

**BREDENBURY PRIMARY SCHOOL**



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## **Curriculum Policy**

**BR1**

<b>Duty-Holder:</b>	<b>Mrs S McAtear and Mrs C. Jones</b>
<b>Responsible person(s):</b>	<b>Mrs S McAtear and Mrs C. Jones</b>
<b>Plan approved on:</b>	<b>July 2024</b>
<b>Review Date:</b>	<b>July 2025</b>

## Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
  - Children Act 2004
  - The Equality Act 2010
  - DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
  - DfE (2013) 'The national curriculum in England'
  - DfE (2023) 'Statutory framework for the early years foundation stage'
  - DfE (2022) 'Working together to improve school attendance' This policy operates in conjunction with the following school policies:
- Primary Assessment Policy
  - Pupil Equality, Equity, Diversity and Inclusion Policy
  - PSHE Policy
  - Relationships and Health Education Policy
  - Special Educational Needs and Disabilities (SEND) Policy

## Curriculum Policy Rationale

Whilst our curriculum is based on the National Curriculum, it is designed to meet the needs of our Bromyard pupils. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (Key Stage 1 to 2, and to be 'secondary ready') and enable them to be successful in their community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk imaginatively, expressively and to explain and clarify thinking. We make meaningful connections across subjects, and the school expects everyone to develop and show awareness of equal opportunities. We actively promote our school values and those of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, to prepare our pupils for life in modern day Britain. We have a pupil parliament that meets regularly to make decisions about the school. We also provide opportunities for our pupils to learn about the contribution of British citizens, as well as international, to innovation, excellence and changes in the world, particularly through carefully planned whole school assemblies. We utilise connections with our local area to teach children to be local citizens.

## How Children Learn and How We Teach

Rosenshine 2018 says, "Education involves helping a novice develop strong, readily accessible background knowledge. It's important that background knowledge be readily accessible, and this occurs when knowledge is well rehearsed and tied to other knowledge." As a school, we follow Rosenshine's Principles of Instruction to support our teaching and learning, ensuring that children's cognitive abilities are not overloaded recall is a key focus. In brief they are:

1. Begin a lesson with a short review of previous learning.
2. Present new material in small steps with student practice after each step.
3. Ask a large number of questions and check the responses of all students.
4. Provide models.
5. Guide student practice.
6. Check for student understanding.
7. Obtain a high success rate.
8. Provide scaffolds for difficult tasks.
9. Require and monitor independent practice.

10. Engage students in weekly and monthly review.

We use the 'I do, We do, You do' model of instruction in core subjects.

We acknowledge that people learn in many different ways and recognise the need to develop strategies that allow all children to learn in ways that best suit them. We offer opportunities for children to learn in different ways that may involve the use of varied seating arrangements.

The makeup of each lesson follows the guidelines and content set out in the 2014 National Curriculum. Typically lessons include thinking/introduction time, a main teaching activity and a plenary. We aim to make our lessons fun and exciting, using as many different teaching styles as possible, including closed/open questions, discussion, debate, illustrations, labelling, ordering, identification, written work, recording observations, research, designing and making, investigations and problem solving, audio/visual equipment, using ICT, role play and drama. Children will experience working individually, in pairs, in groups and as a whole class.

The learning objectives are introduced to the whole class through the use of stimulating varied starting points. Assessment for Learning is used in all classrooms as an assessment tool for teachers and for the children to take control of their learning.

### **Cultural Capital**

Cultural capital is the gathering of recall, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence. It is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work. We recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital.

In order to do this, staff and governors consider each child's personal development, social development, physical development, spiritual and moral development and cultural development.

We strive to ensure that our curriculum has a positive impact on pupils' personal development, social development, physical development, spiritual and moral development and cultural development.

Our wider curriculum provision includes carefully mapped out experiences offered across the academic year; staff are encouraged to widen experiences and take learning off site, making the most of our local area and school site. All are interrelated and cumulatively contribute to the sum of a child's cultural capital.

