



Brookdale Primary School

Curriculum Policy

Date policy last reviewed: Sept 2024

At Brookdale Primary School the curriculum is designed to **include, inspire, engage and nurture** our children to achieve and flourish as citizens of today and the future; encouraging children of all ages to think deeply about the past, present and future of our community and the wider world.

WHY

1. To recognise every child is unique and provide equal access to a progressive, sequential, rich, broad, balanced, inclusive curriculum matched well to their ages, abilities, interests, aptitudes and individual needs.
2. To ensure children progress and achieve in the core subjects, so that they are equipped with strong reading, writing and mathematical knowledge and skills.
3. To leave pupils with a long-term memory bank of knowledge and vocabulary that will empower children to make connections and have a deep understanding of complex concepts.
4. To provide stimulating resources and spaces within the environment which supports independent learning and positive interactions
5. To open children's eyes to the awe and wonder of the incredible and fantastic world in which they live.
6. To equip children to build positive relationships and become collaborative, inquisitive learners who are mindful of themselves and others and are able to contribute to the well-being of their community and the wider world.

HOW

Growth Mindset - Learning to be a learner

"It is what you believe about your own intelligence that will determine how you approach a problem or a setback, and ultimately determine whether you fulfil your potential" Carol Dweck
A school culture of growth mindset teaches children how to develop as a learner and equips them with skills, habits and mindful attitudes to support them when learning something new, facing difficulties and making mistakes. A Growth Mindset is adopting the belief that ability skills can be developed by effort. It enables children to: love challenges, see mistakes as something to learn and grow from, and to embrace the effort and challenge of new learning experiences.

Big Questions

'Big' questions overarch each term within each year group. They are designed to be deep, multi-layered questions. In order to answer the questions, children will need to draw upon the knowledge, skills and understanding gained throughout the term.

Quality Texts

High quality texts have been carefully chosen to make strong links across subjects and, in turn, provide children with the opportunity to explore the 'Big' questions in depth.

Content

The content refers to the knowledge we commit to teaching the children. In EYFS, progression documents are produced for each area of learning which identify the long term curriculum outcomes.

At KS1 and KS2, the knowledge for each National Curriculum subject is set out through key questions and vocabulary in a knowledge organiser. These are regularly referred to during lessons and can be used as a prompt when conducting pupil voice.

Collaboration

This is the 'how' (pedagogy) we get children to engage with and understand the knowledge we are teaching them across the curriculum, ensuring that they are able to engage with, and be curious about, the content they are learning. As children explore the content, they will learn how to apply knowledge; they will be given opportunities to debate, consider and adapt their viewpoints.

Oracy

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. At Brookdale we use oracy as a powerful tool for learning: by teaching children to become more effective speakers and listeners, we empower them to better understand themselves, each other and the world around them.

Relationships

At Brookdale we believe that for children to flourish and achieve in school they need to feel that they belong and are a valued part of the community. This includes positive, consistent relationships with staff, positive peer relationships, a respectful and nurturing environment, feeling listened to and, positive communication between the school and the children's families.

Compassion

Our curriculum pledge is to help to teach the children compassion and also to teach with compassion. This is a curriculum designed to help children think about the common good and to have hope in the future and an understanding of the core British Values of Democracy, Rule of Law, Respect and Tolerance and individual Liberty.

Community & Cultural Capital

We consider what is in our community that can enhance and inform our curriculum. As part of this community link, we are passionate about giving children enrichment experiences. These experiences can include trips, visitors, class events, themed days and whole-school projects. We see these enrichment opportunities as vital to broadening children's experiences, providing cultural capital and giving children wider interests.

Early Years

"All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential."

(Early Years Foundation Stage Statutory Framework for Group and School-Based Providers 2024)

At Brookdale, we aim to provide a broad, balanced and relevant curriculum which will enable each child to develop personally, socially, emotionally, physically, creatively and academically to their full potential. Each child is valued as an individual; teaching and learning is rooted in the understanding that children progress at different rates. The curriculum in our Early Years is delivered through a balance of adult-led and child-led learning, meeting all the requirements of the educational programs in the statutory framework for the Early Years Foundation Stage (EYFS) and using guidance from non-statutory documents including Development Matters and Birth to Five Matters. Our curriculum allows us the flexibility to respond to children's interests and/or needs and create an environment in which they develop independence and learn to play, share, co-operate, explore and investigate through a wide range of rich, varied and imaginative experiences.

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and interconnected. Three areas especially underpin all learning and thinking, building a foundation for igniting children's curiosity, engagement and enthusiasm, forming relationships and thriving as individuals and part of the school family. These are called the prime areas:

- · Communication and Language
- · Physical development
- · Personal, Social and Emotional Development.

Four additional areas of learning help children to develop skills and knowledge whilst applying the prime areas. These are called the specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

During their time in our Early Years, children access a highly stimulating environment in which to play, learn and grow which reflect the seven areas and foster positive attitudes to thinking and learning. There is planned provision both indoors and outdoors where the Early Years team challenge, model, scaffold and support learning carefully, accounting for the individual interests, motivations and needs of all children in our setting.

Characteristics of Effective Teaching and Learning

The characteristics of effective teaching and learning are part of the Early Years Curriculum and, at Brookdale, are continued throughout the school in our approach to teaching and learning. In planning and guiding what children learn, practitioners reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring – children investigate and experience things, and ‘have a go’
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

National Curriculum

The National Curriculum provides both the content and the framework for most of what we teach at Brookdale Primary School. In the Early Years, children experience the seven areas of learning required as part of the Early Years Foundation Stage Curriculum. In Key Stage One and Key Stage Two children are taught the ‘core’ subjects of English, mathematics, science and the ‘foundation’ subjects of computing, history, geography, music, art, physical education (PE), design and technology (DT), and modern foreign language (MFL). RE is taught through a published scheme in line with the WASRE local authority guidance.

Reporting

From F1 onwards, all parents receive an annual written report which contains a summary of their child's attitude to learning and progress in, and against, the curriculum over the year. For all statutory assessments, each pupil's level of achievement against national standards is reported to parents.

Equal Opportunities

As a school we believe in, and are committed to, providing equal opportunities for all our pupils in all areas of the curriculum. This is reflected across the curriculum and is part of our whole school ethos.

WHAT

At Brookdale, children are continually assessed, enabling our teachers to plan the next steps in learning. Teachers assess against the learning objectives and the basic skill requirements for each year group and aim to provide immediate feedback which enables pupils to make progress within the lesson and over time. Children are expected to make good or better progress in all subjects and this individual progress is tracked and reported to parents and carers at parents' evenings and on the end of year report.

Brookdale uses rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Senior Leaders and Subject Leadership teams monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that, through coaching and continued professional development, are developed and strengthened. The impact of the curriculum is reviewed and progress is measured against end of year outcomes.

Enjoyment of the curriculum promotes achievement, confidence and respect; children feel safe and are encouraged to try new things. Our pupils are taught to work both collaboratively and independently. As inquisitive learners, they are motivated to excel and take a resilient approach to challenges.

Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for each other, the school community and the world. Our pupils are encouraged to be respectful and accepting, even when others' opinions differ from their own. We will measure the impact of curriculum through:

- Pupil achievement data
- Attendance rates

- Behaviour
- Pupil Voice
- Staff Voice
- Work Monitoring
- Learning walks and lesson visits
- Stakeholder Surveys