



Curriculum Policy

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Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Curriculum intent](#)
4. [School ethos and aims](#)
5. [Curriculum Implementation - Organisation and planning](#)
6. [Subjects covered](#)
7. [PSHE](#)
8. [Reporting and assessment](#)
9. [Equal opportunities](#)
10. [Supporting pupils with SEND](#)
11. [Enrichment activities](#)
12. [Strategies for Retrieval](#)
13. [Curriculum Impact - Monitoring and review](#)
14. [Policy review](#)

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.

To achieve our 'Safe, Smile, Succeed' motto, the curriculum – what we teach, why we teach it and how we teach it – has to be top class. To ensure this is maintained we monitor the impact and make ongoing adjustments as the curriculum evolves.

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. Legal framework

1.1.1. 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'

1.2. 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

2. Roles and responsibilities

2.1. 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.

2.2. 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.

2.3. 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.

2.4. 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.

2.5. 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.

3. Curriculum intent

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 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.

4. School ethos and aims

4.1. 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.

4.2. 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.

4.3. **How does the curriculum reflect the school's local context by addressing typical gaps in pupils' knowledge and skills?**

Our school uses a range of events and opportunities for developing a curriculum that remains relevant to our context. These events are;

- Annual SLT Self-Evaluation and INSET training where the school reviews its outcomes and locality data to ensure the curriculum provision matches

need. We ask the key question: What KNOWLEDGE, SKILLS and EXPERIENCES do we think our children should have by the time they leave the school?

- External reviews of the school including governor or local authority evaluations and other sources of information such as collaborative partnerships and Ofsted – this information is filtered into curriculum planning meetings
- Throughout the year staff at all levels attend CPD for subject knowledge which also highlights aspects which our children may not have access to and these are (CPD Records and staff meetings) e.g. CPD through Alliance Learners First
- Curriculum planning meetings termly (staff meeting allocation) where information from pupil progress meetings and formal assessments, external information and CPD information are considered within the planning process.
- When appropriate, analysis with 'Ready to progress' type documents or school progression maps identify priority teaching.

Our school has identified the following areas which are pertinent to our context and opportunities to address these gaps are considered during planning meetings with all staff;

- Pupils on entry to the school have lower than expected levels of independent learning skills. This is evidenced by observation and comparison with cohorts in cluster schools. Achievement in writing as seen in baseline assessments is lower than reading and mathematics.

The curriculum is adapted to include interventions following assessment analysis / pupils progress meetings to boost pupils to reach the expected standard in each school. (MARK analysis, Itrack analysis, English / Maths updates & action plans)

4.4. **How, at all stages of curriculum design, are key stakeholders' views sought and reflected in the plans?**

Our school regularly takes cognisance of key stakeholder's views through a range of opportunities to them to engage with the school. Following consultation, stakeholder views are specifically planned into curriculum planning meetings each term and feedback is filtered into each class and blended with the curriculum offer where links are sophisticated and meaningful.

School Curriculum Link Governors have opportunities to scrutinise and give views of the curriculum during termly monitoring visit.

Governors have opportunity to offer challenge and support during full board and curriculum meetings.

In the past 12 months School Governors have contributed the following things;

- Enrichment within STEM, Support and Challenge for all curriculum subjects, Ensuring all subject areas are well resourced and CPD encouraged.

Parents and carers have opportunities to;

- Answer an annual questionnaire on their views of school and the curriculum (questionnaire)
- Attend parent workshop with opportunities to raise questions, and receive information about the school's curriculum (See May News 2022 re SRE invitation)
- Complete a questionnaire: What KNOWLEDGE, SKILLS and EXPERIENCES do we think our children should have by the time they leave the school?
- Are able to raise specific questions annually during parents' evenings as to their view of the curriculum

In the past 12 months parents and carers have contributed the following things;

- SRE feedback
- Doodle maths feedback
- Surveys for enrichment eh Warner Harry Potter Visit & Swimming
- Comments through SeeSaw
- STEM Makerspace Workshop and Online Safety Workshop

