

Curriculum Policy

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| Ratified by Governors: |  |
| Date for review: |  |
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Our Intent:

**Nature, Nurture, Knowledge**

**“There are two gifts we should give our children: One is roots, the other is wings”**

**We believe that every child is special and we give children the confidence and knowledge to dream big. We inspire children to be passionately curious and engage with the physical world around them. To see and explore the beauty of the community in which they live, enabling them to understand the impact that they can have on the world around them. Children leave us with the confidence and the belief that they can achieve their dreams.**

**The threads that bond our curriculum together are….**

* **Rich experiences of vocabulary**
* **A nurturing environment**
* **Equality and diversity**
* **Nature**

**Whilst benefiting from being part of a big city, Broomhill has beautiful natural spaces like Eastwood Farm and Nightingale Woods and our school has an abundance of nature on site. Through our Forest Schools programme, we encourage our children to explore, learn from, and look after these magical spaces within the school and community. We recognise the increased need for specialist teaching and learning in Broomhill and are proud to open our new Special Educational Needs & Disability classroom in 2020. Our children care for each other and the natural world and being exposed to a range of learning needs, enriches their emotional and social development so that they celebrate and learn from differences. We have high expectations for our children, for behaviour and for learning. Our carefully planned curriculum has ensured that achievement has risen. Our results at the end of the Reception year and Year 2 have improved to be in line with the national average. Children’s well being is at the heart of everything that we do and the curriculum is designed to develop them spiritually, morally , socially and culturally.**

Our Curriculum

Our curriculum encompasses everything that we do in school to promote learning, whether that be academic, social or personal growth. As a school with nurture at its heart, we build relationships with our children in order to explore their interests and discover how best to teach them and navigate them through their Early years. Our commitment to continuous and enhanced provision throughout the school, allows children to be independent in their learning, consolidating knowledge and skills that have been modelled by teachers. Ongoing work with the Junior school ensures that the Curriculum flows from Nursery to Year 6. When we talk about Curriculum, we are referring to the requirements of the National Curriculum but also the ‘hidden curriculum’; The behaviours that children learn through being in a safe place and seeing trusted adults model key values; The diverse school community that places inclusion at its heart and allows children to value each individual; The huge range of extra-curricular experiences that build cultural capital and reflect our school and local community. Through our States of Being, we give children purpose in their learning and our Elli characters allow them to explore and explain learning behaviours.

School Values

Our school values help to form positive learning characteristics, healthy relationships and are essential for personal development. They help us to define our shared objectives, intertwined in all we do.

We are **curious**

We ask questions and explore to find out more.

We show **respect**

We treat each other with care and kindness.

We are **dedicated**

We want to learn.

We are **Broomhill**

We come together to reach shared goals.

Aims and Objectives

The EYFS and National Curriculum provide a structure around which teachers plan exciting lessons that are meaningful to the children and reflect their interests.

In Early Years (Nursery and Reception), the teachers use a ‘In the moment’ planning process, carefully considering the indoor and outdoor environment and resources and planning next steps in learning for individuals based on their interests. Children move freely between the indoor and outdoor space, utilising continuous provision and the natural world to help them learn.

In KS1, the National Curriculum is a starting point on which to develop meaningful learning experiences that can be practised independently through continuous and enhanced provision.

In Blossoms (SEND BASE), each individual child is planned for, allowing them to access the EYFS or National curriculum through continuous provision and play based activities. Carefully tailored interventions, such as Rebound therapy or Attention Autism, are used to give children the skills to learn.

The aims of our curriculum at Broomhill Infants are to enable children to:

* be motivated and engaged in learning
* have high expectations for their own learning and behaviour
* reflect and improve, being receptive to learning and developing
* become independent learners, who enjoy learning, cope with challenge and change
* be free to make their own choices
* be confident and resilient
* be able to collaborate and co-operate with others
* have enquiring minds that enjoy solving problems

Personal attributes

Our holistic approaches:

* develop a sense of responsibility and respect towards themselves, others and their surroundings
* ensure children are happy, secure, confident, resilient and helpful individuals
* give every child a sense of identity and feeling of being valued as an individual
* develop tolerance of others, being able to make a positive contribution to society
* become internationally aware
* develop a moral sense
* develop themselves in mind, body and spirit
* help to learn how to keep themselves and others safe, and the importance of maintaining a healthy, sustainable life style

Organisation and Planning

Our ‘Progression of Skills’ documents for each curriculum subject ensure that teachers are clear about how skills and knowledge progress from Nursery to Year 2 and then on into the Junior school. Prior learning is used as a starting point and the end point will provide the foundation for the next step.

Long term maps have been created to ensure that all skills and knowledge are covered, skills and progression can be seen throughout the school in any given term and vocabulary is clear and consistent. Teachers must use the skills, knowledge and vocabulary to plan Topics and lessons that are tailored to the class and children’s interests, ignite teachers passion to teach and take into account current events in children’s lives.

