

Brough Primary School



Curriculum policy

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Lead Person	S Mearns

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1. Curriculum aims

At Brough Primary School we offer all children an excellent education ensuring that all pupils are well-equipped for the next stages in their education. We are proud to be a welcoming, successful and inclusive school. We recognise everyone as unique individuals with their own ambitions, skills and dreams. Our school aims to provide an environment that encourages life-long learning, and allows all children to pursue their interests and talents into the next stage of their education.

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills acquisition and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised with regard to whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Specifically, we have a curriculum leader responsible for the strategic leadership of the curriculum as a whole and the provision in all subjects across the school, responsible for ensuring the curriculum is delivered in accordance with this policy and meets the aims and objectives of the school as set out in the intent, implementation and impact statements for individual subjects on the school website.

Subject leaders are expected to provide strategic leadership and direction for their subject; support and offer advice to colleagues on issues related to the subject; monitor pupil progress in their subject; provide efficient management of resources; and broker CPD opportunities to ensure all teachers are suitably skilled in the delivery of their subject.

Subject Leaders are expected to keep up to date with developments in their subject at a local and national level. They review how their subject is delivered in school and plan to enhance and improve provision, providing curriculum plans for each subject.

Subject leadership is allocated as follows: -

Mathematics	Mrs Wilson
English	Mrs Gillibrand
Phonics	Miss Perry
Science	Mr Mearns
Art and Design	Mrs Skilleter
Computing	Miss Mason
Design and Technology	Mr Mearns
Geography	Miss Hazel
History	Miss Fraser
Languages	Miss Neighbour
Music	Mrs Paice
Physical Education	Mr Miller
Religious Education	Mrs Thompson
PHSCE/RHSE	Miss Stainton
Mental health/well-being	Mrs Skilleter

4. Organisation and planning

Our curriculum is outlined in our subject specific long-term plans which indicate which subject is to be taught to which groups of children in which term or half term. Over the full academic year each child in the school has the opportunity to experience a full range of National Curriculum subjects. Learning within and across these subjects utilises; a range of high-quality resources to encourage independent learning and to inspire pupils; the use of the whole school environment, both inside and out, including the wild garden and pond, and the children's kitchen area for cooking and nutrition; off-site educational visits to enrich the learning that takes place in school; and partnerships with external organisations such as British Aerospace and STEM Ambassadors.

The curriculum at Brough School is planned to incorporate the requirements of the National Curriculum 2014 which provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum. There is time and space within each week to extend beyond the National Curriculum requirements. In order to reflect the maritime history of the area around Hull for example, we have included historical/geographical topics like the Triple Trawler Tragedy (Three lost trawlers that fished out of Hull in the 1960s).

We recognise the importance of the core subjects and the development of pupil's knowledge and skills in reading, writing and maths. Strong emphasis is placed on the development of early reading with the school using Little Wandle Letters and Sounds Revised, which is a '*complete programme developed by schools for schools to provide a complete teaching programme meeting all of the expectations of the National Curriculum*' (Little Wandle Website). Once pupils complete Stage 5, the development of reading and reading comprehension is carefully monitored with specific measures in place to ensure the bottom 20% of readers in each cohort receive additional help and support.

Medium term plans for foundation subjects are designed and written by subject leaders, ensuring there is a clear link back to previous learning and what the children already know, as well as clear sequencing within and across areas of work to ensure learning is appropriate, containing a carefully balanced mix of knowledge and skills. Subject Leaders plan an objective for each step in each subject. The learning outcome linked to each objective is planned by individual class teachers which allows them to fully meet the needs of the pupils in their care through a variety of creative, practical and written activities.

Within our Relationship, Sex and Health Education (See RSHE Policy) we aim to provide a framework in which sensitive discussions can take place so that we can prepare pupils for future life, helping them to understand the changes that take place during puberty, about issues of sexuality and relationships, and ensuring they develop feelings of self-respect, confidence and empathy. We value the way in which all children are unique, and our curriculum promotes respect for the views of all members of the school community whatever their race, creed, nationality or religious belief.

In our curriculum, we value the spiritual and moral education of each pupil just as much as their intellectual and physical growth. Pupils are given opportunities to develop their own values and beliefs; spiritual awareness and high standards of personal behaviour; a positive caring attitude towards other peoples and an understanding of their social and cultural traditions in order for them to appreciate the diversity and richness of other cultures.

See our EYFS policy for information on how our early years curriculum is delivered.

5. Inclusion

Teachers have high expectations of all pupils, including those who have low levels of prior attainment or come from disadvantaged backgrounds. They plan work which allows children to demonstrate their knowledge and the development of their skills by giving opportunity for all pupils to contribute to and extend their own learning. Learning outcomes for all pupils are deliberately ambitious.

If a pupil in our school has a special educational need or disability, our school meets need on an individual basis. In most cases, the teacher is able to provide resources and educational opportunities which meet these needs within the normal classroom organisation. They will use appropriate assessment to plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our Equality Policy, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Being assigned to specific areas of the school's work to enable greater accountability
- Regular in-school meetings with senior leaders
- Agenda items at full governing body meetings and the content of the Headteacher's report
- Attendance at Quality & Standards subcommittee meetings which include both in school and statutory school performance data and regular agenda items concerning the curriculum
- Opportunities to view pupils work alongside a senior leader
- Opportunities to talk to pupils prior to governing body meetings

Subject leaders and senior leaders monitor the way subjects are taught throughout the school by:

- Checking provision in subjects matches the aims as published on our intent, implementation and impact statements through: -
 - Meeting with pupils to discuss their learning
 - Matching work in books to the medium-term planning
 - Learning walks focussed on provision and the learning experience that pupils receive
- Pupils' work is checked to ensure clear progression and that they receive clear developmental marking and feedback in line with the marking policy
- Regular discussions with subject leaders and regular monitoring of planning to ensure there is a broad and balanced curriculum being delivered to the children.

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality policy
- Mathematics policy
- English policy
- Early Year Foundation Stage policy