Pupils have opportunities to;

- Engage in an annual assembly where pupils are asked the key question: What KNOWLEDGE, SKILLS and EXPERIENCES do you think you should have by the time they leave the school?
- Answer an annual questionnaire on their view of the school, including curriculum (questionnaire) in addition to any subject specific questionnaires.
- When Curriculum News is being reviewed, pupils are given information about the following term's learning challenges and asked their views. These inform planning where relevant.
- Pupils are given opportunities to select a range of ways of completing homework tasks linked to their interests and preferences and this is brought into the rest of the curriculum where appropriate.

In the past 12 months pupils have contributed the following things;

- Individual projects on Seesaw and displayed eg Y6 Great Exhibition
- Selection of books to best support learning challenges
- Skills analysis on Seesaw
- Use of outside space for reflection and relaxation
- Survey to evaluate Doodle and subjects eg Science, Sport and Humanities

4.5. **How is reading prioritised to allow pupils to access the full curriculum offer?**

The school considers very carefully the provision for reading both in discrete teaching sessions, across and beyond the curriculum.

The formal teaching of reading is carefully planned and delivered across the school. Speaking and listening, phonics and daily reading sessions allow pupils to progress through the relevant frameworks gaining the essential skills and knowledge required to be proficient readers. (Reading Policy).

The school has invested well in resources to support the provision of reading both in terms of general resources and specific teaching and intervention resources. The resources the school currently purchases to support the prioritisation of reading are;

- Read, Write Inc. Phonics Scheme including Fresh Start
- Expert checked physical reading scheme banded for all stages and following directly from infant partner scheme.
- Rapids and Phonic Readers intervention
- Whole Class Reading sets with a focus on VIPERS skills
- Upgrade to all non-fiction library books and those selected to support learning challenges
- Book Trust 'Letterbox' for Pupil Premium Plus
- Word Smith online books and associated activities

Additionally, the school has defined the core reading it wishes pupils to experience linked to the reading curriculum and cross curricular themes. These core reading experiences are blended into the curriculum map. (Reading progression map)

Training and induction for staff includes Talk 4 Reading, Talk 4 Writing, Read, Write Inc and phonic awareness, Inference training (DCC)

4.6. **How does the curriculum equip pupils with the cultural capital they need to succeed in life?**

The school has created a vision and values that align with the cultural capital our children need to succeed in life. These aspirations form a key part of evaluation with stakeholders and planning activities with teachers. It is evident in the curriculum provision, the role modelling of staff and behaviour of our pupils that cultural capital is an embedded feature of the work of the school.

The assessment of opportunities for embedding cultural capital is identified in our knowledge progression maps where we introduce them to '*the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.*' (Knowledge Progression Map).

Cultural capital is also specifically considered during curriculum planning meetings.

For further information, [follow the link on our website here](#).

4.7. **How does learning connect to real world issues locally, nationally and globally?**

Throughout the curriculum real world issues are considered as each topic is planned.

Teachers and leaders scan the horizon and interweave local, national and global issues into teaching sequences, standalone events and whole school opportunities such as assemblies and fundraising.

Over the past twelve months pupils have had the opportunity to engage in real world issues in the following ways;

- **Local:** Community Park Design, Chesterfield in Bloom, Young Voices, Garden Design, Road Safety, Charity Events e.g. Race for Life
- **National:** Jubilee Reflection & Celebration, Council Elections,
- **Global:** Climate change (Path of Hope), Holocaust Remembrance, Conflict, Pandemic response.

