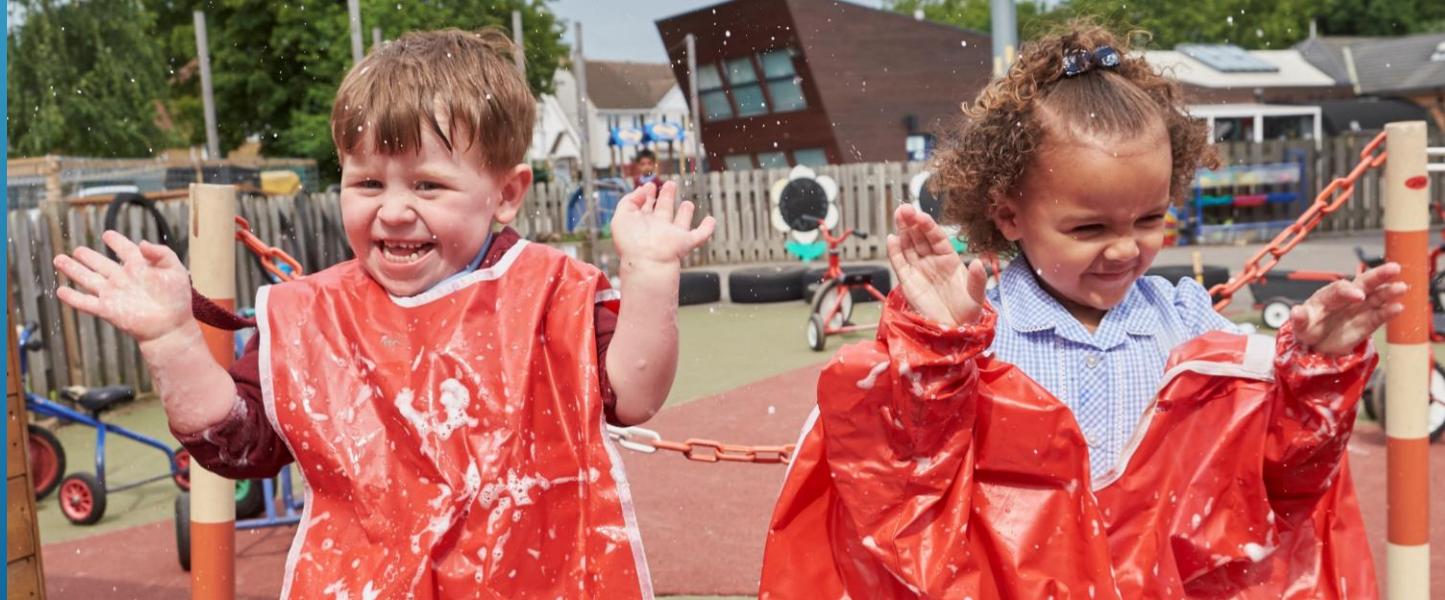




CURRICULUM STATEMENT

“The framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (intent) the translation of that framework over time into a structure and narrative, within an institutional context (implementation)” (Ofsted Framework 2019)



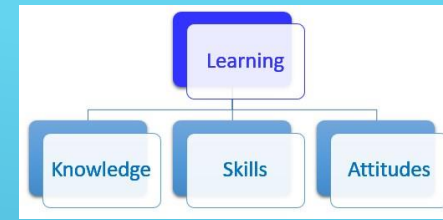
OUR CURRICULUM IS THE VEHICLE FOR US
TO DELIVER OUR CORE PURPOSE OF:



Highly effective teaching and
learning within a culture of
challenge, nurture and support.



CURRICULUM INTENT



At Becontree Primary School, we inspire **a love of learning** and aim to prepare ALL of our children to be **successful and independent learners** in a diverse and ever-changing world. We want our children to know how to keep themselves **safe**, look after their own **physical** and **mental well-being**, achieve their **academic best** and believe in and recognise themselves as **lifelong learners**.

Our curriculum is ambitious for all learners and is carefully designed to ensure children become **effective communicators** and acquire essential **knowledge and skills**, including an understanding of how they connect to the past, live in the present and look to the future. A particular focus is placed on our local area as well as wider national and international contexts.

Our curriculum extends beyond the academic and supports pupils develop in many diverse aspects of life, including their personal, spiritual, moral, social and cultural development and an understanding of fundamental British Values.

