

Broadbent Fold Primary School and Nursery



Primary Curriculum Policy

October 2023

Equality Duty

In line with the Equalities Act (2010) we aim to ensure that any child, irrespective of protected characteristics (These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.) is treated fairly and with respect. The law states that the public sector equality duty includes a general duty to, "Foster good relations between people who share a protected characteristic and those who do not." This policy can be adapted to suit individual needs.

Our School Vision

At Broadbent Fold we enable each child to unlock their talents and celebrate their individual successes. We are preparing our children for the opportunities and challenges they will encounter in our community and the wider world.

We aim to achieve this by:

- Fostering **positive relationships** striving for empathetic, tolerant and respectful children.
- Equipping our children with essential, practical skills to enable them to flourish, develop and **succeed in the future**.
- Teaching through our creative curriculum encouraging children to take ownership of their learning in order to develop enquiry, interest and **confidence**.
- Encouraging our children to develop **independence**, so they become global thinkers and aspire for excellence.
- Nurturing their physical and emotional wellbeing to develop well-rounded, **happy**, resilient children.
- Working **collaboratively** with our families to ensure all children reach their full potential.

Statement of intent

At Broadbent Fold Primary School and Nursery, we value children's education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling children to embrace the world around them – encouraging adherence with the fundamental British Values. It also promotes the spiritual, moral, social, cultural, mental and physical development of children at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

Curriculum Intent

At Broadbent Fold, education is about children experiencing the joy of discovery, solving problems, being creative in writing, art and music, developing their self-confidence as learners and maturing socially and emotionally. We combine high standards with a broad, diverse and enriched curriculum ensuring that education is a fusion of excellence and enjoyment. Our curriculum equips children with the skills necessary to succeed in life after school.

We believe that children learn better when they are excited and actively engaged in their learning. We offer opportunities to grow as individuals as well as learners.

English and Mathematics are the backbone of our children's success in learning, with a strong emphasis on computing skills as a cross curricular tool. We build on our strengths to serve the needs of our children utilising the skills of everyone in school, driving our own improvement, setting challenging targets and recognising that we can always do better.

At Broadbent Fold we build strong partnerships with parents/carers. We share information on children's progress and involve parents and other family members in the life of the school, consulting with them in a variety of ways on all aspects of our provision, we aim to knit the school into the fabric of the community, making effective links with other agencies. Our home learning ensures families are fully informed in our curriculum. We believe the children receive a well-rounded education if everyone involved helps to shape the provision at school.

We encourage innovation in teaching and provide a wide range of opportunities outside of school hours to inspire children to try new things, extend their learning, live healthy and active lives and to be proactive in protecting the environment.

Learning is focussed on an individual child's needs and abilities. Assessment for learning is developed to enable us to gain knowledge as to how individual children learn. Teachers and support staff provide a tailored approach to support children including: special educational needs, able, gifted and talented children and all minority groups. Our curriculum is based in accordance with the Equality Act 2010, through a variety of methods.

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of a child's needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:

- to raise standards of learning.
- to provide information to support progression in learning through planning.
- to provide information for target setting for individuals, groups and cohorts.
- to share learning goals with children.

- to involve children with self- assessment.
- to help children know and recognise the standards they are aiming for.
- to identify children for intervention.
- to inform parents and other interested parties of a child's progress.
- to complete a critical self- evaluation of the school.

Classroom-based learning: Different learning resources and equipment are accessed to broaden children's knowledge. Cross-curricular links are used where possible within lesson plans so that children can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. An experience rich curriculum involves trips and visits or visitors which bring the classroom to life.

Extra-curricular activities: We provide a variety of extra-curricular activities for children that enhance their learning experience, form personal connections with their peers, and teach skills essential for adulthood. We also ensure children are enjoying, developing and consolidating skills for their own personal development.

School Ethos and Aims

The overall aims of our curriculum are to:

- Enable all children to understand they are all successful learners.
- Enable children to understand the skills and attributes needed to be a successful learner.
- Enable children to develop their own personal interests and develop a positive attitude towards learning, so they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach children the basic skills of English, Mathematics, Computing and Science.
- Enable children to be creative through Art, Dance, Music, Drama and Design and Technology.
- Enable children to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach children about the developing world, including how environment and society have changed over time.
- Help children understand the fundamental British Values and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the National Curriculum and the locally agreed syllabus for RE/RSE.

- Teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- Help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable children to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable children to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable children to experience playing a musical instrument and learning a foreign language.
- Teach children about the importance of forming healthy relationships with friends, family and peers.
- Help children understand current topical issues.
- Make links within our community and beyond.

Through the aims outlined above, children will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Becoming responsible individuals who contribute to society.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Becoming curious learners.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect each other.
- Understand their role in their community.

This policy operates in conjunction with the following school policies:

- Home Learning Policy
- Assessment Policy
- Equal Opportunities Policy

- PSHE Policy
- Relationships and Sex Education Policy
- SEND Policy
- Teaching and Learning Policy
- Educational Visits Policy

Organisation and Planning

The school's curriculum is delivered over 190 days, each school day is split into sessions and children receive at least one break and lunch. Depending upon the activity, year group and age of the children, a range of structures are used to implement sessions. Lessons use a range of teaching techniques to appeal to different learning types and interests.

