



Curriculum Policy

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Statement of intent

Excellent schooling isn't just about our high professional standards and academic achievement. It's also about developing character, balancing the academic and pastoral, enjoying learning and equipping your child with knowledge, skills and confidence ready for the next phase.

We aim to plan and deliver an inclusive, challenging curriculum that inspires, generates curiosity and provides opportunities to secure new skills and knowledge.

We aim to provide a broad and balanced curriculum that is accessible to all giving our children the best possible resources, teachers and experiences. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils 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 pupils at our school and of society.

This policy outlines our dedication to establishing, maintaining and continually improving our curriculum.

1. Curriculum intent

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed in life in the next phase and beyond.

This curriculum intent statement outlines how and why the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

Curriculum intent

At Brockwell Junior School, we have designed our curriculum to ensure our children have high quality resources and teachers are well supported including with subject knowledge. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our school values the input of its specialist leads, pupils, parents and the local community with regards to the planning and delivery of the curriculum.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through enrichment activities that are designed to build cultural awareness, character - resilience, confidence and self-esteem - along with our school values. Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below.

Classroom-based learning: Accessing different learning resources and equipment to broaden pupils' knowledge, and making cross-curricular links where possible within lessons, so that pupils can draw upon knowledge from different subjects and understand how each learning challenge develops knowledge and skills from previous ones. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

A full list of the subjects available to our pupils can be found in [section 6](#) of this policy.

Enrichment activities: We provide a variety of enrichment activities for pupils that enhances their learning / cultural experience, develops character, helps form personal connections with their peers, and teach skills essential to be able to access the next phase of the curriculum.

2. School ethos and aims

2.1. The overall aims of the curriculum are to:

- Plan and deliver an inclusive, challenging curriculum that inspires, generates curiosity and provides opportunities to secure new skills and knowledge.

- To ensure maximum progress and excellent outcomes so that each child realises their potential.
- To promote the physical, spiritual, cultural, social and moral development of all pupils.
- To provide the opportunity for all children to develop the social and academic skills they need for an ever changing life in modern Britain.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE.
- To encourage everyone to embrace our values of kindness, honesty, responsibility, respect and determination.
- To promote healthy lifestyles, develop resilience and an awareness of personal safety.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

2.2. Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure – “Marvellous Mistakes” - is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge, skills and experience.
- Becoming critical thinkers.

- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

3. Legal framework

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

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'School attendance'

3.2. This policy operates in conjunction with the following school policies:

- Homework Policy/Remote Learning Policy
- Assessment & Feedback Policy including Addendum
- Equal Opportunities Policy
- PSHE Policy
- Relationships and Health Education Policy
- SEND Policy
- Forest School Plans and Risk Assessments

4. Roles and responsibilities

4.1. The governing board 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.

4.2. The headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers, subject leaders and other members of the SLT.

- Communicating the agreed curriculum to the governing board 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 pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required alongside subject leaders.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement including on the website.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

4.3. Teachers are responsible for:

- Implementing this policy consistently throughout their practices being clear what is being taught and why it is being taught.
- Ensuring lesson plans are reflective of the school's curriculum updating medium and short term plans as the sequence progresses.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content giving opportunities for recall.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the subject leader and headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT / subject leaders where required.
- Collaborating with the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and Teaching Assistants to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.

- Monitoring the progress of all pupils and reporting on this to parents and the subject leaders.
- Working to close the attainment gap between academically more and less able pupils.
- Using Seesaw as a platform to share examples of curriculum work and develop assessment of non-core subjects.

4.4. Subject leaders are responsible for:

- Providing strategic leadership and direction to their colleagues.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the subject and reporting on this to the Headteacher or SLT.
- Providing efficient resource management for their subject.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.
- Liaising with teachers to ensure enrichment opportunities are embedded for cohorts of children.

