



A curriculum designed for Broughton Primary School

A curriculum that promotes the school's culture and aims

What is the rationale for the school's curriculum?

Broughton Primary School strives to offer a curriculum that gives children the best possible start to their education by developing their independence, curiosity, imagination and desire to learn; we want each child to leave our school with a memorable collection of learning experiences. The school endeavours to provide a stimulating learning environment, offering a variety of exciting learning opportunities and experiences within a broad and balanced curriculum. The curriculum promotes our common values, whilst valuing our differences within the school and the wider community.

Curriculum Intent Statement:

The aim of Broughton Primary School is to provide opportunities for all our children to develop as independent, confident, successful learners with high aspirations who will know how to make a positive contribution to their community and the wider society. There is a high focus on developing children's moral, spiritual, social and cultural understanding and an emphasis on learning how to keep themselves healthy and safe. Broughton Primary School aims to design and deliver a curriculum which will ensure that children will be well prepared for life in modern Britain, and one that meets the needs of individual and small groups of children which can be met within the environment of high-quality teaching, supported by targeted, proven interventions where appropriate. This in turn will impact in a very positive way on pupil outcomes. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. We aim to ensure the children feel safe to try new things. Regular enrichment activities enhance our curriculum and provide opportunities for writing for a purpose.

We aim to provide a highly inclusive environment where all learners enjoy their education and where most make very good progress in most subjects and areas of learning. Pupils at all levels are helped to achieve their potential. Those who are most able are challenged and supported through appropriate extension activities. Those who struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

In Early Years our intent is to provide a curriculum which values and promotes all areas of learning, encouraging and nurturing all talents: art, sport, mathematics and literacy.

As a school our aim is to focus on a curriculum which is carefully designed to ensure coverage and progression. Which provides pupils with memorable, diverse and rich opportunities and experiences which will enable them to learn and develop a range of transferable skills. A primary intent and focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance

for learning. We do this by often using the children's own experiences, heritage and traditions wherever possible as a starting point.

Our aim throughout the pupil's journey through school is to ensure they learn how to keep safe and feel safe, our intent is for wellbeing and mental health to be at the heart of our curriculum. We aim to provide our pupils with a curriculum that enables them to develop their spiritual, moral, social and cultural awareness. Our aim is to always recognise the development of the whole child. Care and guidance sit at the heart of our school as this allows vulnerable children to access their learning and curriculum entitlement. The school has various systems which support the emotional and mental well-being of children.

OFSTED November 2019 reported:

- *The curriculum is well planned in many subjects, such as reading, writing, mathematics and physical education (PE).*
- *Reading is at the heart of this school. Leaders and teachers enthuse pupils with a love of reading which spills out of them when they talk about their favourite books, authors and genre.*
- *Leaders have planned a curriculum which helps pupils to learn things in a logical order and helps pupils to remember and understand key facts and concepts. Pupils achieve well in reading, writing and mathematics over time*
- *Pupils achieve well in school, academically and personally. They behave well and are considerate of others. Pupils are well prepared for their next steps and to contribute positively to their community.*

Our aim is to promote British values, (Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs) ensuring that children are aware of their rights and responsibilities as a UK citizen. Our intent is to enable the children to become deep thinkers and able to empathise with the feelings and actions of others, seeing points of views and beliefs other than their own. A team-point system is fully established and runs alongside our class rules and behaviour ladder. We have a school council who are democratically chosen by the staff as part of a full democratic election process. Children are involved in whole school issues which make a difference to their daily lives in school. For example, the School Council share in the decision making of new appointments and are an integral part of the interview process. Our Head girl and Head Boy are also fully involved in showing new parents and visitors around the school.

(OFSTED November 2019):

- *Pupils enjoy taking on positions of responsibility, such as sports leaders, buddies for younger children or members of the school council.*
- *Pupils are taught about respect, tolerance, liberty, rule of law and democracy. They understand what it means to accept others, regardless of differences. Pupils know how important it is to attend school regularly and do not like to miss any school days because they find learning fun.*

Our aim is to ensure sport is central to both our curriculum and extra-curricular provision; we know this is hugely beneficial to all our children. We believe the pedagogy of P.E. in sport affects all other areas of the curriculum and enhances children's learning, physiologically allowing better learning to happen, as well as children learning skills such as listening, problem solving, team work and resilience. We have invested heavily with the P.E. and sport provision, with inclusion for all and this has been evident through being recipients of the

Active Mark Gold Award which reflects the effective sport provision. The school believes that this is an area of excellence.

We aim to provide the full core offer of extended school provision: To promote physical health and wellbeing, a range of clubs gives learners an opportunity to access a wide variety of sports clubs after school hours and during some lunch times. Other extra-curricular clubs that may be on offer include: yoga, cricket, football, STEM, homework and reading. We also have an excellent before and after school provision providing the children with a wide range of experiences.

The Curriculum – Implementation:

The school is currently organised into 7 classes.

Please see the 'Curriculum maps' section of our school website to see the school curriculum maps for each class below:

- Nursery – Binsey
- Reception – Catbells
- Year 1 - Haystacks
- Year 2 – Barrow
- Year 3 – Dodd
- Year 4/5 - Blencathra
- Year 6 – Skiddaw

Phonics

We teach phonics through the Read, Write Inc Scheme. This is used particularly in the Foundation Stage and Key-Stage One. We use a wide variety of reading schemes, covering fiction and non-fiction, including Oxford Reading Tree. More confident readers are able to choose from class readers and a well-stocked library. The scheme is continued at home. We encourage children to read daily at home through a 'Strive for Five' system and this is monitored via a home-school 'Strive for Five' reading slip. The school gives additional booster provision to our younger children who may need it

Impact our curriculum is having on standards of teaching and learning:

The curriculum at Broughton Primary is well planned and thought-through to enable a wide range of engagement, not only within class but in providing out of class opportunities to enable children to develop themselves as learners and encourage each child to be as independent as they can be. Questionnaires to the parents and pupils allow the staff to regularly review and assess the impact that the curriculum is having. We have had many positive responses from the children to this effect:

- *Our lessons are fun.*
- *My teacher helps me to feel safe and happy.*
- *I really enjoy going on all of the trips – especially the residential ones.*
- *We get to use computers a lot!*

Following a recent parent survey (November 2022), and from comments on our Class Dojo page, we receive acknowledgement that we continue to be successful in our approach to learning and communication with our parents:

- *We are very happy with Broughton School and the commitment of the staff. The school goes that extra mile to provide exciting activities/opportunities for our child.*
- *Broughton is an excellent school. My daughter has been very happy since joining the school in Year 3. She has made good progress in all areas of the curriculum and enjoyed the opportunities the school has offered her.*
- *This has been a fantastic school for all of my children. Academically, they have thrived. Out of school opportunities i.e. sporting activities are actively encouraged*
- *Both of our children love coming to school as they feel safe, happy and enjoy learning. This is due to the fantastic care and teaching they receive. We really appreciate the extra-curricular activities that are on offer throughout the year and the fact that our children were given the opportunity to go on a residential trip also. A brilliant school which I would recommend to anybody!*

How we evaluate and monitor the impact of the curriculum?

Subject leaders monitor their subjects at least annually through lesson observations, learning reviews, learning walks, discussions with children and listening to staff's views about how improvements can be made. This information is shared with the SIP linked Governor who reports back to the Full Board of Governors. Areas for development are subsequently added to the School Improvement Plan, which is shared with all staff in school, including support staff. The SIP is reviewed termly by all teaching staff. In Early Years we identify the impact of the curriculum through data analysis, on-going observations and aligned with whole school subject leadership.