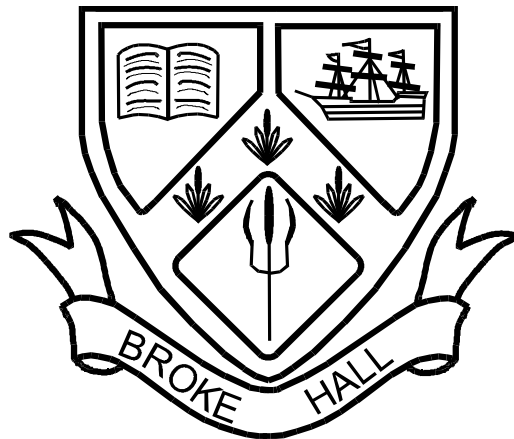


Broke Hall Community Primary School



Curriculum Policy

Document Control

<i>Version</i>	<i>Date</i>	<i>Author</i>	<i>Comments</i>
<i>Issue 1</i>	November 2008	D Loades	
<i>Issue 2</i>	June 2011	Alison Broom	<i>Reviewed by AB (06/11) includes recent changes to curriculum.</i>
<i>Issue 3</i>	November 2013	S Kingston	<i>There is a new curriculum proposed for 2014 - new policy to be written by curriculum lead Jan 2014</i>
<i>Issue 4</i>	January 2015	H Smith	
<i>Issue 5</i>	July 2017	H Smith	<i>Updated to include explicit British Values statement</i>
<i>Issue 6</i>	November 2020	C Rich	<i>Added comments about CCCs and Knowledge and Skills progression docs.</i>
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1 Introduction

The curriculum comprises all learning and other experiences that are organised in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities organised by the school in order to enrich the experience of the children. At Broke Hall Primary School we believe that our curriculum should be ambitious, broad, balanced and relevant and that it should meet the needs of all children, whatever their ability. The taught curriculum is comprised of The National Curriculum and the wider curriculum. We ensure that the children have a range of learning experiences that challenge, stimulate and promote thinking and learning, as well as spiritual, moral, cultural and physical development.

Our curriculum also includes the 'hidden curriculum', i.e. what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

In addition, we harness opportunities in all aspects of our curriculum, both taught and hidden, in order to ensure that the children understand the importance of respect and leave school fully prepared for life in modern Britain.

Our curriculum meets all statutory requirements.

2 Values

Our school curriculum is underpinned by our school values. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique. Therefore, our curriculum promotes respect for the views of each individual child, as well as for people of all cultures, gender identities, ethnicities and abilities. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs in order to ensure children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are. We treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all children in our school.
- We value our environment and we aim, through our curriculum, to teach respect for our world, including how we should care for it for future generations as well as our own.

3 School Drivers

At Broke Hall we have chosen key curriculum drivers of 'Curiosity', 'Independence' and 'Knowledge and Understanding of the World.' As the names suggest, these elements drive and underpin the curriculum at Broke Hall, making our curriculum personal, purposeful and dynamic as well as creating an ethos through which we seek to engage and motivate our learning community.

The school's drivers have been selected through discussion and negotiation, because we believe that they closely represent the key values and core skills that our community should

Broke Hall Community Primary School Curriculum Policy

embody. Individual key stages or year groups (and sometimes classes) may choose an additional 'driver' to further personalise the curriculum for their pupils.

4 Aims and objectives

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- to promote high standards in reading, writing, maths and computing whilst also providing pupils with the essential knowledge that they need to become educated citizens;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children to value and understand Britain's cultural heritage and enable them to be positive British citizens;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education and help children to develop an awareness of their own spiritual development;
- to promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- to enable children to be aware of the importance of, and participate in, the arts and related cultural themes;
- to help children understand the importance of truth and fairness and to develop a moral sensibility and a growing sense of right and wrong, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem and to be able to live and work co-operatively with others.

5 Organisation and planning

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving.