Medium Term Plans show the key skills and vocabulary for the term and how they will be delivered through a given Topic. In KS1, individual subjects have a five point process that starts with prior learning, builds new skills and knowledge and ends with activities that show what children have learnt.

Termly planners set out key questions that the children will be able to answer by the end of the Term. The questions are based around the key skills and knowledge for that term. Parents are sent a copy so that they can talk about and enhance learning at home.

Weekly plans show learning intentions and key vocabulary for each session and ensure that all areas of the medium term plan are covered.

Curriculum Subjects

Core Subjects – Reading, Maths, Writing, Science

See individual policy

Geography

Teachers use the local community and the city of Bristol to teach children about location, place, human and physical Geography using fieldwork skills. Teachers use the long term plans. Geography fieldwork skills are used for children to observe, explore and document the world around them. Geography skills will be covered each long term and the term ‘Geographer’ are used throughout all Geography learning.

History

Teachers use Historical enquiry skills along with a variety of sources to find out about historical figures and events that link to our local area and national events. Trips and visitors will be used to bring History to life. History skills will be covered every long term and the term ‘Historian’ are used throughout all History learning.

PE

Teachers use the ‘Leap into Life’ PE scheme. The scheme ensures progression from Nursery to Year 2. PE lessons should be active and engaging and children use the hall, playground and Junior field. All PE sessions will start with a warm up. The term ‘Athlete’ are used throughout all PE learning.

Art

Teachers will use real Artists as a starting point for introducing new skills. Children are encouraged to comment on existing art work and use it as inspiration for their own work. Art skills are taught by teachers and then developed through continuous provision. High quality resources are always available. The term ‘Artist’ are used throughout all Art learning.

DT

DT skills are covered through Tinkering Tuesday events. Each Term children will work together to solve a problem; planning, designing, making and evaluating. Cooking skills are taught termly as part of class Topics. The terms ‘Designer and Engineer’ are used throughout DT learning.

Music

Music is taught using the ‘Charanga’ scheme of work from Reception to Year 2. Music is taught every week in Year 1 and Year 2. Children get opportunities to listen to different genres of music and play instruments. Singing assemblies are held every week and children are given many opportunities to perform. The term ‘Musician’ is used throughout Music learning.

Computing

Computing is taught using the Purple Mash scheme of work. Computing is taught every long term. Children can access the Purple Mash resources at home and reinforce the learning at school. Children have access to computers and ipads every day in each classroom.

PSHE

PSHE is taught using the ‘Jigsaw’ scheme of work. PSHE lessons are taught every week. Teachers will always tackle any issues that arise and use circle-times and other techniques to address these. PSHE themes are reflected in the assemblies for KS1 each week.

RE

RE is taught using the ‘Discovery RE’ scheme of work. RE is taught each term in KS1. Teachers will teach children about religious celebrations throughout the year, ensuring that any religious group represented in the class is explored and celebrated. The term ‘Philosopher’ is used when thinking about and discussing religion.

Subject Leaders

The role of the subject leader is to:

• provide a strategic lead and direction for the subject;

• support and offer advice to colleagues on issues related to the subject;

• monitor pupil progress in that subject area;

• provide efficient resource management for the subject.

The school gives Core subject leaders weekly non-contact time, so that they can carry out the necessary duties involved with their role. Foundation subject leaders are given time each term to monitor their subject. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the EYFS and National Curriculum, learning intentions are clear and that progression is planned into medium term plans and lesson sequences and can be seen in books, floor books and on Tapestry. Subject leaders work with their counterparts at the Junior school to try and ensure curriculum cohesion and plan enrichment events.

Monitoring and Assessment

Tapestry is used across the school to capture key moments in children’s learning. This allows subject leaders to monitor teaching and learning for their subject. Floor books are used to evidence how Year groups have answered their key enquiry questions. In KS1, books are used to show progress in Maths and Writing.

At the end of the Autumn, Spring and Summer term, children complete summative assessments for Maths and Reading to reinforce teacher judgments. Phonics is assessed regularly so that any gaps can be addressed.

Insight is used to track and assess pupil progress in all subjects. Teachers input assessments at the end of every long term. Subject leaders can then track groups who are working below the expected standard and ensure that interventions are put in place.

Wall displays are monitored and will always reflect what children are learning that week. The curriculum display reflects the learning journey through the Term and provides another tool for Subject leaders to monitor teaching and learning.

Subject leaders will complete monitoring forms that celebrate success as well as highlight key development points. Teachers will be given feedback which they are expected to respond to. Development points will be followed up by Subject leaders.

Link Governors meet with subject leaders regularly to ensure that a good quality of education is being provided in all subjects. They question and challenge to ensure rigor and high expectations and feedback to the rest of the Governing body.