4.8. **How does the school's curriculum set out the knowledge and skills that pupils will gain at each stage – 'intent'**

The school maps out the key concepts for each subject they intend pupils to learn and this forms the framework in which knowledge and skills are matched at the appropriate stage. The key concepts are linked to the school's desire to instil cultural capital in pupils and achieve its overall motto of 'Working Together to be Safe, Smile and Succeed'. This is all documented in a concept roadmap for each subject. (Concept progression map)

Concepts are revisited as part of the school's retrieval strategy and also recapped in the design of the knowledge organisers used at the beginning of each topic. This allows pupils to **accommodate the forgetting curve** and ensures that once they have been taught and understood concepts, they are not disregarded. (**Retrieval Strategies** / knowledge organisers)

The school has mapped out the progression of knowledge/skills for each subject and each year group. This is referred to by leaders when creating curriculum overviews and staff when ensuring planning matches knowledge requirements during curriculum planning meetings and activity. (Knowledge progression map)

The curriculum provision is mapped out in an overview for each year group with the concepts, knowledge, skills, reading and cultural capital progression. ([Curriculum overviews](#))

4.9. **How does the curriculum remain as broad as possible for as long as possible and how are pupils able to study a strong academic core of subjects?**

The school is following the National Curriculum in its entirety and the school is committed to providing a broad and balanced curriculum. The timetable is organised to allow access to all subjects and pupils have the opportunity to explore each subject in sufficient depth.

Gaps in the curriculum are identified through review year group team discussions at the end of each learning challenge. Staff are asked to evaluate if pupils have acquired the skills, knowledge and cultural capital from the subject taught and any areas for further focus are identified and included in the next relevant curriculum planning meeting.

Preparation for end of key stage assessment is organised in such a way as to not have a negative impact on pupils' curriculum experience. From February half term teachers adapt their lesson to allow pupils to be comfortable with test situations and allow them to identify and fill knowledge gaps in relation to statutory assessments. During this time, pupils still have access to all subjects.

5. CURRICULUM IMPLEMENTATION - Organisation and planning

5.1. The curriculum is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills – 'implementation' **How does the school's teaching and learning strategy ensure the vast majority of provision is effective?**

5.2. 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.

5.3. 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 or after school tuition.

5.4. Subjects are taught discreetly. However, meaningful cross curricular links are made whenever appropriate. Children are hooked at the start of their learning by a memorable stimulus before learning challenges further develop curiosity and core skills. Whole class books for a key learning challenge inspire the writing process – 'Hook and a Book' – and often have links to other curriculum areas, especially humanities and personal development. Humanities, Art, RE and Science are driven by a Learning Challenge Curriculum. Opportunities to develop personal and social skills through physical exercise and exploration

are a routine feature of the curriculum. ELSA (Emotional Literacy) and STEM also provide innovative and supportive aspects of the curriculum.

5.5. 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.

5.6. Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic, along with a range of retrieval strategies to encourage the securing of knowledge and understanding in the long term memory.

5.7. 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 Assistants 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

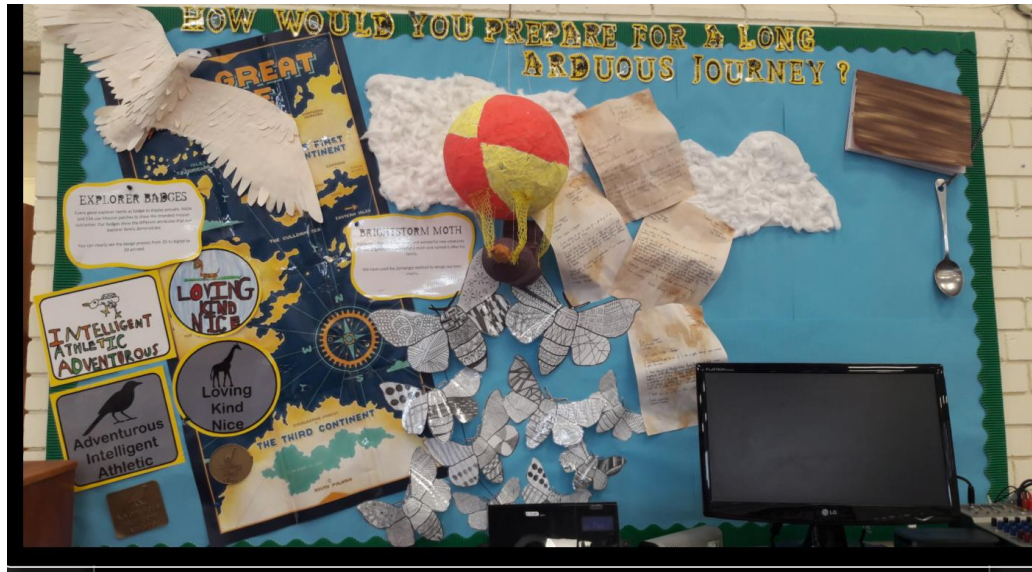
5.8. Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils,

