**Curriculum Policy**

**2023-24**

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| Date discussed with Staff:June 2023 | Date discussed with Governors:June 2023  |

**Brookhurst Primary School**

**Curriculum Policy**

At Brookhurst Primary, we have been on a journey of **curriculum development** that will see the creation of a bespoke, cohesive curriculum for the children, reflective of the community, whilst steeped in knowledge, offering the children opportunities to enrich and deepen their understanding of the world. In addition to this, we value children’s character education and facilitate this through our personal development curriculum and the non-curricular opportunities provided. We ensure that both the **academic and personal curriculums are inclusive** and, where necessary adapted for children with additional needs.

Our aim is for children to **acquire and assimilate new knowledge** as they progress through school via a curriculum journey that is **coherently sequenced and ambitious**. Our individual subject curriculums will be rich in **substantive knowledge** whilst also embracing the individuality of each subject through the teaching of **disciplinary knowledge**. **Experiential knowledge** is also an important part of our curriculum and is delivered through practical classroom experiences, educational visits, residential visits and visiting workshops.

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. By the time the children leave us, they will be well-equipped with what they need to continue to be successful in life. We see this as not only serving the purpose of being secondary school ready, but ready to become active, responsible citizens.

We will ensure that the curriculum has a secure context for learning, focusing on the following:

* ‘On your doorstep’ ( A Local Focus)
* ‘Down the road’ ( A National Focus)
* ‘Across the water’ ( An International Focus)

**Our Key Values**

Our school vison 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- children, 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.

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

* To provide all children with a rich, stimulating and challenging curriculum
* To provide opportunities for all leaners to develop detailed knowledge and skills across the curriculum.
* To ensure that children 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 children to read widely and often, with fluency and comprehension.
* To encourage and support children 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’

**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 the children 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, STEM 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 childrens’ long term memory; giving children 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 children 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 children 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 the 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 children.

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. Since September 2022, the school has introduced a whole school reading scheme – ‘Steps to Read’ and the introduction of Monster Phonics. Since January 2023 a whole school approach to the teaching of Writing has been introduced – ‘Read to Write’.

There is a sharp focus on phonics for our younger children 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.

**Agreed outcomes**

As a result of our well thought out and planned curriculum, children will develop detailed knowledge and skills across the curriculum and, as a result, it is anticipated will achieve well. However, leaders are aware that this will take time to embed.

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, children and parent voice, and collaboration regarding the development and implementation of our curriculum within our network of schools and working closely with our Local Authority Senior School Adviser.

**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. Since September 2022 the school has been using ‘Monster Phonics’ and all staff have engaged in a comprehensive training programme.

A consistent whole school approach to whole class reading is supported by ‘Steps to Read’.

Next review date: January 2024.