Our children are encouraged and supported to become increasingly **confident and ambitious** individuals through our focus on **how to learn** and access to our school's cultural entitlement offer and enrichment programme. Children are given opportunities to discover and use their unique talents as **active contributors** to their own learning.

We hope that, as **responsible and caring citizens**, our children leave with a strong sense of moral purpose, are sociable, co-operative, kind, caring and respectful and take full responsibility for their own behaviour and conduct.

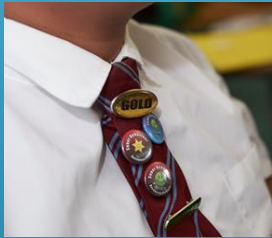


CURRICULUM DESIGN

Our curriculum is designed to stimulate enthusiasm, capture interest and provide a broad range of learning opportunities for pupils of all abilities. Based on our strong understanding of the strengths and challenges faced by our local community and our high aspirations for ALL children, our cohesive plan goes beyond the ***national curriculum*** and the ***statutory framework for the Early Years Foundation Stage***.



Effective learning at Becontree is underpinned by:



A Growth Mindset

A focus on key learning behaviours, language for successful learning, high expectations, challenge and feedback to enable children to have self-belief and become confident and ambitious individuals.

Our School Motto of “*Respecting One Another*”

This is an expectation of all members of our school community and supports our children to become responsible and caring citizens.



The development of effective Literacy, Language and Communication skills

Explicit and systematic teaching of reading, vocabulary, conversation, listening, questioning, discussion and narrative.

STRUCTURE

Learning is structured to allow for:

Personal, spiritual,
moral, social and
cultural development,
including fundamental
British Values

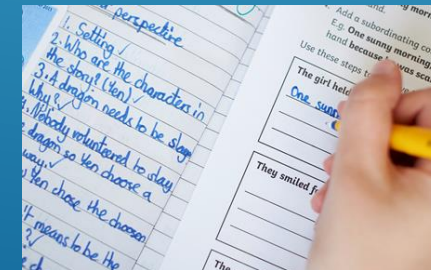
Links between areas of
learning/subjects
(where appropriate)

Opportunities to revisit
learning and apply learning
to different contexts

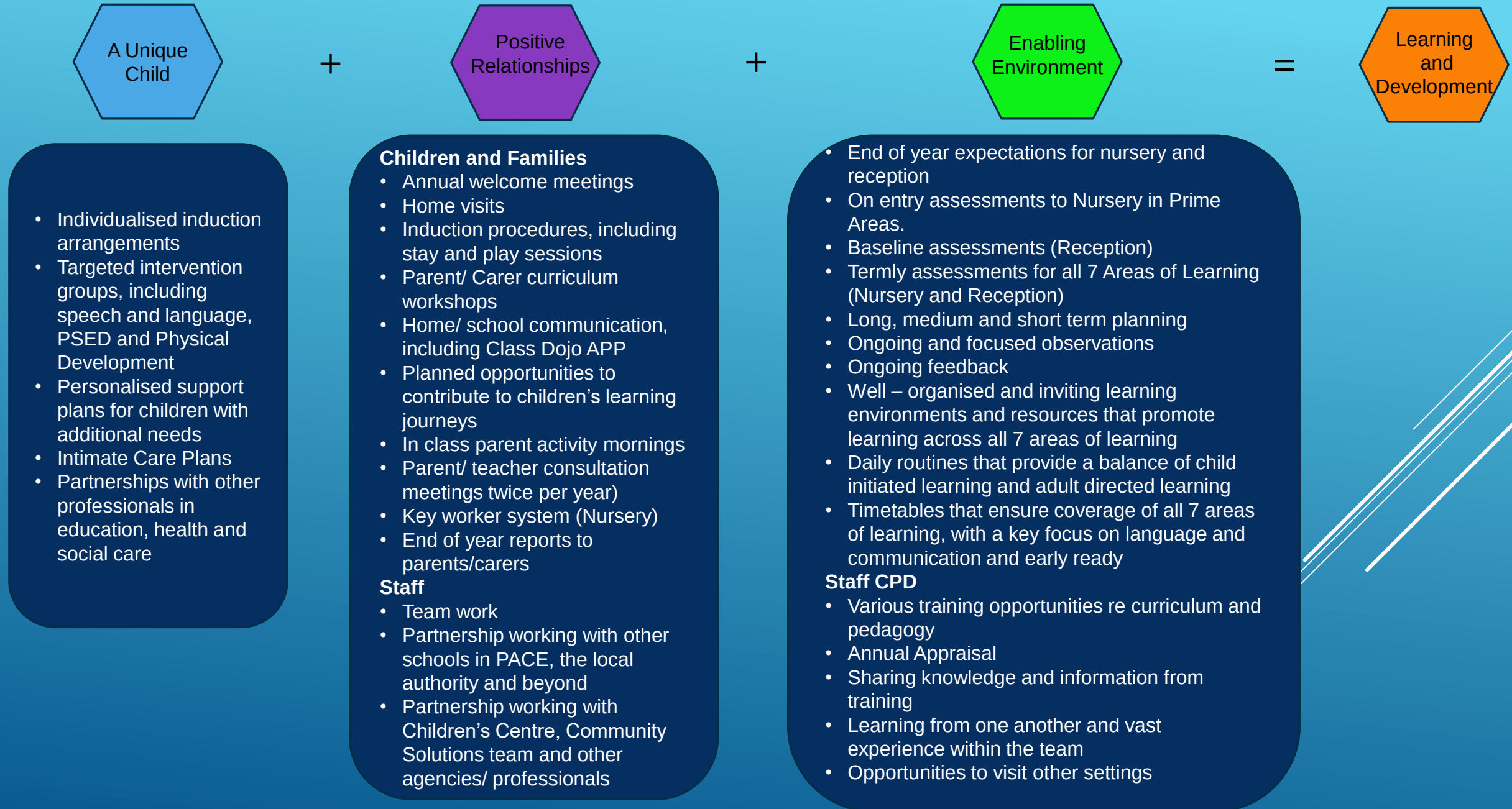
Progression of knowledge and
skills within each area of
learning/subject



