Bromstone Primary School

Curriculum Policy

Formulation date: 26th January 2024
Senior Team Responsibility: Curriculum Leader

Governors' Reviewing Committee: Leadership and Management

Approved on: 28th February 2024

Reviewed : September 2026
Next Review Date: September 2027

1. Intent:

At Bromstone our nurturing approach to the curriculum is designed so each child can develop confidence, independence and curiosity in a safe environment.

Our curriculum is child centered and we ensure the curriculum is relevant, current and motivating for all involved. We encourage our children to develop skills that will enable them to make decisions, self-regulate, and make connections with the world around them. We want our children to become lifelong learners. During learning opportunities, children acquire key skills, knowledge, concepts and values.

We use Learning Powers to promote responsibility for learning and future success. In addition, the curriculum is supported by our school values and vision, where mutual respect is essential. We aim for pupils to respect themselves and acknowledge their own self-worth. As our children journey through our enriched and creative curriculum we will build upon prior learning and provide a breadth of experiences that will enable the children to become creative and confident, critical thinkers who will challenge and ask questions.

Language is a vital means of communication, and we encourage our children to have a voice. **Children are listened to, appreciated and respected**. **Outdoor learning opportunities are given at every opportunity. Our learning environments, wherever they are, set out to inspire and enable learning. Childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.**

At Bromstone Primary School, we believe in fostering a love for learning and nurturing curious minds. Our aim is that when children leave Bromstone, they are prepared for the many challenges they will face, as they become future citizens of the world. We appreciate the importance of transition in children's lives. We hope they will illustrate positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future achievements.

A Bromstone child will have high aspirations and become the very best version of themselves as they take their next steps within education and the wider community.

Dream, Believe, Achieve.

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework

3. The governing board

The governing board will monitor the effectiveness of this policy and hold the Heads of School to account for its implementation.

The governing board will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets

Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum

4. Curriculum Overview: Implementation

We use Big Concept questions as the foundation of our curriculum, tiered down into year group questions, allowing children to explore the world around them through an epistemic approach. Our goal is to equip children with the knowledge, skills, and attitudes necessary to become lifelong learners and responsible global citizens. These curriculum aims are underpinned by our school values:

Courtesy, Honesty, Excellence, Co-Operation, Kindness, Equality and Respect

Leadership and Management:
At Bromstone we have groups of teachers working within curriculum teams overseen by the school senior leadership team. Subject leaders take responsibility of individual subjects.

Role of the Subject Leader:
Understanding the requirements of the subject.
Preparing policy documents and monitoring curriculum plans.
Encouraging staff to provide effective learning opportunities for all pupils, to develop valid activities, appropriate for children at different stages of development and which enable pupils to progress in the subject and to ensure that continued professional development in curriculum areas are current for all staff.

5. Structure

Teachers plan lessons using the National Curriculum. This is the foundation of our Knowledge and Skills progression documents. Using a Long-Term Plan and the Skills and Progression documents, WALTs are created on medium term plans. These WALTs are then the basis of lessons with the children.

Big Concept Questions:

- The curriculum is structured around overarching Big Concept questions that encourage children to explore key themes and ideas across different subjects.
- These questions serve as the guiding principles for each academic year, promoting cross-disciplinary learning and connecting knowledge across various subjects where appropriate.

Epistemic Approach:

- We endorse an epistemic approach, encouraging students to question the world around them.
- Students are guided to develop an understanding of the different lenses through which knowledge is gained, fostering critical thinking and a deeper appreciation for diverse perspectives.

Year Group Questions:

- Big Concept questions are further refined into year group questions, ensuring age-appropriate exploration and understanding.
- These questions provide a framework for teachers to design engaging lessons and activities that align with the overall curriculum objectives.

Use of Lenses:

- Disciplinary lenses, represented by our symbolic "big glasses," are employed to facilitate a deeper exploration of subjects.
- Lenses represent all curriculum areas: scientific, historical, artistic, and cultural perspectives are explored allowing students to view topics through different viewpoints.

Knowledge tree:

- Knowledge is bridged back with the use of a Tree of Knowledge Each year group/classroom has a tree in place, as a class resource to provide question prompts.

Knowledge Organiser:

- Knowledge organisers are used to support children's knowledge and are available in lessons to support learning.

Cross-Curricular:

- Teachers collaborate to integrate subjects, creating a seamless learning experience that emphasizes the interconnectedness of knowledge.
- Opportunities for project-based learning and real-world applications are embedded in the curriculum.
- Discipline Wheels are present within the classroom to help children to identify links within disciplines and develop discipline skills**.**

Student-Centric Learning:

- Differentiated instruction is employed to cater to diverse learning styles and abilities.
- Students are encouraged to take ownership of their learning journey, fostering independence and a growth mindset.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate resources to set ambitious targets and plan challenging work for all groups, including:

More able pupils
Pupils with low prior attainment
Pupils from disadvantaged backgrounds
Pupils with SEN
Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.
Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.
Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Continuous Professional Development:

- Staff members are provided with ongoing training and professional development opportunities to stay updated on educational trends and effective teaching strategies.
- Regular collaboration and sharing of best practices contribute to the continuous improvement of our curriculum.

6. Impact

1. **Assessment:**
    - Continuous assessment strategies are employed to gauge student understanding and inform instructional practices.
    - Feedback is constructive and aimed at supporting student growth and development.
    - End-of-term and end of year assessments in core subjects are designed to measure overall progress and attainment of learning objectives.
    - Assessments are aligned with the curriculum's Big Concept and year group questions.

Curriculum Review Cycle:

- The curriculum is regularly reviewed and updated to reflect changes in educational standards and emerging trends.
- Feedback from teachers, students, and parents is solicited to ensure continuous improvement.

Monitoring and Evaluation:

- The effectiveness of the curriculum is regularly monitored through classroom observations, student performance data, and stakeholder feedback.
- Adjustments are made as needed to enhance the overall learning experience.

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through: school visits, meetings with children and school council.

Subject leaders/curriculum leaders monitor the way their subject is taught throughout the school by: following Curriculum Team monitoring rota, which includes, learning walks, books look, pupil voice, planning documents, displays and celebrations.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This Curriculum Policy reflects Bromstone Primary School's commitment to providing a dynamic and enriching educational experience that prepares students for the challenges and opportunities of the future.

This policy will be reviewed every 2 years by the senior leadership team.