### **Aims (Intent)**

- To make all children and staff feel safe, happy, respected, cared for and have a sense of belonging. To create a trusting atmosphere in which the spiritual life and personal qualities of the children will flourish and their growing independence and confidence will be nurtured.
- To ensure the school pursues high academic standards through a broad and balanced curriculum which motivates children to have high expectations, think for themselves, use their imaginations and have fun.
- To provide an indoor and outdoor environment that is attractive, lively, stimulating, and informative and supports the children's learning.
- For lessons to be well planned and resourced, with plenty of rich, satisfying, enjoyable, multisensory experiences; for lessons to be suitably differentiated to meet individual needs and offer opportunities for choice.

- For assessment to be built into lesson plans and the progress of individuals carefully monitored. For the children to be fully engaged in the process of their assessment and target setting, and for their achievements to be celebrated.
- For the children to be prepared to lead a life within a multicultural and constantly changing society, in which they will adopt a healthy lifestyle, achieve economic wellbeing and make a positive contribution.

### **Curriculum Design (Implementation)**

Subjects are taught discretely on a 2-year rolling programme but brought together to bring subjects alive and makes them meaningful and relevant. For example when Y3/4 are studying the Stone Age period in history, they also learn about cave art and links to modern day graffiti. National Curriculum Programmes are mapped across the year groups to ensure entitlement and access and subsequently each theme, whilst ensuring appropriate year group coverage enables links to be made which engage learners and make the retention of knowledge memorable. Subjects are carefully planned to ensure progression of knowledge and skills for learning and build upon one another. There are planned, regular opportunities for recall, transferring learning to the long term memory. Each unit of work is carefully devised to build upon previous learning, whilst delivering new knowledge and the opportunity to gather new skills.

### **Achieving high standards (Impact)**

Our curriculum design allows for creativity and a cross curricular delivery of subjects though sometimes subjects are taught discretely and away from the main theme.

Mathematics is always taught discretely, but there will often be opportunities for the subject to feature across the curriculum. Creative writing tends to dovetail more easily within the themes and because the writing has meaning for the children, the standards achieved are far higher.

We ensure children receive high quality experiences in the full range of subjects, because every child is different and deserves the opportunity to explore ways in which they learn and flourish.

Assessment is both formative and summative (see assessment policy). Additional ways of gathering impact are through pupil conversations at the end of each theme, pupil's questionnaire and parent's questionnaire.

## Bredenbury Values

Month/year	Year 1	Year 2
Sept	Friendship	Teamwork
Oct	Empathy	Effort
Nov	Enthusiasm	Commitment
Dec	Hope	Kindness
Jan	Honesty	Trust
Feb	Self-awareness	Love
Mar	Time keeping	Courage
Apr	Respect	Politeness
May	Resilience	Determination
Jun	Tolerance	Patience
July	Unity	Responsibility

These values are driven through our assembly focus, and are discussed, explored and promoted within the classroom.

## National Curriculum Subjects:

### English:

Our English lessons develop pupils' spoken language, reading, writing and vocabulary and often links to other curriculum areas. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically.

Our pupils are encouraged to read for pleasure and to read widely. KS1 focuses on early reading and phonics and KS2 track reading using Accelerated Reader. The children will be heard reading individually and in groups. Reading sessions implicitly teach, through a range of high-quality texts and genres, comprehension skills alongside decoding. Parents are given clear expectations and support about reading at home.

In Early Years Foundation Stage (EYFS) KS1 children will follow the Systematic Synthetic Phonics programme, 'Read Write Inc.' on a daily basis. Children in Year 1 participate in a statutory National Phonics Screening Check. Those identified as needing additional support will continue to be taught phonics until they are secure with this. Children's phonological awareness and spelling strategies are assessed each half term and this informs teaching.

From Year 1/2 onwards, children focus on learning the spelling patterns and words from the National Primary Curriculum using The Twinkl spelling scheme. Word banks related to topics and the end of phase spelling lists are also used. Children have discrete spelling teaching each week and homework based on these patterns. Children are taught to employ their knowledge of sounds, patterns and to look for links in words to find effective methods for their own use.

Grammar and punctuation are taught explicitly as well as forming part of each lesson and identified in marking.

We develop writing skills so that our Reception pupils have the stamina and ability to write simple statements and sentences. From here we support children in moving towards independent writing and provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use The Write Stuff programme. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences. Handwriting sessions are taught weekly following the Penpals scheme.

