across all areas of learning, but subjects may at times stand-alone if this best suits the needs of the learner/ subject content English is predominantly themed around a book 	<ul style="list-style-type: none"> Staff timetable subject allocations for the week to ensure core coverage, however staff can use this timetabling flexibly to allow for adjustments to meet the needs of the learners Some timings are set i.e SODA* and MODA*; Mega Maths*; PE and APP* subjects All year groups complete a Curriculum Map for the year showing subject coverage, as well as termly Medium term Plans All subjects have a ‘voice’ through their subject leads (ELT*) 	<ul style="list-style-type: none"> All Year Heads and leaders within school strive to lead by example. A coaching wall in the staffroom provides a supportive ethos. English and Maths leads provide and monitor termly coverage planning grids All core and foundation leads take part in monitoring All year groups complete an Assessment (AWL) grid to show coverage for the year

* SODA: Start of the day activity; MODA: Middle of the Day Activity, Mega Maths: Basic Maths skills practice; APP: Assessment, Planning and Preparation time; ELT: Extended Leadership Team

Ensuring curriculum and skills progression:

Functional age-appropriate skills in English and Maths	Progression of non-core subject skills	Personal skills developed by role models & expectations	Values – taught & developed through wider curriculum
<ul style="list-style-type: none"> We ensure that every child is ‘next year ready’ with key skills when they leave their current year group – see Assessment (AWL) grids for each Year Group Provide research approved resources such as Power of Reading; White Rose Maths Continued cycle of staff training, monitoring and moderation 	<ul style="list-style-type: none"> Subject expectations for each year group in non-core subjects are planned at the start of the year (see Assessment (AWL) grids) Targets are set at the beginning of each topic and monitored by Subject leads 	<ul style="list-style-type: none"> E-Safety (Mr Gaskell) is taught through Computing lessons as well as through regular assemblies. Each class is about to have an E-Safety Cadet Our curriculum promotes resilience, collaboration, perseverance & commitment and independence as evidenced through pupils writing stamina, maths talk, PE lessons and behaviour and attitude towards each other at break, lunch and trips and transition times. Our House of Lords* structure allows for pupils to be role models and set their own expectations 	<ul style="list-style-type: none"> Our School Values are promoted in every classroom and rewarded through a House Point system The House of Commons* run a Class Award System to help keep the school and classrooms tidy and clean British Values and SMSC (Mrs Rudd/ Mrs Cox), thread through the curriculum but are also taught discretely through project weeks/ special days & events School values and British values are taught regularly through thematic assemblies.
Reinforcement and consolidation is promoted through repetition of key skills and cross curricular work which is well informed from a range of assessment.			

*House of Lords is the Head Boy, Head Girl structure within school. They are supported by a Deputy Head Boy, Deputy Head Girl & two Secretaries; House of Commons is the School Council with representatives in each class and across various areas of school – P.T.A/ Eco Warriors/ Behaviour/ Prefects/ School Office/ Sport/ E Cadets

Ensuring that our curriculum meets the needs of all groups of pupils within the school:

Higher, Middle, and Lower Attainers	Disadvantaged Pupils (PP)	SEND and vulnerable groups	New arrivals & pupils who need to catch-up
	<ul style="list-style-type: none"> We have a Nurture provision (Mrs Rudd) which 		

