



Beaufort School

Curriculum Policy

Governing Body Approval date	28 th March 2022
Review Date	27 th March 2023



BEAUFORT SCHOOL

Working together to achieve success for all



Curriculum Policy

Introduction

Beaufort School curriculum includes all of the planned activities that the school organises in order to promote learning and personal growth and development. It therefore includes the full range of enrichment and therapeutic activities organised by the school as well as the formal requirements of the National Curriculum and the Foundation Stage Curriculum. In addition, it includes what our pupils learn from the way they are treated by staff and visiting professionals and the way that they are supported to interact with their peers. At Beaufort School we believe that our curriculum should be broad, balanced, creative, relevant and appropriate to meet the needs of all our pupils irrespective of their ability. We place the emphasis on preparing our pupils for the next stage of their development. As a primary school we have a key purpose to settle our pupils into a routine of learning supported by personalised therapeutic interventions that will provide them with the basis for development towards their adult life.

Who I am

- Know what I like/dislike
- To make & keep friends
- To know what I can do
- To know I am important & valued
- To know my achievements and effort are valued



Me & My World

- Be aware of my feelings
- Know how I can express myself
- To be listened to & heard
- To make the right decisions
- To feel supported

The Beaufort Child

I can learn...

- To communicate
- To transition and accept change
- To play and have fun
- To understand rules
- To engage in activity
- To express myself creatively



I want to...

- Be safe
- Be happy
- Be as independent as possible
- Be socially accepted
- Achieve my full potential



Values

Beaufort School curriculum is underpinned by our vision of The Beaufort Child and the values that are demonstrated - where every child at Beaufort School is **Valued, Supported, Inspired** and **Successful**.

Valued: We believe every individual is unique and special

- We respect the rights and needs of everyone
- We foster a sense of self-esteem and self-worth
- We want everyone to realise their full potential
- We want our children to become happy, confident young people who will contribute to their community

Supported: We believe that a good learning environment stems from committed teachers and support staff who work as a team with external professionals to support all children

- We provide a happy, secure and stable environment
- We give a high level of individual support
- We work in partnership with parents
- We help children to develop communication, social and self-help skills

Inspired: We believe that children succeed best when teachers and support staff have high expectations and inspire learning

- We deliver a curriculum that is enriched, balanced, relevant and inspiring
- We use assessment and support information to set challenging individual targets
- We expect high standards of behaviour
- We provide opportunities to join with their mainstream peers wherever possible

Successful: We believe that success is important to every individual and to have that success recognised encourages further achievement

- We measure success in many ways across the range of social and academic achievements
- We provide a range of opportunities to maximise success
- We recognise every achievement however small the step
- We praise and reward success

Intent

The aims of Beaufort School curriculum are:

- To enable all pupils to learn and develop their skills to the best of their ability
- To promote a positive attitude towards learning so that pupils enjoy coming to school
- To prepare pupils for their journey beyond Beaufort School
- To enable pupils to be creative and develop their own thinking
- To fulfil all requirements of the Foundation Stage Curriculum, National Curriculum and the Locally Agreed Syllabus for Religious Education
- To teach pupils to have an awareness of their own spiritual development and to understand right from wrong
- To help pupils to understand the importance of truth and fairness so that they grow up committed to equal opportunities for all
- To enable pupils to have respect for themselves and high self-esteem and to be able to live and work cooperatively with others
- To enable pupils to be as independent as possible by developing their self-help, communication and personal care skills
- To embed safeguarding into all areas of our curriculum