Assessment: The children are formally tested on spelling punctuation and grammar in both Key Stage One and Key Stage Two in their end of Key Stage SATs tests. In all year groups, the children will have termly assessments to monitor their progression across the year and to identify targets and gaps in their learning which need addressing. Every week, children will have a spelling test working on the spelling words for their phase. These spelling patterns will support them with the SATs spelling tests. Accelerated Reader helps teachers to track and assess children's reading.

## **Mathematics**

Our teachers ensure that mathematical skills are taught every day. They also use every relevant subject to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. In each lesson there is a short mental maths session. We build on skills and understanding from Reception onwards in a step by step way and continue to develop place value, the four number operations and their application through reasoning and problem solving. We use White Rose Maths to frame our long and short term planning.

Assessment: The children are formally tested on arithmetic and reasoning and problem solving in both Key Stage One and Key Stage Two in their end of Key Stage SATs tests. In all year groups, the children will have termly assessments to monitor their progression across the year and to identify targets and gaps in their learning which need addressing.

## **Science**

Science is taught as a separate lesson. We encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. We use a variety of teaching and learning styles in science lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Sometimes we do this through whole-class teaching, while at other times we engage the children in an enquiry-based research activity. We encourage the children to ask, as well as answer, scientific questions. They have the opportunity to use a variety of data, such as statistics, graphs, pictures, and photographs. They use ICT in science lessons where it enhances their learning. Wherever possible, we involve the pupils in 'real' scientific activities, for example, researching a local environmental problem or carrying out a practical experiment and analysing the results.

## **Religious Education**

Our Religious Education lessons are taught in line with the Hereford RE agreed syllabus for 2020—2025.

Through this syllabus we support the children to make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts of living religions, using appropriate vocabulary
- understand the impact and significance of religious and non-religious beliefs
- make connections between religious and non-religious beliefs, concepts, practices and ideas

To enhance the curriculum experience for RE, children visit the local church for celebrations such as Harvest, Christmas and Easter and the local vicar leads assemblies. Themed days exploring a variety of religions are arranged to further support the development of knowledge alongside religious celebrations that are explored during whole school assemblies.

## **ICT and Computing**

We strive to deliver a curriculum that develops children into responsible users of computing, with the skills to use it independently and apply computing skills to all subjects. The core of computing is computer science, where children are taught the principles of information and computation, how digital

systems work and how to put this knowledge to use through programming. Children will be taught to become digitally literate and able to express their ideas safely through information and communication technology. Children will apply the fundamental principles of computer science including abstraction, logic, algorithms and data representation. They will use their practical experiences to help solve problems, in particular when writing their own

computer programmes. Children will become responsible, competent, confident and creative users of information and communication technology.

## **The Arts**

The Arts are very important in our curriculum and are woven into our themes. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of many diverse art forms such as drawing, painting, collage, textiles, 3D designs, printmaking and digital media.

We pride ourselves on the extended expressive art opportunities we provide at Bredenbury. We have a whole school art project based on a famous artist each term.

## **History**

The history curriculum aims to ensure that pupils know and understand the history of our island as a coherent and chronological narrative, from the earliest times to 1066. Studies will include change in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, British settlement by the Anglo-Saxons and Scots, and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. We also aim to teach significant aspects of the wider world, including the nature of ancient civilisations and the characteristic features of past non-European societies, as well as helping pupils to understand historical concepts and significant events and figures, methods of historical enquiry and gain an historical perspective.

We have chosen the threads of monarchy, local area, community, and impact on our current daily lives, particularly buildings, as we believe these themes are especially relevant for our pupils.

## **Geography**

We aim to inspire in pupils a curiosity and fascination about the world and its people, and equip them with a knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. We focus on teaching locational and place knowledge, human and physical geography as well as geographical skills and fieldwork. We have made the decision to use our local area when teaching about rivers, towns and farms.

## **Music**

The teaching of music is based upon the fact that it is a creative and social art to be enjoyed. Children have the opportunity to enjoy musical experiences through listening, singing, movement and dance, and by playing tuned and un-tuned percussion. Music should engage and inspire, so that the children have the opportunity to develop a love of music and their talent as a musician. Children will be able to compose and listen to different genres of music and evaluate what they have listened to. They will study the works of the great composers and musicians. Teachers use the Charanga scheme to form the basis of their teaching.

Children will have the opportunity to learn a musical instrument, understanding how music is created with the dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation.