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<ul style="list-style-type: none"> ▪ The curriculum is designed to engage all learners across the year to ensure that all that can do meet expectations or above. ▪ More Able Gifted and Talented Lead (Miss Rhodes) works alongside Year Heads to monitor Greater Depth provision - she is new to role and has provided stand-alone experiences for MAGAT pupils; she is beginning to look at expectations across the year groups ▪ All staff monitor pupils and track progress against age related expectations. They write Catch Up Plans (CUPs) for those needing support. These CUPs are monitored and scrutinised by Year Heads during Pupil Progress meetings which take place half termly 	<p>provides support for SEMH pupils within school on a rota basis</p> <ul style="list-style-type: none"> ▪ We have two Behaviour Mentors who support pupils with SEMH and Behavioural issues across the school. Mrs Khan specialises in Triple P*, Peer Mentors & Young Carers and Mrs Mickelwright specialises in EHA* and Safeguarding. Both are DSLs*. ▪ AfA* is in place across all classes in all year groups, supporting the hard to reach PP* families ▪ Curriculum design and timetabling aims to engage PP ▪ Booster groups and Homework clubs target PP ▪ Funding allocation to support music tuition and before/ after school club opportunities as well as trips incl. residential subsidy for PP ▪ All monitoring includes PP children ▪ Free Reading books to Year 3 ▪ Additional support for Reading and basic maths ▪ We are part of the LA Closing the Gap task group to support the effective progress of disadvantaged children 	<ul style="list-style-type: none"> ▪ SENCo (Mrs Brown) is supported by an Inclusion Manager (Mrs Arnold) and together they provide monitoring, training and support for staff as well as individual catch up programmes for pupils ▪ All staff write ISPs* for those that are supported by outside agencies or through statutory assessment ▪ We buy weekly in to STS (Specialist Teaching Service) as well as half termly to Education Psychology ▪ We have three teaching assistants to each year group as well as a team of 1:1 TAs and TAs that deliver support programmes such as Fresh Start and Achieve 100 ▪ Our EAL lead (Mr Farinha) supports new arrivals to the UK and we provide our own assessment and catch up programme as well as staff training ▪ Our Attendance Lead (Mrs Khan) monitors attendance. She sends letters and arranges direct solution focused meetings. She is supported by the admin attendance officer (Mrs Bramley). All classes send a pupil up each week to collect attendance percentages.
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* Triple P: Positive Parenting Programme; EHA: Early Help Assessment (formerly CAF); DSL: Designated Safeguarding leads; PP: Pupil Premium; AfA: Achievement for All programme for PP families; ISP: Intense Support Plan

Monitoring the quality of teaching and learning within the curriculum:

Teacher knowledge & Skills	Teaching ability	Outcomes	Resources
<ul style="list-style-type: none"> ▪ Subject leads keep up to date training and research. They share knowledge with staff through staff meetings and INSET and consortia collaboration ▪ The Coaching Wall shares staff strengths ▪ External advisors are sought to support training needs ▪ Staff are expected as part of their Teacher Standards to keep up to date with new initiatives including information from the DfE ▪ All staff take part in staff meetings and INSET ▪ External CPD courses which are reported back to school 	<p>Checked through lesson observations which are carried out by the leadership team* and incorporating:</p> <ul style="list-style-type: none"> ▪ Subject and lesson planning Incl. differentiation – all groups ▪ A rich environment with subject specific language which promotes an understanding of the curriculum expectations ▪ Effective use of pace to drive learning ▪ Use of questions to extend thinking, promote collaboration, enquiry and mastery 	<ul style="list-style-type: none"> ▪ Books for the pupils show that they are challenged to meet age related expectations. ▪ Pride, productivity, presentation and pitch drive the learning outcomes for pupils ▪ 'Live marking' is used to provide feedback at the point of teaching and thus move learning on or change the direction of the lesson ▪ There is clear progress – across the year/ term/ lesson ▪ Displays are at least age related and show exemplary work in a joined/ cursive style where possible. 	<ul style="list-style-type: none"> ▪ School invests in resources such as The Key ▪ School is investing in more concrete resources for Maths ▪ School follows White Rose Maths and has been accepted to join Maths Mastery (Sept 2018 Yr3 intake) ▪ We have a fully resourced library and reading areas in all classes ▪ Resources are allocated against the needs of the curriculum in accordance with improving pupil outcomes (Raising Achievement Plans) ▪ All subject leads write action plans and have a budget allocation

* Leadership team consists of the Headteacher, Deputy Head, Assistant Head, SENCo, Year Heads, English/ Maths leads & EVC