The different learning techniques include:

- Using different kinds of questions to engage children and prompt them to apply their knowledge to different examples, e.g. using why and how questions.
- Opening discussions around topics so children can learn from their peers and learn how to hold conversations with others.
- Holding structured debates using P4C (Philosophy for Children Learning) theories, to expose children to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs. We use this as a tool for challenging thoughts linked to extremism and radicalisation in upper KS2.
- Using assessments to test children's knowledge and consolidate learning; these can be through both informal and formal.
- Role playing and acting to develop children's empathy and give them the opportunity to explore topics in a more interactive way.
- Labelling, ordering and identifying key themes within texts, dialogues and films to help children coordinate series of events.
- Written and spoken tasks to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.
- Using exploration and developing curiosity to encourage a love of learning and an eagerness to want to learn more.
- Teachers plan lessons which are engaging and challenging for all children which is inclusive of vulnerable groups.
- Teachers plan lessons which accommodate children of mixed ability, stretching more able children and supporting children who need it and develop cross-curricular links and blocking.

- Teachers have due consideration for children who require additional help within their planning and organisation of lessons.
- Disadvantaged children and those with Special Educational Needs and English as an Additional Language receive additional support – this could include dedicated time with support staff and access to specialist resources and equipment where required.
- Teachers provide responsive feedback enabling children to accelerate or consolidate their learning.
- Teaching Assistants (HLTA) are deployed within lessons strategically so that they can assist children who require additional help. School focus' on group interventions, and targeted interventions within lessons.
- Children with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.
- Planning is used to identify any possible difficulties within the curriculum and will break down barriers to learning.
- Any difficulties identified will be addressed at the outset of work.
- Classrooms are organised so that children have full access to resources and equipment, they are provided with a rich and varied learning environment that will enable them to develop their skills and abilities.
- Children are encouraged to become independent learners.

Subjects Covered

Broadbent Fold follows the National Curriculum and Statutory Framework for Early Years and Foundation Stage at all times throughout the academic year.

The school will ensure every pupil has access to the following subjects:

- English
- Maths
- Science
- Religious Education
- Relationships, Sex and Health Education
- Art and design
- ICT - Computing
- Design and technology
- Languages
- Geography
- History

- Music
- Physical Education
- Sex and Relationships Education
- PSHE

Roles and Responsibilities

The governing body is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the Headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.
- Monitoring of the curriculum through learning walks and book scrutiny.

The Headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the Senior Leadership Team.
- Communicating the agreed curriculum to the governing body on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of children and reporting these results to the governing body.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy with curriculum leader.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping children engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the Headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the Headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and Support Staff to ensure those in need receive additional support in lessons.
- Ensuring academically more able children are given additional, more challenging work to celebrate their talents.
- Celebrating all children's academic achievements.
- Reporting progress of children with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all children and reporting on this to the Headteacher.
- Working to close the attainment gap between academically more and less able children.

Subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to their subject curriculum area.
- Monitoring pupil progress within the department and reporting on this to the Headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for children in need so that everyone can fully access the curriculum.

The SENCO is responsible for:

- Collaborating with the Headteacher and teachers to ensure the curriculum is accessible to all.

- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring children receive the additional help they need.
- Liaising with external agencies where necessary to ensure children who require additional support receive it.

Reporting and Assessment

- Home Learning will be challenging and assess children's knowledge and understanding of concepts covered within lessons.
- Home Learning will be set on a weekly basis in accordance with the school's Home Learning Policy.
- Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting.
- Results of informal assessments will be recorded and reported back to the Headteacher, children and children's parents.
- In Year 2 and Year 6 children will also complete national assessments. The results of these assessments will be reported back to the Headteacher, children and their parents.
- Assessment of children with EAL will consider the child's age, length of time in UK, previous education and ability in other languages.
- Special measures will be given to children who require them, e.g. children with SEND, children who are ill, or children who suffer from conditions that inhibit their academic performance.
- All reporting and assessments will be conducted in line with the school's Assessment Policy.

Supporting children with SEND

- Children with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.
- Children with SEND will work with Support Staff in smaller groups once a week to work on topics covered in lesson to ensure they do not fall behind their peers.
- Children with SEND will not be discriminated against in any way and they will have full access to the curriculum.
- The progress of children with SEND will be monitored by teachers and reported to the SENCO.
- The SENCO will work closely with teachers to help them break down any barriers children with SEND have to education.

- Dyslexia friendly resources are available in school to support all learners.

Extra-Curricular Activities

- The school offers children a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.
- Extra-curricular trips and activities occur outside school hours and can include overnight stays in the UK.
- All children are able to participate in the activities and trips available. Wherever there is an instance where a child cannot participate, the trip or activity will be adapted so that the child can take part.
- All extra-curricular activities and trips are planned and executed in accordance with the school's Educational Visits Policy.

Inclusion and Equal opportunities

All children will have equal access to the English Curriculum. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede a child from accessing English lessons, Cultural and gender differences are positively reflected in lessons and teaching materials used.