



## Belle Vue School: The Curriculum Explained

	Our Beliefs	Our curriculum is exciting and draws from the best of what has been. It is knowledge-engaged and broad and balanced. We understand the importance of ensuring our children are not offered a narrowed curriculum.	Our curriculum is ambitious for all our pupils including the most disadvantaged. We have a key role in addressing social disadvantage and ensuring our children have the very best chance of future success and happiness.	Our curriculum is coherently planned and sequenced to be appropriate for individual children whilst ensuring the horizontal and vertical progression of skills and knowledge.	Our curriculum is designed to be ambitious for our pupils whilst ensuring it is adapted to develop knowledge, skills and ability with increasing fluency and independence.	
Intent	Adapting the curriculum	<p><b><u>National Curriculum</u></b> We ensure that our children are taught the National Curriculum and don't just encounter it. We believe that learning has occurred when a child has experienced a change in their long-term memory.</p>	<p><b><u>Vocabulary</u></b> We recognise that many of our learners do not have a broad base of key vocabulary. This must be addressed within our curriculum to prevent this from affecting children's outcomes.</p>	<p><b><u>Health</u></b> We recognise that the county in which the school sits has higher than average rates of obesity. Nationally 23% of boys and 33% of girls aged between 2-19 are overweight/obese.</p>	<p><b><u>Community</u></b> We ensure that our children experience the best that Kent and Medway have to offer so that they appreciate the beautiful landscape and enriching opportunities that are even 'on our doorstep'.</p>	<p><b><u>Multicultural links</u></b> We embrace a rich, diverse British culture and actively seek out opportunities for our children to experience multi-culturalism. Beyond Britain, we ensure our children develop an understanding of, and curiosity about, the wider world, preparing them for their role as a global citizen.</p>
	Phases	<p><b><u>Nurture - Walliams</u></b> Children learn both through child-initiated play and carefully planned adult-led activities. In a safe and stimulating environment, children are encouraged to apply all the skills they have learnt in a myriad of exciting and interesting ways. This promotes a firm foundation.</p>	<p><b><u>Morpurgo/Chaucer/Atwood</u></b> Children focus on acquiring the skills which are needed to be successful in the next phase of their education. We teach these skills through engagement in exciting topics which broaden their understanding of the world around them. Building on strong fundamentals of reading, writing, maths and communication, children develop their skills, applying them in challenging and stimulating situations. Our children will be confident readers with a love of books.</p>	<p><b><u>Shakespeare/Tolkien/Dahl –KS5</u></b> Children are supported to obtain skills, knowledge, understanding and qualifications to enable them to move onto key stage 5 as independently as possible and to be well prepared for their next steps. Curriculums and qualifications are bespoke and built around children's needs. A range of subjects and qualifications are achievable including entry level, level 1- 2 and GCSE in a range of subjects including maths and English.</p>		
Implementation	Learning behaviour	<p><b><u>Vision</u></b> Our school values are embedded into our learning: academic challenge, resilience, belonging to a community, responsible citizens, and being healthy and safe.</p>	<p><b><u>Ready to Learn</u></b> As a nurture and school that adopts a therapeutic approach, we understand the importance of children being ready to learn., we ensure children can get an education to equip them for life.</p>	<p><b><u>Learning to Learn</u></b> We recognise that metacognitive strategies are important in deepening the learning process. Our key strategies include: Building resilience Managing cognitive load Supporting working memory</p>	<p><b><u>Engaged in Learning</u></b> Our children deserve to be captivated in the awe and wonder of their learning. Through amazing openings, exciting endings, opportunities to access real-life learning and lesson hooks our children learn with passion and enthusiasm.</p>	
	Curriculum depth and breath	<p>As a team we work collaboratively to ensure that learning is connected. Using research to inform our strategies.</p> <p><b>STEM:</b> Maths, Science, Computing  <b>English &amp; Humanities:</b> English, History, Geography  <b>The Arts:</b> Art &amp; Design, Music, Drama</p>				

