



Curriculum Policy

Written by Melaina Helliwell

"Our vision is to provide an excellent primary education that gives our children the very best chance of succeeding in life."

Beck School and Cascade MAT

Reviewed: Autumn 2025

Introduction

The curriculum is all the planned learning that we as a school organise in order to promote learning, personal growth and development of skills. Our curriculum includes the formal requirements of the National Curriculum and a wide range of extra-curricular activities that enrich the experiences of our children. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing the necessary knowledge, skills and excellent attitudes to learning, so they can all reach their true potential. We strive to enable pupils to enjoy their learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment.

Curriculum Intentions

Our engaging, progressive curriculum aims to inspire pupils to investigate, create and present their learning in a range of creative, authentic ways. When this is combined with high quality teaching, it ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning.

Our curriculum at Beck has three key intentions that are shaped around our Core Values for the school and its pupils.

- Children will learn the basic knowledge and skills that will allow them to **achieve** as they move on to Secondary school,
- Children will develop an awareness of the world, the possibilities it holds and a **belief** in the positive contribution their life can make to it,
- Children will gain the social skills of respect and empathy to allow them to fully **succeed** in life.

We have designed our curriculum with our Core Values at its heart:

Be Ambitious: Aim High – We aim to provide experiences that show children the wide range of possibilities available for their future whilst also developing their basic skills particularly in reading, writing and mathematics so that they have the foundations needed to access and enjoy the next stage of their education.

Be Enthusiastic – We design learning around children's interests and encourage them to be creative in all areas of the curriculum.

Be Safe and honest– We teach children how to keep themselves and others safe, healthy and happy.

Be Respectful – We aim to develop children's awe and wonder in their world. This includes an appreciation of their own history, culture and that of those who live around them, the local environment and wider world and their role in protecting it.

Be Team Players – We provide opportunities for children to learn how to work together and teach them skills of empathy necessary for this.

Have your say – We aim to provide experiences to develop children's confidence and ability to articulate ideas, concepts and understanding in a variety of ways and the belief in their ability to shape their future.

Curriculum intentions for each subject have been clearly defined and can be found on our website. These are progressively sequenced so that knowledge and skills build from one to the next. Our ambitious curriculum ensures that our children are equipped for the next part of their education as they enter secondary school.

Curriculum Organisation

Our curriculum is organised in a way that supports children to learn the knowledge and skills intended through what we know about how children learn. We understand how important it is for **knowledge and skills to be built progressively** over a child's time at school. We value all subjects and have the same high expectations that children will learn, remember and retain knowledge and skills across the curriculum. We teach subjects in a discrete but integrated way so that children develop subject specific skills, knowledge and understanding and apply this learning directly to varied contexts. We put a lot of focus on providing the children opportunities to recall prior knowledge in a variety of ways, ensuring children learn more and remember more over a period of time.

Learning in a number of subjects is blocked into term-long themes during which children consider **philosophical 'Big questions'**.

We recognise that children learn through **making connections** but that subject specific skills and knowledge need to be developed so whilst some subjects are blocked into topics, **subject distinctions** remain. English and Maths are taught daily and are often linked to the theme allowing further connections to be made and vocabulary to be developed. Links across the curriculum are only made when it is purposeful and we understand that specific skills and knowledge may be taught discretely where this is more appropriate.

We recognise the importance of real experiences and invest in an **immersive event** such as a visit or visitor each term for each theme. This includes opportunities to learn outside the classroom. By grabbing children's attention and providing them with novel experiences, learning is more likely to stick in their long-term memory. We aim for 'Third-generational' learning – those experiences that children will tell their own children and grandchildren about.

Each Term ends with a Curriculum Showcase during which children share their learning with their families.

Learning is enhanced when children see a purpose for their learning and that learning is embedded when children have the chance to practically apply what they have learnt in a range of contexts. Learning over the term works towards a **purposeful outcome** with children having the opportunity to apply the knowledge and skills they have learnt in a practical and often collaborative way.

English and Maths

English and maths are taught daily at Beck to maximise progress and development of skills.

In English, pupils follow the award winning Ready Steady Write scheme for writing and the teaching of transcription is enhanced by Nelson Handwriting and Read Write Spell.

