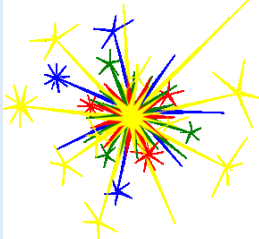


Curriculum INTENT	1	Our Aim and Motto	Make the Future Better for all													
	2	The BHPS learner is... the Four Rs	Resourceful			Reciprocal			Resilient			Reflective				
	3	The Curriculum at BHPS lights a SPARK to ignite the fire of life-long learning	Stimulating			Purposeful			Aspirational			Relevant		Knowledge		
Curriculum IMPLEMENTATION	4	Curriculum Implementation: 	Stimulating because ... <ul style="list-style-type: none"> We find hooks for learning that excite, engage and inspire We base some learning on the interests of the children Children are given opportunities to study some areas in more depth We ensure a broad curriculum to nurture a range of talents We make use of modern technology 			Purposeful because ... <ul style="list-style-type: none"> We consider an end purpose to topics (presentations, letters to real people, assemblies, exhibitions) It is based on experiential learning and the development of key skills 			Aspirational because ... <ul style="list-style-type: none"> We believe that all learners can achieve We want our children to leave BHPS with key life skills and positive attitudes to learning We want children to aspire to good employment It is based on thorough research 			Relevant because ... <ul style="list-style-type: none"> It is based in the real world It is designed to take account of barriers faced by our learners It is current It reflects our distinctive school community It supports the personal development of our pupils 			Knowledge because ... <ul style="list-style-type: none"> Children will gain an in-depth knowledge and expertise due to a progressive curriculum with opportunities to embed, practise and apply knowledge in different contexts We want children to learn to love gaining knowledge Knowledge will be complemented by acquiring skills 	
	5	Our provision is informed by educational research into effective teaching pedagogy. These strategies allow our distinctive curriculum to be effective.	Ensuring the right CLIMATE FOR LEARNING	Understanding is enhanced by MAKING LINKS TO PRIOR LEARNING	Developing a rich VOCABULARY	Children should thrive on healthy CHALLENGE	Children learn because of high quality EXPLANATIONS	Learning is developed because of skilful QUESTIONING	Learning is enhanced because of effective MODELLING	Learning is secured by appropriate PRACTICE	Children make progress because of effective FEEDBACK	Enhancing learning because of promoting METACOGNITION	Understanding is deepened by teaching for MASTERY	Children become motivated because of ACTIVE LEARNING		
	6	Our whole school curriculum is planned to meet the needs of our children. The size of the blocks indicate an approximate reflection of time allocation. We build from the EYFS to KS1 & 2. Our curriculum will continually evolve	Educational visits (F-Y6) including residential (Y2-6)	Visitors Assemblies and speakers		Competitive opportunities		Extra-curricular clubs		Learning outside the classroom		Responding to events in the news and charity days				
		KS1 & KS2			Reading and Writing		Spiritual, Moral, Social and Cultural development		Mathematics		Science		Physical Education		Expressive Arts & Creativity	
		KS1 & KS2	MFL	Speaking, Listening & Vocab dev.	PSHE/SRE/Wellbeing	RE	Knowledge of the world	History	Geography	Computing	E Safety	Design and Technology	Art	Music		
		F2	Communication and Language		Literacy		Personal Social & Emotional Dev.		Maths		Understanding the World		Physical Development		Expressive Arts and Design	
		The curriculum will be delivered through cross-curricular themes to make links between learning whenever possible. Discrete subjects – sometimes delivered in blocks														
IMPACT	7	Our curriculum has an ambition for high achievement of all pupils irrespective of background or starting point. This achievement is represented in the following key areas	Impact - Standards Attainment is consistently above the national average Progress scores are positive Groups of learners, including disadvantaged groups make positive progress Children display a depth of knowledge in their books and in their conversations					Impact – Learning Behaviours Children can work together Children reflect on a range of experiences Children can talk about their learning Children show a desire to learn Children persevere and show resilience Children can solve problems					Impact – Personal Development Children are polite, well behaved, stand up for what is right and respect others All children are fit and healthy Children display a range of talents Children know how to stay safe Children are secure, confident and outward looking			

Evaluation	8	<p>High quality outcomes</p> <ul style="list-style-type: none"> ➤ Is attainment above the national average ➤ Are progress scores positive? ➤ Do all groups of learners have positive progress? ➤ Do learners display a depth of knowledge? ➤ Are standards in books consistently impressive ➤ Are adults' expectations of children consistently high? ➤ Are there good systems of assessment which impact on future learning? ➤ Are children challenged to think? <p>We evaluate outcomes by data analysis, work scrutinies, pupil conversations and learning walks.</p>	<p>Curriculum content is responsive and relevant</p> <ul style="list-style-type: none"> ➤ Does our curriculum reflect all the elements of SPARK? ➤ Can all staff demonstrate an understanding of SPARK? ➤ Are all 12 implementation strategies evident in every classroom? ➤ Can all staff explain the 12 implementation strategies? ➤ Do we respond to the latest research? ➤ Is our curriculum evolving? ➤ Are tasks adapted to reflect current affairs and technological and environmental changes? <p>We evaluate the curriculum by subject leader group involvement, work scrutinies, planning scrutines, learning walks and pupil conversations.</p>	<p>Learners</p> <ul style="list-style-type: none"> ➤ Can our children solve problems? ➤ Can our children explain different ways of solving a problem? ➤ Can our children work together? ➤ Can our children learn from each other? ➤ Can our children learn from their mistakes? ➤ Can our children show determination? ➤ Can our children talk about their learning? ➤ Can our children demonstrate a good use of vocabulary? ➤ Can our children show a passion for learning and gaining new knowledge? ➤ Can our children make suggestions about their learning? ➤ Do our 4Rs – Resourceful, Reciprocal, Resilient and Reflective – apply to all members of our school community? <p>This is a developing area for the school. We evaluate it through learning walks and pupils conversations.</p>
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