*Learning is led by our Curriculum Teams and
QTLA Leads.*



EYFS DELIVERY/IMPLEMENTATION



KS1/KS2 DELIVERY/IMPLEMENTATION



Our curriculum is delivered within a culture of challenge, nurture and support through:

Direct teaching
(including targeted
interventions)

Cultural Entitlement Offer and
Enrichment Programme
(Whole school, subject specific
and targeted groups)

Assemblies
(Whole school, phase and
class)

Whole School
Behaviour and Attitudes
Strategy

Informal and formal
interactions
between all members of our
community

The allocation of a range of
pupil responsibilities and pupil
voice opportunities

Celebrations of our
achievements both in and
out of school

Home learning
activities

DELIVERY/IMPLEMENTATION

The effective implementation of our curriculum is supported by:



Language and Communication skills checklists for conversation, listening, discussion, questioning and narrative

Learning Behaviours and Reward Systems

Assembly Theme Overviews, Thought Prayers and Resources

Class timetables

Long and medium term planning overviews, schemes of work and curriculum guidance (by year group and for each subject)

Cultural Entitlement Programme, Enrichment Overview and Calendar of Clubs and Events

Provision Map of Support Interventions

Home Learning Support and Guidance for Parents/Carers

More detailed guidance can be found in our Teaching and Learning Policy.

IMPACT

So that the curriculum has maximum impact on children's learning, leaders and governors, with support from external partners, ensure that:



Effective use of formative and summative assessment information to inform strategic and curriculum planning.
(See Assessment Overview)

Identified priorities are acted upon at school, subject, year group, class, group and individual pupil levels.
(Leadership Accountability meetings, Appraisal, Live Action Planning meetings, Pupil Progress meetings)

Research questions provide focus for the systematic monitoring (both internal and with the support of external partners) of the quality of education.
(See Leadership of Learning Schedule)

Targeted support is provided where areas for development are identified about the quality of education.
(See Teaching and Learning Support Records)

Access to relevant training is provided with planned opportunities for implementation of new learning and time for reflection.
(See Leadership of Learning Schedule)

There is a strong partnership between school and parents/carers.
(See Consultation Feedback, Calendar of Events, Leadership of Learning Schedule, Newsletters and Website)

AS A RESULT, CHILDREN AT BECONTREE PRIMARY
SCHOOL LOVE LEARNING. THEY BECOME...



Effective
communicators

Active
contributors

Confident and
ambitious
individuals

Responsible
and caring
citizens

Successful and
independent
learners