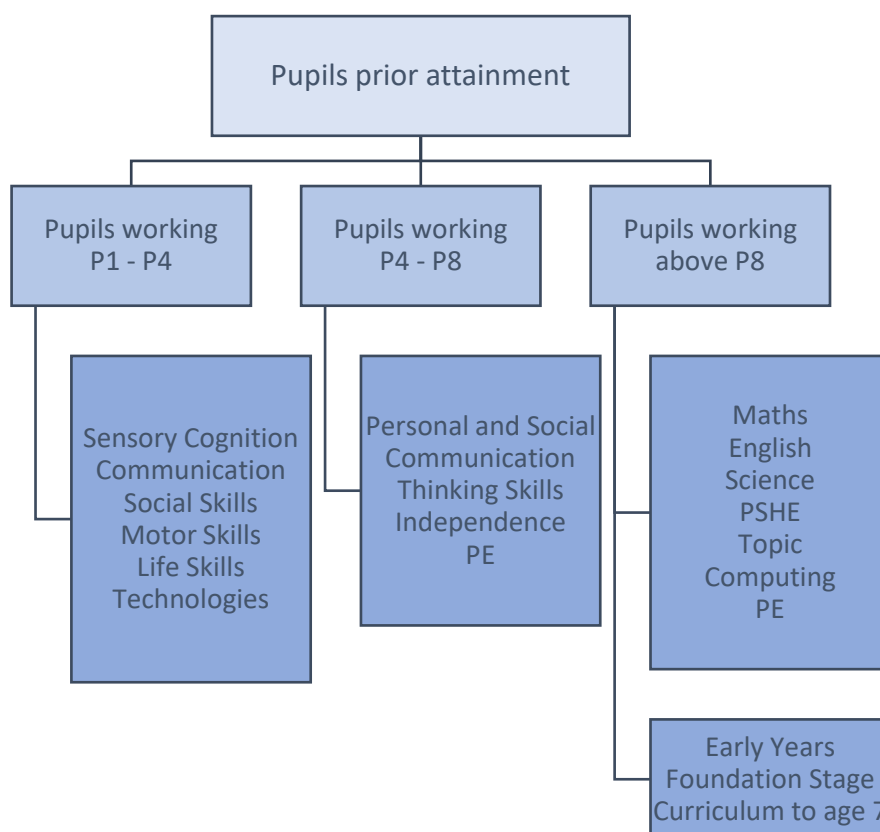
Implementation

Each half term classes base their work around a key stage topic. This allows for enrichment and integration opportunities, facilitates active teaching and learning, initiates transferable learning skills (e.g. teamwork) and supports pupils to see the links between subjects. The topic each class follows is dependent on their phase group which is based largely (but not always) on their chronological age. Pupils of all abilities are able to work alongside each other on the same theme accessing the topic as appropriate. Topics run on a rolling programme in each key stage and trips and external contributors are organised by staff to support with bringing the topic alive.

An example of topics covered can be found below -

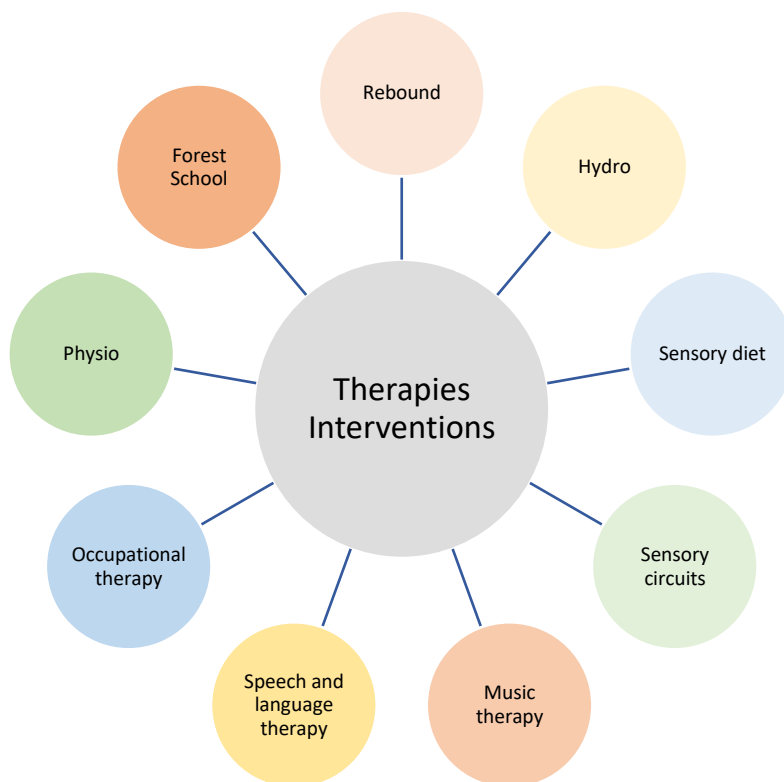
Whole School Topic Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	All about me	Worlds of magic	Weather and seasons	Animals	Circus	Beaufest
Year 2	All about me	Disney	Under the sea	Out and about	Masterchef	Countries
Year 3	All about me	People who help us	Superheroes	Minibeasts	Knights and castles	Holidays
Year 4	All about me	Once upon a time...	Going green	Transport	Keeping fit	Keeping fit

Pupils are then taught a curriculum appropriate to their needs through the key stage curriculum topic. The curriculum is individualised and is developed for each pupil based on their prior attainment and learning styles.



