



# Curriculum Policy 2023

## Our Values

### Mission Statement

**We are a Church school and through our distinct Christian values we enrich the lives of our children and create an environment where there is opportunity to "Let Your Light Shine" (Mathew 5:16)**

**Our values are brought to life through our Love of Learning; our Faith; our Respect and our Partnerships.**

**Love of Learning** - We provide an inclusive, meaningful, enjoyable curriculum to inspire and encourage pupils to reach their full potential. We nurture the social and emotional development of all our pupils and teach them how to stay safe and lead healthy lives. We develop their confidence and independence and encourage them to question and reason rationally.

**Faith** - We are proud to be a Church of England School. We promote the values and beliefs of the Christian faith whilst respecting and celebrating the beliefs and cultures of others.

**Respect** - We develop each child's sense of self-worth as well as their sense of responsibility. We encourage children to value diversity and the wonder of creation.

**Partnerships** - We work together with our families, the Church and the local and wider community, valuing their support.

HEADTEACHER: Mr Chris Burman

CHAIR OF GOVERNORS: Mrs Sue Owen

This policy is reviewed 3-yearly by the Local Governing Body (LGB).

Policy reviewed by the LGB

September 2023

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### 1. Curriculum aims

**At Brent Knoll Primary, we aim to provide the children with a curriculum that is broad, well balanced and above all stimulates the children to learn.** In addition to acquiring skills and knowledge, we aim to help the children to grow in confidence and maturity so that they can become aspiring, life-long learners who will be successful in the ever-changing world. We aim to provide the children with real life and practical experiences, alongside a wide range of visits, visitors and extra-curricular activities.

**We place much value on our rights and responsibilities as well as British Values.** PSHE and Citizenship are integrated into our curriculum to ensure children are prepared for life in modern day Britain. We follow the Jigsaw scheme for this part of our work. The Jigsaw themes also aim to ensure children develop their social and emotional aspects of learning. We also work on deepening our understanding of multi-cultural themes, global learning, anti-bullying and, as mentioned, rights and responsibilities, which include a democratic voting system for the School Council.

**Reading and phonics underpin children's learning when they join Brent Knoll.** We use the 'Letters and Sounds' programme to teach phonics, which is started as soon as the children start their days in Reception. We use various schemes to support reading in school as detailed below, but all books from different resource

providers are 'banded' so it is clear at which level the children are. We encourage parents and carers to support us in their children's learning and love of reading. A reading diary is given to every child so progress and comments can be recorded throughout the year.

**At Brent Knoll Primary School, we place great emphasis on English and maths as these underpin many of the other aspects of the taught curriculum.**

However, the foundation subjects are also very important and the skills and knowledge content of these subjects are taught both discretely as well as in cross-curricular work. We carefully choose our topics so that the children's engagement in their learning remains strong and eager. We encourage the highest standard of writing wherever it takes place. Language is developed further in Key Stage 2 when French is begun to be taught, not only because this is continued in our local secondary schools, but as an example of the richness and variety of languages that can be found across the world. We have specialist teachers who ensure our children get the best provision possible in PE and Music. We also offer Forest School and a wide range of after school clubs, as well as engage in various competitive sports fixtures. Teachers are also subject leaders and each one has a role in providing their part in a broad and balanced curriculum in which every subject, with its own range of skills and knowledge, has an important role to play.

**For children who have extra needs or who do not make expected progress, the school works on providing interventions and support wherever it can.** The school's SENDCo works with staff to provide meaningful and efficient provision. Similarly, children who are in receipt of Pupil Premium funding are tracked and supported to ensure they make as good, if not better, progress than their peers. The Local Governing Body, as well as The Wessex Learning Trust, monitors the progress of the vulnerable groups.

**When children leave Brent Knoll Primary at the end of Year 6, they should be equipped with the full range of skills that enables them to become successful in the next phase of their learning journey and towards being lifelong learners.**

## **2. 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](#).

This policy complies with our funding agreement and articles of association.

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 local governing board (LGB) 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
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- 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 on 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 members of staff, with subject leadership responsibilities, will ensure that the school curriculum is implemented in accordance with this policy.

## **4. Organisation and planning**

**The school follows the 2013 National Curriculum, which comprises the core subjects of English, Mathematics and Science.** There is also a range of what are known as the 'foundation subjects' and these comprise History, Geography, Design and Technology, Art and Design, Music, Physical Education (PE) and Computing. The teaching of Religious Education is statutory in all schools and at Brent Knoll Primary we follow the Somerset Agreed Syllabus.

Teachers frequently, but not always, plan to link units of work across different subjects. English writing, for example, is often used a means to write about what

is learnt in History, Geography and Science. Similarly, the teaching of reading is also linked to other subjects that bear relevance to the children.

The school is very aware of its local surroundings and some units of work are very much linked to the local environment. There is much to be made of children learning by seeing and understanding what is around them, outside of the school. The local church and woodlands on the Knoll are particularly good sources for learning.

As a church school, there is much importance set on personal development. The school follows the Jigsaw Curriculum, which incorporates how we teach personal, social and health education, including Relationships Education, the guidance for which is set out on the document, linked below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Planning needs to be relevant to teaching and as a tool to record what has been taught and learnt. Planning is divided into long term overviews, which ensure the skills and knowledge of each subject are covered and are progressive in nature. There is also planning for each unit of work to show that particular learning objectives are covered and as a format for making assessment notes. Subject leaders have time each term to monitor planning and to ensure it covers the required learning of skills and knowledge, making progression across the key stages.

Subject leaders support other staff with the organisation and supply of resources. Many resources are found online and these are shared in staff meetings and elsewhere. The school also maintains its stock of books by supporting the Resources For learning (R4L) library. Subject leaders may also attend training and other meetings in order to access resources for their subjects. All subject leaders can use staff meeting time to disseminate information on resources.

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

## **5. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- 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 statement of equality information and objectives, and in our SEN policy and information report.

## **6. Monitoring arrangements**

Governors and School Improvement Advisor monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through monitoring visits and reports and through discussions and work scrutinisation in governor meetings. The chair of governors has regular meetings with the head.

Subject leaders monitor the way their subject is taught throughout the school by having time for planning scrutinies, learning walks, book scrutinies, etc. Subject leaders have responsibility for monitoring the way in which resources are stored and managed.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy and information report

## ➤ Equality information and objectives