4.5. The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all with the most appropriate adjustments made where necessary.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

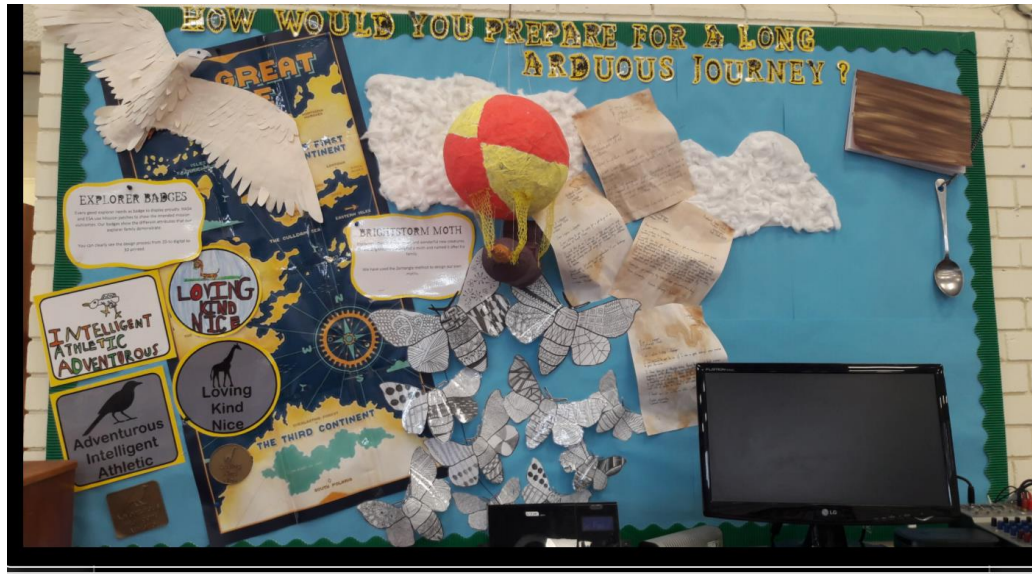
5. Organisation and planning

- 5.1. The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school weeks with most subjects having a weekly / daily lesson. Some subjects may be taught in a 'block' such as design & technology.
- 5.2. Each school day will be split into four sessions and pupils will receive a morning break and a lunch break. Some children may access curriculum support during part of their lunch break.
- 5.3. In general, lessons will be separated into three core stages:

- **Introduction to the learning challenge and thinking time** – this is the time where prior learning is recalled and lesson objectives/intentions / steps to success / What we are learning today WALT type conversations take place.
 - **A main teaching event/independent learning/practise** – this will vary day-to-day based on the teacher's plan.
 - **Plenary** – this will summarise what pupils have learnt in the lesson, offer opportunity for recall and assessment, and will address what will be covered in the next lesson or home learning opportunities.
- 5.4. Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.
- 5.5. The different learning techniques include:
- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using why and how questions.
 - **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.
 - **Holding structured debates** to expose pupils to different points of view and teach them how to negotiate situations where there are different opinions, whilst still respecting others' beliefs.
 - **Using assessments** to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
 - **Role playing and acting** to develop pupils' 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 pupils' coordinate series of events.
 - **Written and spoken Teaching Assistant tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.
 - **Recall activities such as olicav.com, knowledge harvesting, quiz, use of knowledge organisers, graphic organisers, memory recall cards etc**
 - **Independent learning through templates within Seesaw**
- 5.6. Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils,
- 5.7. Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.
- 5.8. A full list of subjects covered in school can be found in [section 6](#) of this policy.

- 5.9. Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.
- 5.10. Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include dedicated time with Teaching Assistants and access to specialist resources and equipment where required.
- 5.11. Teaching Assistants will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to support the teacher. **Yellow, red and green trays are used in classes for self-assessment and request for support including pre teaching.**
- 5.12. Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary. Displaying vocabulary is one example along with working walls in all classrooms.
- 5.13. Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Sometimes a sheet capturing the learning challenge, learning intention, vocabulary and extension Teaching Assistants will be provided to ensure time is focused on the subject content (using school font 'Join it').
- 5.14. Any difficulties identified will be addressed at the outset of work.
- 5.15. Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.
- 5.16. Each classroom will have at least one display with the most recent learning challenge question displayed. This may link to our '**Hook & a Book**' concept whereby the learning challenge generates curiosity, the book promotes a love of reading and deeper understanding followed by quality writing, drawing etc. Example of this includes: Y6 'To be or not to be?' (Question) Young Shakespeare Company (Hook) followed by fantastic writing and Midsummer inspired art work.