5.9. Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.

5.10. A full list of subjects covered in school can be found in this policy.

- 5.11. Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.
- 5.12. 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.
- 5.13. 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.**
- 5.14. 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.
- 5.15. 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').
- 5.16. Any difficulties identified will be addressed at the outset of work.
- 5.17. 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.
- 5.18. 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 *Littlenose* 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 differences

British values

Charity and Money Matters

- 7.3. All provisions made regarding PSHE and RSE lessons will be made in line with the school's PSHE / RSE 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					
	Values	Be RESPECTFUL			Be HONEST				Be KIND		Be RESPONSIBLE		Be DETERMINED	
IMPLEMENTATION	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	
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. Strategies for Retrieval and learning

'Practice and elaboration tasks: select and categorise content/organise coherently/integrate with existing knowledge. (Fiorella and Mayer 2015)

Teachers are signposted to A.Beresford Pupil Book Study and generative strategies for retrieval and learning.

Structured discussion, retrieval and recall explanations through drawing and mapping, 'Just Two Things', summarising and self-testing or low threat quizzing are all expanded upon in more detail.

13. CURRICULUM IMPACT

The progress that pupils are making in terms of knowing more, remembering more and being able to do more is evident through evaluation of provision – 'impact'

A cycle of subject monitoring is planned for so each subject is reviewed every two years. This includes an audit, data analysis, book study, pupil surveys, lesson visits and progression scrutiny.

Term	Curriculum Focus	Curriculum Focus
	Cycle 1 2021-2022	Cycle 2 2021-2022
Autumn 1	Geography *	Maths/English
Autumn 2	Maths/English	PSHE/RE
Spring 1	History	D&T/Computing
Spring 2	Science	Languages
Summer 1	Art	Music
Summer 2	PE	TBC

Brockwell Junior School Monitoring & Evaluation Schedule | 2021-2022

Monitoring & Evaluation dates
The aim of each review is to more fully understand the strengths and weaknesses of each subject/ area across the school and to target support for improvement following the review.

Book Scrutiny - Implementation (JC, EC, CH) 22nd Sep and 15th December 7th Jan 29th April 28th June
: Is baseline assessment evident?
How effective are tools to implement the curriculum – Learning objectives, Knowledge Organisers, learning goals, targets, labels etc.? Is learning committed to long term memory?

2021 – 2022 Monitoring & Evaluation

Phonics/ Reading curriculum review (CH, EC 8th to 15th Oct 2021) and 14th March 2022, 22nd June
: How well is the curriculum designed? Subject leader discussion – Emma / Julie / Catherine
: How well is the curriculum implemented? Hearing pupils read
: What is the impact of the curriculum? Discussion with pupils (love of reading) SURVEY

Assessment week 11th October 2021 – ALL

Geography curriculum review (HS, CH, SIP, CD) Nov 2021 – Review on 3 11 2021
: How well is the curriculum designed? Subject leader discussion – Hayley, Catherine D
: How well is the curriculum implemented? Learning walks – HS, CH, SIP
: What is the impact of the curriculum? Data and pupil discussion – CH, EC

Maths & English LESSON VISITS (CH, DC, S – 12th November 2021 2nd to 4th Feb and 26th to 28th April 13th to 17th June
: How well is the curriculum designed? Subject leader discussion – Catherine, Hayley
: How well is the curriculum implemented? Lesson visits and pupil discussion
: What is the impact of the curriculum? Discussion with pupils / data analysis / NARF analysis
: How effective is the curriculum? Discussion with staff

