



Headteacher: Mr Matthew Mander

Our School Curriculum

Our Curriculum Intent – What Do We Want Our Curriculum To Do ?

We want our curriculum to deliver the full breadth of the National Curriculum whilst adding deep, enriching learning experiences the children will remember.

We want our curriculum to inspire a love of learning and enable all our children to find their passions and potential.

We want our curriculum to deliver the **knowledge, understanding** and **skills** necessary to achieve that potential now, and in the future.

Following consultation with children, parents and staff, our Curriculum is under-pinned by a series of **ambitious academic and pastoral aims**, designed to meet the contextual needs of our children and for them all to know more, understand more and be able to do more by the time they move on to the next stage of their education.

LEARN: Academic Aims

- high standards of attainment and progress in reading, writing and maths so that children are fully prepared for the next stage of their education
- ambitious teaching and learning provision in all curriculum subjects to enable children to find their passion and potential
- teaching and learning pedagogy that develops children's long-term memory enabling them to retain, recall, transfer and apply their knowledge, understanding and skills to a range of contexts independently

GROW: Pastoral Aims

- grow independence: children develop resilience, determination, fearlessness to become confident, self-reliant and responsible individuals
- contribute to communities: children develop an understanding of their school, local, national and international communities and how they and others contribute to them
- promote physical and mental health: children understand how to maintain good physical and mental health and the benefits of doing so

Our Curriculum Implementation – How Do We Achieve What We Want ?

We implement the full breadth of the National Curriculum enriched with carefully planned learning experiences that reflect our core academic and pastoral drivers. We employ specialist MFL and music teachers to their knowledge, skill and passion to enhance the learning for children.

We have designed what our children need to know, understand and be able to do in each of the National Curriculum subjects with "end points" for each year group, ensuring continuity and progression of learning throughout the school.

We have structured enrichment opportunities throughout each topic, in each year group, to achieve our Pastoral Aims as well as vocabulary development and planned opportunities to reinforce reading and writing teaching through cross curricular writing.

Staff train and conduct paired action-research projects to develop their professional understanding of best pedagogical teaching and learning practice and how they can be applied to our setting to improve outcomes for all children.

Staff continually reflect and adapt provision to meet the needs of all children.

We place an emphasis on meaningful and relevant outdoor learning experiences throughout all year groups from Nursery to Year Six.

Our Curriculum Impact – How Do We Know If It Has Been Achieved ?

The impact of our school curriculum can be measured in several ways of which only one is success in National Tests – we want our children to be safe, happy, confident learners, well prepared for life.

"A successful curriculum should be measured by how well the knowledge and skills delivered enable the children to unlock their potential. Not every child will retain everything that they are taught and neither will they master every skill but they will connect with an experience and develop a passion that would not have been possible without a carefully structured and considered curriculum."

Reading, Writing and Maths

We undertake Pupil Progress Meetings half-termly as an SLT with each class teacher. Achievement data from the school tracking system is analysed, discussed and “next step” actions identified to improve outcomes for all children. Key outcomes for each meeting are:

- What's going well - who's making expected progress – why? – share evidence
- What's not going well - who's not making expected progress – stuck, falling behind – why?
- What are we doing about it? What impact is current intervention having? What are the next steps?
- What actions can be taken to support these learners? This might involve discussion of attendance, punctuality, social and emotional aspects of learning, the quality of teaching, planning, marking, deployment of adults in the classroom, the impact of intervention programmes, the conditions for learning ... What can be done differently?
- What do staff need to enable this – training requirements/resources/time/support?
- Who's on track to meet minimum age related end of year expectations?
- Who's on track to make minimum expected progress?
- What's the “gap”, how much is it reasonable to expect it to “close” by the end of the year and what actions are necessary to achieve this?

KS1 Phonics and KS2 Spelling

We undertake phonic assessments every six weeks for KS1 children following the Read Write Inc Phonic Scheme:

- children's progress through the scheme is tracked
- children are re-grouped by need/next steps and adults deployed accordingly
- children requiring additional support are identified and phonic interventions timetabled
- children requiring additional support with developing reading fluency are identified and timetabled with 1:1 reading provision
- home learning packs are issued for parents to engage with and support at home
- all provision is reviewed and amended every six weeks

We undertake spelling assessments half-termly:

- children are tested on spelling patterns/rules and common high frequency words form the half-term's teaching in a KS2 SAT format
- results are logged and tracked
- areas of weakness/next steps identified and used to inform planning for next half-term including on-going testing and focus during writing sessions across the curriculum
- children requiring additional support are identified and interventions put in place
- Areas of weakness/next steps recorded in Spelling Logs for parents to engage with and support at home

All Other Curriculum Subjects

We undertake Collaborative Curriculum Review meetings at the end of each half-term's topic. This process of self-evaluation uses a range of criteria to establish outcomes the children have achieved as a result of the curriculum they

have received. We make judgements as to whether they know more, understand more and can do more than when they started each topic/half-term, and we identify actions for the following half-term to further improve the impact of our school curriculum on outcomes for all our children. [The criteria we use for this review can be found here.](#)

An overview of other aspects of our School Curriculum “impact” can be seen below:

Above National Average figures for Year 1 Phonic Screening results for 3 out of 4 years	Brockhampton Passport of Primary School experiences	Good behaviour in and out of school – providers regularly comment positively on our children’s attitudes and conduct	Weekly opportunities for outdoor learning experiences to develop social skills, resilience, problem solving	Positive attitudes to learning with high levels of participation in lessons and a growing understanding of learning opportunities presented by “failure”
Response to Twitter feeds and Instagram posts #drivers	Thriving links with local charities and organisations as part of pastoral drivers	Above National Average KS2 Reading results for 3 out of 4 years	Specialist coaches contribute to variety of after school sports clubs: tag rugby, archery, fencing	School Council regularly contribute to policy writing for safeguarding and behaviour
Specialist teachers deliver music and Modern Foreign Language teaching as well as after school clubs: French, music, choir, drumming	Retention and recruitment of talented, committed staff	Improved children’s and parent voice outcomes via questionnaires	Thrive embedded as part of a graduated approach to children’s social and emotional development providing support and progress for children and families	Pupil Progress Meetings that impact on children’s learning