

## Curriculum Policy

### Introduction

Our broad and balanced curriculum has been designed to inspire and excite our children and has been designed to meet the needs of the 21<sup>st</sup> century. Our aim is for our curriculum to extend the children's knowledge, skills and understanding and develops personal attributes.

All subjects are taught progressively throughout the year and across the school. Children's learning builds on previously learnt skills and knowledge. The curriculum is relevant to the children in our school and reflects key events of the times. It is rich in language allowing the children to use new vocabulary confidently. It is inclusive so that all children can grow and achieve with their learning and all cultures, backgrounds and beliefs will be reflected. Our curriculum is diverse in content so that the children can learn a wide variety of skills and knowledge that will be useful to them as they develop and grow. Most of our curriculum will be enriching so that both staff and students are keen and eager to deliver lessons and take part in activities both in and out of the classroom.

### Curriculum Intention

At Brookwood, our curriculum intent is to provide the best possible environment for our children to learn and develop, as well as to cultivate a sense of wonder, empathy and understanding of the world around them. Our curriculum is designed to enable us to bring the best out of our children, ensuring that they maximise their potential as fully as possible for the next stage of their lives.

Our curriculum is designed to be progressive, rich in language, inclusive, diverse and enriching. Our curriculum is focused on developing the children's knowledge and skills across all the National Curriculum subjects, with our aim of being the children are ready for their next stage of learning. Our children are given opportunities to develop life skills, focussing on their individual strengths and areas for development. Developing each child's individual character is an integral part of our curriculum. We aim to provide our children with the cultural capital that they need to enable them to succeed in life, for example through school visits, opportunities for music – both performing and appreciation, sports competitions and visitors to our school. We are a reflective school, continually striving to improve our teaching and learning. Reading is given a high priority in our curriculum as the ability to read and understand opens the learning for all our children. The development of children's vocabulary is a vital tool in learning and understanding the curriculum.

### Curriculum Implementation

The curriculum forms the basis for our learning and the experiences our children enjoy during their time here at Brookwood. The curriculum we offer enables us to ensure that every child develops the key learning steps and receive learning experiences and opportunities to develop their knowledge and skills in different ways. We ensure that learning broadens the values and opportunities for the child as they grow and develop. Our curriculum consists of many planned experiences in school and out, for example – fabulous art days, raising aspirations week, school council, assemblies, trips, visitors, residential visits, workshops and gifted and talented workshops. We have developed our PE curriculum to enable us to offer specialist teaching in this subject area through the employment of sports coaches from an outside provider; and Music support, through professional musicians. Outcomes are designed to meet not only the requirements of the National Curriculum but also to develop the skills needed by our children for learning and for life. We have a vibrant and rich curriculum which builds upon the prior learning from EYFS to the end of KS2, ensuring consistency and progression.

### Curriculum Impact

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When children leave Brookwood Primary School, they will be independent, articulate, motivated and aspirational. The curriculum will have provided a range of knowledge and skills to support them in their future endeavours. The children will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The children will have a strong desire to embrace challenge and to be resilient learners. Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for others. Our children will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

### **SEND**

We believe that all children are entitled to a broad, balanced and relevant curriculum through which we support children with additional needs. We encourage all our children to achieve their full potential and to be fully involved in both the social and academic life of the school. Educational experiences are provided that consider the individual needs of our children. Teachers set high expectations for all children. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including more able children, children with low prior attainment, children from disadvantaged backgrounds and children with SEND. Teachers plan lessons so that children with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every child achieving.

### **Remote Learning**

In the event of our school closure, please see our Statement on Remote Learning Curriculum communication to parents. Communication with our parents about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways including:

- Weekly timetables communicated via the Seesaw Home Learning App
- Weekly individual and general updates
- Formal reporting to parents twice a year either in the form of a written report or a parent consultation evening where parents make an appointment to meet with their children's teachers and discuss their progress
- School website and year group pages inform parents what has been happening in the wider curriculum
- Weekly school newsletter including a weekly photo gallery
- Leaders and teachers are available at the start and end of each day for any necessary communications.

### **Enhanced Provision**

We aim to enrich our children's lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, sporting events etc). In addition, we seek to enhance our children's learning through developing positive two-way relationships with our local community. As part of our enhanced provision, each year we have a team of school leaders (House Captains and Sports Leaders). These are important roles and give our children the opportunity to apply for and commit to a role for the year. In doing this they develop a number of the learning behaviours which we place so much importance on children acquiring in their time at Brookwood. It also fits very clearly with our key driver: Opportunities. By giving our children these opportunities, we are equipping them with life skills and ambition.

### **Legislation and guidance**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. In addition, this policy acknowledges the requirements for

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promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

### Roles and Responsibilities

#### Local Governing Committee

The local governing committee will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. The local governing committee will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND)

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