Assessment week Y6 29 Nov-3 Dec – ALL

Writing curriculum review (CH, EC) 24-26 Jan 2022, and 10th and 11th March and 29th and 30th June
: What do we need to follow up from the previous curriculum review? – Emma, Catherine
: How well is the curriculum implemented? Learning walk, Scrutiny of lesson, books and portfolio
: What is the impact of the curriculum? progress in writing / data analysis/moderation
: How effective is the curriculum? Discussion with staff

History curriculum review (LCH, HS, CD, SIP) 1st -9 Feb 2022
: What do we need to follow up from the previous curriculum review? – Catherine, Hayley
: How well is the curriculum implemented? Learning walk – into classes
: How well is the curriculum implemented? Book look
: What is the impact of the curriculum? Discussion with pupils
: How effective is the curriculum? Discussion with staff – data analysis – Seesaw case study

Science curriculum review (WB, CH, SIP, DC, S, 21, 22, 23rd March 2022
: How well are the science being implemented – subject leader discussions – Wil, Dan,
: How well are the curricular implemented? Book look
: How well are the curricular implemented? Pupil discussion with books
: What is the impact of the foundation subject curricula? Assessment evidence/ pupil discussion

Art Curriculum Review (CH, JE) 23rd May 2022
: What do we need to follow up from the previous review? – Jo
: How well is the curriculum implemented? Learning walks
: What is the impact of the curriculum? pupil discussion, display, Seesaw

Assessment week 7th March 2022 – ALL, and SATS 9th May

Music curriculum review (JS, CH), 4-6 April 2022 – Review since previous update and implementation of wider opportunities
: What is the impact of the implemented curriculum? Discussion with pupils/ Seesaw
: How effective is the curriculum? Discussion with staff/children

Assessment week 20-24 June 2022 TBC, AND YEAR 4 TIMES TABLES FROM 6th JUNE
SIT SELF EVALUATION – 6th July 2022

2021 – 2022 Monitoring & Evaluation

This consists of an initial meeting with the Senior Leadership Team and Subject Leader to audit the subject (Using 'auditing the intent, implementation and impact of the XXX Curriculum proforma). The subject leader then used the **Pupil Book Study approach** to evaluating and recording monitoring of the subject. Through this process priorities are identified and actions planned.

Date	Year 3	Year 4	Year 5	Year 6
STRUCTURE	Content and knowledge			
	Teaching Sequence			
	Vocabulary			
PARTICIPATION	Explanation & Modelling			
	Tasks			
	Questioning & Retrieval			
	Feedback			
Strengths				
Limitations				
Priority 1		Priority 2	Priority 3	

An external leader is invited to review the subject alongside the subject leader / curriculum team and this is likely to be a school improvement partner or leader from our cluster group or school alliance.

Each term, a link governor meets with the subject lead to monitor actions offering support and challenge. All governors feed their summary to the main governing board.

Subject Leaders also maintain a monitoring proforma and are allocated time throughout the year to monitor the quality of provision and impact of the curriculum.

In addition, lesson visits and lesson observations take place each term to support quality assurance, appraisal and school improvement.

As the pandemic moves to a new 'Living with Covid' phase, the collaboration of cluster schools is re-enabled. This will result in a cluster wide timetable for subject review which includes interviews with leaders, staff and pupils, work scrutiny and the result of learning walks. The advantage of the cluster timetable is that schools can share their reviews, support each other with peer reviews and actions and there can be, where useful, a cluster level view of actions required meaning that collaborative work can benefit all schools.

The review timetable groups subjects into faculty areas with the exception of PE and MFL.

Most subjects are reviewed on a biannual basis but in the first year of operation there will be a review of all subjects wherever possible. Some subjects may be asked to review work that hasn't, as yet, been taught under the new curriculum provision or in line with the school's intent. During reviews this will be taken into account by leaders.

14. 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.