6. Subjects covered

- 6.1. The school will have due regard to the national curriculum at all times throughout the academic year.
- 6.2. Each subject has its own policy, aims and end goals. Subject discipline is well supported through high quality schemes or expert teachers using model curriculums if suitable. Each subject has a progression map identifying core learning, vocabulary and enrichment experiences. Where appropriate one subject make be planned to link with another. For example, the class novel *Little Nose* is used during the stoneage learning challenge.
- 6.3. The school will ensure every pupil has access to the following core subjects:
 - English
 - Maths
 - Science
 - RE
 - Relationships and Health Education
- 6.4. The school will ensure pupils also have access to the following foundation subjects:
 - Art and design
 - Computing
 - Design and technology
 - Languages (French)
 - Geography

- History
- Music
- PE
- Sex education

7. PSHE

- 7.1. Part of the national curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.
- 7.2. The schools will hold enrichment days or assemblies throughout the year. Themes covered within these PSHE days are:
 - Antibullying
 - Celebrating different cultures
 - British values
 - Charity and Money Matters
- 7.3. All provisions made regarding PSHE lessons will be made in line with the school's PSHE Policy.

8. Reporting and assessment

- 8.1. Homework will be set on a weekly basis using Seesaw or class workbooks.
- 8.2. 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.
- 8.3. Results of informal assessments will be recorded and reported back to the headteacher, pupils and pupils' parents.
- 8.4. Pupils will also complete national assessments. The results of these assessments will be reported back to the subject leaders, headteacher, pupils and their parents.
- 8.5. Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.
- 8.6. Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.
- 8.7. All reporting and assessments will be conducted in line with the school's Assessment Policy. Seesaw will become increasingly used to develop assessment during 2021 2022.

9. Equal opportunities

- 9.1. There are nine protected characteristics outlined within the Equality Act 2010, these are:
- Age
 - Disability
 - Gender reassignment
 - Marriage and civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation
- 9.2. The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.
- 9.3. The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.
- 9.4. The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

10. Supporting pupils with SEND

- 10.1. Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.
- 10.2. Pupils with SEND will work with Teaching Assistants in smaller groups as appropriate to work on learning covered in lesson to ensure they do not fall behind their peers.
- 10.3. Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.
- 10.4. The progress of pupils with SEND will be monitored by teachers and reported to the SENCO.
- 10.5. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

11. Enrichment activities and cultural capital ('It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' National curriculum)

- 11.1. Subject leaders are guided by experts – through CPD or associated schemes-in identifying end points and developing subject knowledge. Examples include: David Weatherly for history and geography, Snap Science by Collins, Wordsmith for English, White Rose and Gareth Metcalfe for maths, Traci Good for online safety, STEM ambassadors for science and computing, 'Picture News' for British Values and so on.
- 11.2. We work closely with the Music Hub, including expert teaching on site for all year groups and the Maths Hub including working groups and Promising Projects (EEF). We are developing associations with subject specialisms such as the D&T association for planning units and Environmental Studies Centre for geography fieldwork.
- 11.3. A qualified librarian ensures our non-fiction includes only books with accurate content; our fiction lends itself to titles children are excited to select and regular investment is used to ensure stock is maintained, along with sets of schemes to support a range of readers (Rapid Reading and Phonic Books).
- 11.4. To ensure all our children have the opportunity to appreciate human creativity and achievement, we allocate experiences to each year group. Examples include: National Holocaust Centre (Y6), Young Shakespeare Company experience (Y6), Outdoor Adventure (Y6), Young Voices (Y5), Studios of Harry Potter / Eden Camp (Y5), Kelham Island (Y4), History Van (Y3 and Y4), Yorkshire Sculpture Park (in 2022 this will be in vertical groups across the school), Magna (all years) and so on.
- 11.5. The school offers pupils a wide range of enrichment opportunities, trips and activities to enhance their academic learning and personal development.
- 11.6. Extra-curricular trips and activities occur outside school hours and can include overnight stays.
- 11.7. All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.
- 11.8. All extra-curricular activities and trips will be planned and executed in accordance with the subject progression maps to be clear what the activity is and why it is being planned.
- 11.9. Examples planned for 2021 2022 include:

- Environmental Studies all year groups (River and fieldwork study, Romans in Chesterfield and Towers Adventure);
- Visit to Creswell Craggs (Stoneage) (Y3),
- History Van experience (Y3 & Y4),
- Kelham Island (Y4)
- Longshaw (Y5),
- Warner Brothers Studios (Y5),
- Whitehall Residential (Y6),
- National Holocaust Museum (Y6),
- Holmebrook Valley Park (Y4 & Y6),
- Sheffield Arena Young Voices (Y6),
- Yorkshire Sculpture Park (Y3),
- Magna (all year groups),
- Derby Open Centre Workshops (all),
- local church visit (Y3),
- Young Shakespeare Company (Y6),
- Theatre in Schools (all),
- various SHAPE Partnership events (all),
- Forest Schooling (Y4)
- STEM Ambassadors (all),
- Live musician experience (all),
- Doodlebug Artist in school (all),
- Wider Opportunities music (all year groups).

The following table highlights our intentions, how we implement those over the key stage and how we measure the impact of our efforts. It is found on our website.

<https://www.brockwell-jun.derbyshire.sch.uk/curriculum-statement/>

INTENT	Mission	In partnership with parents, the whole school will deliver excellence at all levels with a clear mission to be Safe, Smile & Succeed.													
	Aims	SAFE To provide a safe, caring and happy environment where everyone wants to come and give their best, knowing that mistakes are part of the learning journey. To encourage everyone to embrace our values. To promote healthy lifestyles, develop resilience and an awareness of personal safety.				SMILE Plan and deliver an inclusive, challenging curriculum that inspires, generates curiosity and provides opportunities to secure new skills and knowledge. To guide children to make positive choices for learning and development. To provide everyone with the opportunity to become involved in the life of the school and the wider community. To promote partnership between home and school.				SUCCEED To provide effective, innovative staff who are committed to delivering high standards across the school. To be self-motivated to learn – to ensure maximum progress and excellent outcomes so that each child realises their potential. To promote the physical, spiritual, cultural, social and moral development of all pupils. To provide the opportunity for all children to develop the social and academic skills they need for an ever changing life in modern Britain					
IMPLEMENTATION	Values	Be RESPECTFUL			Be HONEST				Be KIND		Be RESPONSIBLE		Be DETERMINED		
	Breadth and Balance	English	Maths	Religious Education	PE/Sport	Geography	History	PSHE / HRE	Science	Music	Design & Technology	Computing	Languages	Art	
	Essential Skills	Social and Collaboration		Embracing Challenge		Improving our own learning		Resilience		Enquiry and Reasoning		Communication and Digital Literacy			
	Cultural Capital	STEM		Visits	Residential	Authors and Rich Texts		Experiences		Forest Schooling	British Values		Community		
	Active Learning	A Growth Mindset		Integrated Technology	Dual Coding		Outdoor Learning		Knowledge Organisers		Inclusion and Equality		Assessment For Learning		
	Learning to Lead	Bronze Ambassadors		Media Crew		Mini Leaders and Club Leaders		School Council		Librarians, Buddy Readers and Reading Ambassadors		Well-being Wonders and Green Team			
	Positive Support	ELSA		Nurture		Interventions		Individual Learning Programmes		Active Playtime		Pupil Champion	After School Clubs		
	Safeguarding	Early Help		Online Safety		Personal Safety Sessions		NSPCC Visits		Pupil Voice	High Attendance		Anti-Bullying		Health & Relationships (HRE)
IMPACT	Outcomes	Social: Children demonstrate our values in learning and behaviour at school. They make good choices for safety and the benefit of the community.				Emotional: Children enjoy the overall school experience and attend well. Parents and carers are happy with the school with high proportions recommending it.				Intellectual: Children consistently achieve well compared with national expectations and make good progress from baseline. Children with SEND achieve the best possible outcomes from starting points.					
	Evaluation	National performance information about progress (IDSR)		Internal Progress Tracking and Pupil Progress Reviews		Monitoring through drop ins, observations and appraisal.		Surveys- Parents, Pupils, Staff	Teacher attendance high as a result of acceptable workload.	Subject reviews – Policy, Progression Map, Planning, Work Scrutiny, Pupil Discussion, Display		External Validation = CEIG, SIP, Cluster, Maths Hub		Governor Monitoring visits and Teaching / Learning Committee	

12. Monitoring and review

- This policy is reviewed as required by the headteacher and the governing board through monitoring visits and Teaching & Learning Committee.
- Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.
- The scheduled review date for this policy is as required.