		<b>Healthy Me:</b> PE, Outdoor Learning, RE, PSHE, RSE/First Aid/ Food Technology/Life Skills/Food and Hygiene.					
Impact	Planning	<u><b>Long term planning</b></u> Our long-term planning ensures that progression in skills and knowledge is mapped backwards from EHCP targets. Children received a broad and balanced education		<u><b>Medium Term Planning</b></u> Sequenced progression is matched against EHCP targets. We support children to get the most from their learning by focussing on specific skills and carefully chosen aspects of knowledge which will drive their understanding forwards, whilst making links with what they already know and laying the foundations of future learning.		<u><b>Short term planning</b></u> Our teachers ensure that regular AFL leads to children's work being matched to their next steps to achieve the goals set in their EHCP.	
	Key drivers	<u><b>High Expectations</b></u> We ensure work is demanding and matches the aims of the curriculum.	<u><b>Subject Knowledge</b></u> We understand the importance of teachers' having excellent subject knowledge for the skills and knowledge they are teaching. This is developed through a collaborative approach and effective CPD.	<u><b>Pedagogy</b></u> We understand the importance of working back from the end goals as detailed in EHCP's. Strategies include differentiation and scaffolding; improving knowledge retention through planned, regular recap; managing cognitive load to aid working memory; questioning strategies to deepen understanding; making links so that facts are not isolated.		<u><b>Assessment</b></u> We use a variety of assessment methods including an educational psychologist to provide guidance on baselining. We use the information gathered efficiently and effectively to promote progress.	<u><b>Real experiences</b></u> We ensure that children have access to high quality experiences outside of the classroom. This includes trips, visitors, and charity / community events.
	Reading	We recognise that reading is key to assuring the future prosperity of our children.	<u><b>Phonics</b></u> We ensure our children have the best start using a systematic synthetic phonics approach. We accurately assess existing knowledge and skills. We carefully match phonics skills with reading books.	<u><b>Cohesion</b></u> From the initial assessment we focus on progress in their reading skills, we ensure books are matched to their ability.	<u><b>Vocabulary</b></u> We understand the importance of children building a wide and varied vocabulary and don't leave this to chance. Our children read a range of rich challenging texts.	<u><b>Reading Skills</b></u> We recognise the importance of word recognition going hand in hand with language comprehension. We ensure that children have the skills they need to be readers.	<u><b>Love Reading</b></u> Teaching children to read without installing a love of reading is only doing half a job. We want our children to devour books, opening up the wide world of rich literature.
	Teacher workload	We value our teachers and understand the importance of managing workload. This is particularly evident in our assessment and feedback policy. In addition, we have a staff welfare committee lead by a governor.					
	Assessment & Attainment	<u><b>How we assess academic standards</b></u> National Tests, GL Assessment, Reading Doctor Assessments, Educational Psychologist Assessments. Analysis undertaken by class teachers / middle leaders/senior leaders/external reviewers including local authority quality assurance. Reviewed by Governors		<u><b>How we assess that children are ready for the next stage of their learning</b></u> Transition meetings Independent careers meetings Analysis of key skills: Reading, Writing, Maths, Science Analysis of wider curriculum: knowledge and skills		<u><b>How we assess children's personal development</b></u> Analysis of attendance Analysis of behaviour Pupil meetings & questionnaires	

	Evaluation	<p><b><u>Governance</u></b>  Governors Meeting  Governors attend book looks and learning walks  Governor visits  Governor audits</p>	<p><b><u>SLT</u></b>  Weekly Operations and T&amp;CG Meetings  Reviews of curriculum  Regular review of data  Book Looks  Work Scrutiny  Pupil Conferencing  Drop ins</p>	<p><b><u>Middle Leaders</u></b>  Regular review of data  – pupil progress meetings  Book Looks  Work Scrutiny  Pupil Conferencing  Planning  Conferencing  Drop ins</p>	<p><b><u>Parents &amp; Community</u></b>  Questionnaires  Ofsted Parent View  Regular meetings with community groups  Safeguarding forums  Progress days</p>	<p><b><u>Staff</u></b>  Staff Questionnaires  Collaborative approach  Health and safety meetings</p>	<p><b><u>Learners</u></b>  Pupil Meetings  Curriculum  School elected leadership team.</p>
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