Phonics is taught using the Read, Write, Inc. scheme in EYFS and KS1 to teach segmenting and blending of words for decoding. Children who have not cracked the phonics code by the end of Y2 also receive phonics teaching in KS2. Inference is taught from Y2 onwards to promote reading for meaning and to ensure children develop a deep understanding of what they read. In addition, handwriting is taught at least three times per week across school.

Our maths curriculum follows the Ark Maths Mastery sequence and scheme and pupils are given regular opportunities to develop a deep understanding of different concepts. Problem solving and reasoning is a key element of the maths curriculum and is taught alongside the development of individual mathematical concepts.

Subject Expertise Across the Curriculum

Whilst we recognise the importance of children developing strong English and maths skills, at Beck we value learning across the curriculum. Subject leadership is strong at Beck with different curriculum areas organised into groups led by an expert experienced teacher. These groups share excellent practice, develop teachers' skills and knowledge and plan future themes, events and enrichment opportunities. Subject leads also have the opportunities to work with other subject leads across the trust, to share expertise and develop new ideas. Alongside this, subject leaders have termly subject leadership time where they meet with the Assistant Headteacher to monitor and evaluate their subjects. Our subject leaders also deliver CPD to the teachers in school, to ensure our curriculum intent is clear and it is implemented to the highest standard.

In addition, we have specialist teachers of Music, PE, Computing and Modern Foreign Languages (Spanish). Each class has an hour a week of teaching from each of these teachers. Some links are made between the wider curriculum and these subjects and learning in these subjects often supports the final outcome.

RE is taught weekly at Beck as a stand-alone lesson, using the Kapow Religion and Worldviews scheme. Our teaching is aligned to RE to the SACRE document and allows pupils to develop a wider understanding of different faiths and beliefs. Pupils learn about Christianity, Hinduism, Sikhism, Islam, Buddhism and Judaism. They learn to understand the different religions, world views of others and religious practices.

Some subjects have High quality published schemes of work. This is to support quality and to support workload.

Maths	Phonics	Spelling	Science	PSHE	Art	RE	Writing
Ark Curriculum Plus	RWI	RWI Spelling	Snap Science	Jigsaw	Kapow	Kapow	Ready Steady Write
ESTABLISHED IN SCHOOL					NEW 2025-26		

Some subjects are taught by specialist teachers, who form our enrichment teams.

Computing	Music	PE	MFL
Dean Peck	Matthew Bellingham	Nick Wells	Reshma Kachra-Frolish

Some subjects have been or are currently being developed by Beck Subjects leaders

History	Geography	DT	Reading
---------	-----------	----	---------

Memory

Improving our children's working memory is a fundamental aspect of our curriculum. At the start of every lesson, children from Year 2 to Year 6 complete a 'skill sharp' activity where they recall prior knowledge and practise various previously taught skills. This could include revisiting learning from the previous lesson, week, term or year. Teacher's formative and summative assessments inform these 'skill sharp' activities. Alongside this, children from Year 1 to Year 6 complete a weekly quiz, where they recall prior knowledge from the previous week, term and year. These assessment tools also inform future planning to ensure gaps in learning are addressed quickly and effectively.

Learning Outside the Classroom

Beck has achieved the Bronze Learning Outside the Classroom award in recognition of all of the learning that happens beyond the classroom to enrich our pupils' education. This involves trips, visitors from outside school and lessons happening outside of the classrooms. Teachers plan at least one English, Maths and wider curriculum lesson outside of the classroom for each half term. There is also a trip or visitor once per full term as part of topic learning.

SMSC

We carefully monitor children's progress with their personal development and our well-planned and thoughtful approach to SMSC and British Values helps to ensure that every child is well cared for and supported. SMSC is planned for through the termly topics and SMSC learning is recorded in class books.

Inclusive Curriculum

At Beck we understand the importance of having a fully inclusive curriculum. We ensure that all pupils are valued by having equal access to a broad and balanced curriculum, which is adapted to meet individual needs and abilities. Information on how we support and make the curriculum accessible to pupils with special educational needs and disability can be found on our website.