Ways in which we assess the impact of the curriculum on our pupils:

Outcomes: English & Maths	'Next year readiness'	Pupil attitudes to work	Pupils live out the values
<ul style="list-style-type: none"> ▪ SATs results in Year 6 ▪ End of year assessments for each year group using a range of assessment measures: - books; teacher assessment from classroom engagement and attitude; formal and informal assessments; progress from baselines including Key Stage 1 and start of academic year ▪ We measure 'On-track to be...' as well as end of term attainment ▪ We set short term pupil targets for each unit of work which are monitored by pupils and staff ▪ We set long term targets for the year and share them with parents. We monitor progress towards these through O Track 	<ul style="list-style-type: none"> ▪ We have key performance indicators which allow us to focus on core skills for the next year ▪ We take part in mixed year group/ cross phase moderation and book trawls 	<ul style="list-style-type: none"> ▪ Pupils talk confidently about their learning ▪ Pupils have pride in their work and their environment ▪ Behaviour for learning in classes is good 	<ul style="list-style-type: none"> ▪ Pupils hold the doors open and say 'You're Welcome' ▪ The pupils have made a difference to school - litter/ class and corridor environment/ uniform ▪ Pupils behave well at play and lunchtimes ▪ Pupils behaviour is regularly commented upon whilst on trips out or when visitors come in

Curriculum responsibility, review and evaluation, and impact:

Headteacher/Senior Leaders	Subject Leaders	Class Teachers	Governors:
<ul style="list-style-type: none"> ▪ The Headteacher works in collaboration with the leadership team to set out curriculum expectations in line with the requirements of the National Curriculum and in line 	<ul style="list-style-type: none"> ▪ Subject leads each ensure that their subject has a voice and are responsible for monitoring it's impact including cross curricular links esp. maths. They ensure that long term 	<ul style="list-style-type: none"> ▪ All staff have contributed to the formulation of the curriculum and have used their skills to map the curriculum out to meet the needs of the NC ▪ The curriculum takes into account 	<ul style="list-style-type: none"> ▪ The curriculum is monitored through Performance and Standards committee ▪ Joint monitoring and quality assurance with SLT
			Pupils:

Our Values: Successful, Tolerant, Aspirational, Respectful, Supportive _Page_2

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<ul style="list-style-type: none"> ▪ with her vision for the school ▪ The curriculum is under constant review and evaluation to ensure that it not only meets statutory requirements, but also the needs of the school and community it serves ▪ We aim for it to be both visionary & inspirational, yet measured. 	<p>plans cover the range of skills required (See Assessment (AWL) grids)</p> <ul style="list-style-type: none"> ▪ Subject leads monitor skills progression; ensure that there are adequate resources and are accountable for monitoring standards; review, evaluation & action planning for improvement. 	<p>disadvantaged groups and gender</p> <ul style="list-style-type: none"> ▪ Class teachers are ultimately responsible for ensuring that the curriculum achieves high standards 	<ul style="list-style-type: none"> ▪ Pupils take part in regular pupil surveys run by school council ▪ The House of Lords leads the school's half termly Newsletter ▪ The pupils have contributed towards the Pupil SEF written by the House of Lords
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Across the four school years we hope that your child will enjoy experiencing a wide range of fun and challenging activities.

Whilst at BLJS we offer opportunities for every child at some point to:

- Experience theatre or pantomime
 - Sleep away with friends
- Go out on a coach to visit a place of interest
 - Take part in a sporting challenge
 - Make something tasty to eat!
- Share a piece of work with families and/ or carers
 - Do something for the community
 - Dress up for fun!
 - Take part in a school production
 - Boogie with friends at a DISCO
- Look back on good times at a barbeque
 - Raise funds for charity
 - Celebrate success
- Dance on the playground with around 500 friends and teachers!
 - Take part in a school Fair
- Contribute to school through Newsletter, blogging or radio club
 - Tell jokes and share talents
- Meet interesting guests in assembly