## **RSE**

At Bredenbury Primary School, we teach Personal, Social, and Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. We value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

The Twinkl Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. An overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, and Cultural) development opportunities provided for our children.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

## **Design & Technology**

Using creativity and imagination, pupils design, make and evaluate products that solve real and relevant problems within a variety of contexts. They acquire a broad range of subject knowledge and skills, and draw on other areas of the curriculum such as mathematics, science, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable of participating successfully in an increasingly technological world.

## **Foreign Languages**

We believe that teaching pupils different languages provides them with an opportunity to explore and understand other cultures, providing them with the skills to understand and respond to its speakers. In KS2, Spanish is taught, with lessons built on vocabulary and conversation supported by Twinkl resources.

## **Physical Education (PE)**

At Bredenbury, we are committed to inspire, engage and connect our pupils with physical learning opportunities that strengthen all areas of their learning and development. By providing a broad and balanced PE curriculum and inter-school/intra-school opportunities, we aim to nurture a lifelong interest in physical wellbeing and healthy lifestyle. Our Bredenbury values are rooted in our sports curriculum and foster a positive caring environment, where every child has the opportunity to reach their full potential.

Teaching staff deliver high quality PE activities/lessons which focus on specific areas (gymnastics, athletics, team games etc.). Swimming lessons are provided by qualified instructors at Leominster Swimming Pool for children in years 4 and 6. In association with Stride Active we aim to provide opportunities for our pupils to participate in a range of intra-school and inter-school competitions, making connections throughout our local community and providing opportunities for physical challenge, positive competition, leadership and teamwork, regardless of ability.

## **Outdoor Education**

We are fortunate to have outdoor learning sessions in our own, fabulous outdoor learning area. We focus on physical development, the environment, wildlife and links to the curriculum. Every child will partake in outdoor learning once a fortnight throughout their time at school.



## **EYFS Curriculum**

At the heart of our teaching and learning in the early years are the characteristics of effective learning which are essential for children's development.

- 1) Playing and Exploring
- 2) Active Learning
- 3) Creating and Thinking Critically

Our Early Years curriculum is supported by the statutory and non-statutory guidance for the Early Years Foundation Stage (Department for Education and Skills). Our Early Years Foundation Stage curriculum supports Learning and Development within seven main curriculum areas:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

All children are given guidance and support to develop their confidence, willingness to try new things and resilience to challenge their learning. At Bredenbury we encourage unique children by following their personal interests and developing these passions into all lessons.

## **Enrichment**

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme which draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and week. Children have excellent opportunities to engage with people, places and buildings in new ways and to 'learn by doing'.

Throughout their time at Bredenbury children often have the opportunity to;

- Explore our local area.
- Visit local farms and church.
  
- Take part in local projects such as the town's Scarecrow Festival, Bromyard Poetry Competition and Community Arts Project.
- Visit places further afield linked to history, geography and science topics.
- Our Year 6 children have the opportunity to go on our annual residential trip to The Red Ridge Outdoor Activity Centre.

We value strong links with our wider community and warmly welcome and invite visits from people, groups and organisations throughout the year.

Throughout the year we have a range of specialist visitors from our local community including;

- The Children's Bookshelf
- Bromyard Fire Station – fire engine visit and fire safety talk
- Police and Community Support Officers
- Paramedics – Ambulance demonstrations
- Road Safety
- Local church representatives
- Local Authors

Our parents and carers play a vital role in our children's education. We hold termly events to invite the children's families into school and see our learning come to life. Our parent events include;

- Themed Open Days – families are invited to join classes throughout the day to take part in themed workshops. We have most recently held science, maths, art and reading events and cultural events.
- EYFS and KS1 phonics and early reading workshop
- PJ Party day – a chance for children to celebrate reading
- Sports Day
- Seasonal events including Harvest Festival, Christmas 'Craft Afternoon', Carols in the local church, Easter Bonnet Parade and church service and a Y6 Leavers Assembly

### **Pupils with Special Needs**

The curriculum at Bredenbury is designed to provide access and opportunity for all pupils who attend our school. If we think it is necessary to adapt the curriculum to meet the needs of individual pupils, then we do so in consultation with the parents of the pupil. Further information can be found in the SEND Information Report published on our school website.

This policy was reviewed by the governors: July 24

Next review date for governors: July 25