Through the provision of rich and varied activities, we aim to:

- encourage the best possible progress and the highest attainment for all pupils;
- enable pupils to make connections across different areas of learning;
- help pupils to think creatively and solve problems;
- develop pupils' capacity to learn and work independently and collaboratively;
- enable pupils to respond positively to opportunities, challenge and responsibility;
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

Our curriculum is planned in three phases. We agree a long-term plan for each key stage. This indicates the themes which are to be taught in each term and to which groups of children. We review our long-term plan on an annual basis:

- The **Long Term Plan** incorporates the requirements and key objectives of the statutory curriculum, ensuring that the curriculum is progressive whilst also incorporating enough flexibility to respond to (or harness) events of national or global significance in order to enhance our curriculum.

Broke Hall Community Primary School Curriculum Policy

- **Medium Term Plans** give clear guidance on the learning objectives and teaching strategies to be used when teaching a topic. Teachers make use of the School Drivers i.e. Independence, Curiosity and Knowledge and Understanding of the World when planning engaging activities that will enthuse or 'hook' children. Visitors and/or Educational visits are planned, wherever possible, to incorporate realistic experiences that will bring learning to life. For more information, please refer to individual subject policies.
- **Short-term plans** are the plans written and used by teachers on a weekly or daily basis. These are used to set out the learning objectives for each session, to identify which resources are required and clarify those activities to be used in each lesson.
- **Progression of knowledge and skills documents** provide an overview of the specific knowledge and skills we want children to know and be able to do at the end of each academic year. These are available for each foundation subject.

Throughout the school we adopt a mixture of subject and 'themed' or cross-curricular approaches to curriculum planning as appropriate. An overview of themes can be found on the school website. We plan the curriculum carefully, so that there is coherence, progression and full coverage of all aspects of the Statutory Curriculum and the Early Years Foundation Stage Curriculum.

6 Related Policies

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. Please refer to related policies;

- More Able Provision Policy (P46)
- SEND Policy (P84)
- Inclusion Policy (P51)

7 The Foundation Stage

See also Foundation Stage - EYFS Policy (P44)

Teaching in the EYFS at Broke Hall is delivered in accordance with 'The Statutory Framework for the Early Years Foundation Stage' (updated September 2021) Our curriculum for the Early Years is underpinned by the following Prime and Specific Areas of Learning.

Our curriculum planning focuses on helping the children to achieve the Early Learning Goals at the end of Foundation Stage.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the nursery and reception classes builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

During the children's first few weeks in the nursery or reception class, their teacher makes initial assessments (baseline) to record the skills of each child on entry to the school. This assessment, along with ongoing assessment, forms an important part of the future curriculum planning for each child.

We promote the fact that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Broke Hall Community Primary School

Curriculum Policy

Key skills

The following skills have been described as ‘key skills’ in the revised National Curriculum. They help learners to improve their learning and performance in education, work and life. These key skills are embedded in the National Curriculum:

- communication;
- application of number;
- information and communication technology;
- working with others;
- improving own learning and performance;
- problem-solving.

All subject areas contribute to a child’s progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

8 Roles and Responsibilities

The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:

- the Assistant Headteacher co-ordinates the work of the subject leaders and ensures that the curriculum has progression and appropriate coverage;
- Subject Leaders are responsible for medium term plans and for liaising with class teachers over the content and delivery of the units of work. They evaluate and monitor standards in their subject (see below);
- Class Teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group;
- the progress of each pupil is tracked to ensure that appropriate challenge, support and intervention are provided;
- Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the Headteacher’s report and ‘Monitoring and Curriculum Committee’ meetings.

9 The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject including maintenance of the subject policy;
- support and offer advice to colleagues on issues related to the subject;
- monitor planning and pupil progress in that subject area;
- provide efficient resource management for the subject.

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 review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum coverage charts for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The subject leader also maintains a portfolio of children’s work, which they use to show the achievements of children at each key stage and to give examples of expectations of attainment.

Broke Hall Community Primary School Curriculum Policy

10 Monitoring and review

Our Governing Body's 'Monitoring and Curriculum Committee' is responsible for monitoring the way in which the school curriculum is implemented. The Curriculum Leader is responsible for maintaining the curriculum overview. The Headteacher, School Leadership Team, Subject Leaders and Phase Leaders monitor lesson planning, ensuring that all classes are taught the full requirements of the National Curriculum and that all lessons have appropriate learning objectives. Subject leaders also monitor the way their subject is taught throughout the 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.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.