Pupils may follow one of these curriculum areas or they may have particular strengths or difficulties and therefore be taught aspects of different curricula to suit their needs. The curriculum areas each pupil follows will be outlined on a curriculum provision map which is revisited and reviewed termly during pupil progress meetings. Classes are generally grouped according to need but in some classes pupils may be working on a different curriculum. This is why it is important that all curricula are taught through the same topic, allowing for a cohesive approach for teachers in their planning.

In addition to their curriculum pupils are supported in school through therapies and interventions

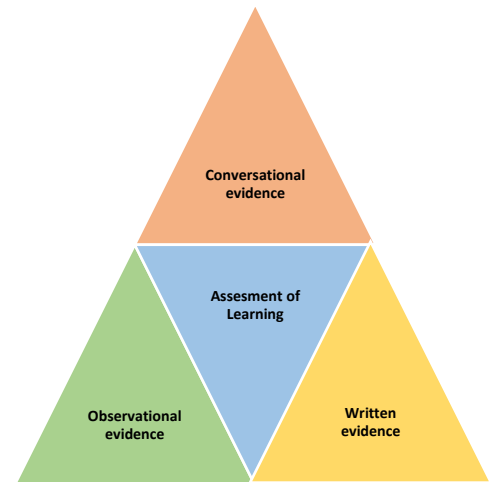


The Early Years Foundation Stage

The curriculum taught in our early years classes meets the requirements set out in the Early Years Foundation Stage Curriculum – Development Matters. Our curriculum planning focuses on working towards the Early Learning Goals and on developing pupils' skills and experiences as set out in this document. Some pupils in to their needs than Development Matters. Beaufort School fully supports the principle that young children learn through play and by engaging with well-structured planned activities. Teaching in the EYFS classes builds on the experiences of children in their pre-school learning. As our pupils progress through Early Years and Key Stage One we continually assess them to ensure they remain on a curriculum appropriate to their learning needs. Always aware that young children need the support of both parents and teachers to make good progress we strive to build positive links with parents by keeping them well informed about the way in which their child is being taught as well as their progress.

Impact

Beaufort School measures the impact of the curriculum on pupil progress through assessment which informs planning and teaching and therefore ensures pupils maximise their learning potential. Monitoring is supported through the use of SOLAR and termly pupil progress meetings facilitate a triangulation of evidence to inform the individual learning journey of all pupils. Work trawls, learning walks and lesson observations monitor standards and also allow internal moderation to ensure that consistent judgements are made.



Roles and Responsibilities

The Executive Headteacher (and in their absence, the Head of School) has responsibility for the leadership of the curriculum and the monitoring of its provision. The assistant Headteacher has responsibility for developing and updating the curriculum and ensuring, with the Headteacher, that the curriculum has progression and appropriate coverage and is consistently monitored. Subject Leaders* and Senior and Middle Leadership are responsible for ensuring the satisfactory content and delivery of their subjects, for monitoring provision, keeping up to date with curriculum developments and providing INSET where necessary. This ensures that progress is tracked and that there is appropriate challenge, support and intervention.

The role of the subject leader* is to:

- provide a strategic lead and direction for the subject
- support and offer advice to colleagues on issues related to the subject
- monitor pupil progress in that subject area
- use pupil progress data to inform future action and planning for the subject
- provide subject reports to Governors
- provide sufficient resource management for the subject

Subject leaders* are expected to carry out the necessary duties involved in their role. It is the role of each subject leader to keep up to date with developments in their subject at both national and local level. They are involved in the monitoring and reviewing the way the subject is taught in the school and plan for improvement. This development planning links to whole school objectives in the School Development Plan. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into programmes of study. Where appropriate, subject leaders keep samples of pupils' work which is used to demonstrate pupil achievement at each key stage and to give examples of expectations of attainment.

Monitoring and review

- The Governing Body is responsible for monitoring the way the school curriculum is implemented.
- The Senior Leadership Team are responsible for the day to day organisation of the curriculum. The curriculum is monitored through work trawls, learning walks, lesson observation and review of teacher planning.

- Subject leaders* monitor the way their subject is taught in school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed

*Subject leaders to be in post September 2022