



Curriculum Policy 2022

Date discussed with Staff: September 2022	Date discussed with Governors: September 2022
Date ratified by Governors: September 2022	
Date for review: September 2023	





Brookhurst Primary School

Curriculum Policy

The school is in the **implementing phase** of our newly created curriculum intent and implementation. We are confident that our curriculum offer from Foundation 2 to Year 6 will have impact that will prepare children for the next stage of their education. Here, we will see children remembering and knowing more, by connecting prior learning alongside a progressive and ambitious curriculum. Our Curriculum offer is linked to our school vision 'Right Start-Bright Future' and underpinned by our school values. Each year group, over the year will focus on the following focus curriculum areas.

- On your doorstep (Local Focus)
- Down the road (National Focus)
- Across the water (International Focus)

Our Key Values

Our school vision is 'Right Start-Bright Future, through **Courage, Equality, Integrity, Kindness, Motivation, Positivity, Respect, Safety and Tolerance**

We ensure that every child has access to a broad, balanced and supportive curriculum. Through this we are able to give our pupils a range of opportunities and experiences to grow and develop academically, physically socially and morally.

Our School Vision

At Brookhurst Primary School we aim high. We want every part of our school community- pupils, families and members of staff to experience success. Brookhurst Primary School will work with everyone to create a happy, safe and stimulating setting where children are motivated to learn together. By maintaining high expectations of ourselves and each other, our children will be equipped to encounter opportunities and challenges with resilience and determination. We encourage a curiosity about the world and strive to ensure that our children will contribute positively, now and in the future.





Introduction

At Brookhurst Primary School we aim high. We want every part of our school community- pupils, parents and members of staff to experience success. Our motto is 'Right Start – Bright Future'.

We aim to achieve the following through our curriculum design and delivery:

- To provide all pupils with a rich, stimulating and challenging curriculum
- To provide opportunities for all learners to develop detailed knowledge and skills across the curriculum.
- To ensure that pupils are ready for the next stage in their education, ensuring that they acquire the knowledge and skills required to meet their interests and aspirations.
- To encourage pupils to read widely and often, with fluency and comprehension.
- To encourage and support pupils to be responsible, respectful, fair and tolerant as they grow into young adults in line with British Values.
- To foster and encourage children to be independent, resilient and ambitious learners who solve problems collaboratively; celebrating the achievements of themselves and others.
- To be a central point for all members of our community – working towards our vision: "Right Start-Bright Future"

Intent

Our school's curriculum is broad and balanced, with high ambition for all pupils. It is rooted, and has grown from, a solid agreement between all subject leaders about the knowledge and skills that pupils need in order to ensure that they develop resilience; growing and developing academically, physically socially and morally. Our curriculum, together with a range of additional experiences and after school activities, introduces children to the best that has been thought and said; helping to engender an appreciation of human creativity and achievement. Opportunities for reading are woven through every subject including access to appropriate non-fiction texts, age appropriate magazines (such as 'First News') and subject specific vocabulary.

Planning

Using the National Curriculum as a starting point, we plan and organise our curriculum to ensure that there is clear progression both within and across year groups. Curriculum planning provides us with a route to our desired outcomes but we are not bound by it – any local events/ exhibitions will be interwoven into our curriculum.

'Yearly subject overviews' for each subject illustrate how new knowledge and skills build on what has been learnt before. These also ensure that all teachers understand, and know, what is needed for our pupils to achieve our agreed and defined end points.





Children's progress is carefully monitored through a thorough cycle of teaching, learning and assessment. Where children are found to need additional support, we have a variety of personalised interventions to ensure that they reach their full potential.

Professional Development

As part of our continuing professional development, we value educational research and, as such we are members of all of the appropriate associations (e.g. Geography Association, Association for Science Education and History Association). Subject leaders remain up to date with current research and initiatives for their subject through primary journals, social media and by attending local authority briefings. Relevant information is shared with staff via the Curriculum Board in the staff room and/or staff meetings/INSET.

We continually aim high; our determination to improve learning outcomes for all learners is evident in our continuous drive to raise standards across all subject areas.

Implementation

Teachers have been appointed to key posts within the school and, when appointing subject leaders, we match individual strengths to the needs of the subject. We ensure that all of our teachers have expert knowledge in the subjects that they teach and both teachers and subject leaders regularly attend training throughout the year to ensure that we are up to date with any new initiatives.

Our curriculum is carefully planned and sequenced to ensure that, over the course of study, pupils remember long term the content that they have been taught and integrate new knowledge into larger areas.

Teaching and learning cycles are monitored by all staff during half termly 'monitoring meetings'. This is an integral part of the robust monitoring system that we have in our school and continues to ensure that teachers have expert knowledge in all subjects.

Formative assessment and revisiting of previous learning ensure that key concepts are embedded in our pupils' long term memory; giving pupils the opportunity to fluently apply prior learning and skills to new concepts.

At the end of a unit of work, teachers assess the children and subject leaders monitor the attainment of all pupils including specific groups such as gender, SEN and EVA6. This information is not only used to inform future planning but it also allows the subject leader to reflect on attainment for all pupils and possible training/resourcing needs across the school.

If a class is found to be working below what is expected, the subject leader will meet with that class teacher to discuss the attainment of the class and, if needed, subject leaders will provide additional support/training for individual teachers and/or purchase new resources. Our assessment and monitoring cycle work together to help us deliver the very best curriculum to our pupils.

Throughout all areas of the curriculum, reading is prioritised. Key vocabulary for all subjects is prominent on working walls and children are given access to a range of age appropriate texts across all subject areas. This vocabulary is frequently revisited as children move through school to ensure that key vocabulary is understood and retained.





There is a sharp focus on phonics for our younger pupils and a programme of support is in place for any older children who may need additional help, these may be SEND, or children new to our school and have identified gaps.

Impact

As a result of our well thought out and planned curriculum, pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.

The impact of our curriculum is regularly monitored through regular learning walks and lesson observations, the collection and evaluation of attainment data, comparing standards of learning across subjects, internal and external moderation, pupil and parent voice, and collaboration regarding the development and implementation of our curriculum within our network of schools and working closely with our local school improvement partner.

Reading and Phonics at Brookhurst Primary School

Whole class reading is integral alongside individual readers in key stage 1 and 2 using quality texts. All reading texts match the childrens' phonic ability level and reflect the phonics scheme taught at that time. From September 2022 the school will be using Monster Phonics and all staff have engaged in a comprehensive training programme.

A consistent whole school approach to whole class reading will be supported by 'Steps to Read' (Literacy Counts).

Next review date: September 2023.

