



Curriculum Policy Brickhouse Primary School

Introduction

At Brickhouse Primary we believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore and the time to have fun. We are proud to use the National Curriculum as a starting point for a wide and varied learning experience for our children. We enrich it by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged. We are continually reviewing and improving the curriculum we offer to our children. The curriculum at Brickhouse is evolving according to the needs of our children and to the aspirations of the staff and community.

Values

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school. We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own. We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through What's Coming Up leaflets, homework and Inspire workshops, and are positively encouraged to become involved.

Aims and Objectives

The aims of our school curriculum are:

- To enable all children to understand that they are all successful learners.
- To enable children to understand the skills and attributes needed to be a successful learner.
- To enable children to develop their own personal interests.
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- To teach children the skills and creativeness of the whole curriculum.
- To enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style.
- To teach children about their developing world, including how their environment and society have changed over time;
- To help children understand Britain's cultural heritage;
- To enable children to be positive citizens in society and to feel that they can make a difference;
- To enable children to understand and respect other cultures, including learning another language in Key Stage 2;
- To fulfil all the requirements of the National Curriculum and the Locally Agreed syllabus for Religious Education;
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and high self-esteem. and to be able to live and work co-operatively with others;
- To enable children to be active and take responsibility for their own health;
- To enable a child to play a musical instrument;
- To enable children to be passionate about what they believe in and to develop their own thinking;
- To enable children to ask questions and take risks.
- To enable children to develop their intellect including their emotional development.

Organisation and Planning

We plan our curriculum in three phases. Each Year group develops an annual overview of content. This indicates what topics / themes are to be taught in each term. Each topic is based on History, Geography or Science. With our medium-term plans, we give clear guidance on the objectives to be integrated throughout each topic. We take our tracker statements for all subjects directly from the statutory documents, and additionally integrate more year group specific statements. Topics are built around “The Big Question”; something to answer regarding that theme. Enquiry based learning then ensures children can identify their own smaller questions to answer, and during the sessions will be able to answer these. Our short-term plans are followed on a weekly basis and the theme ends with a celebratory event for the children.

Music, RE, PE, MFL, Science and Computing are taught in standalone lessons, which are built to fit in with the main theme where possible. History, Geography, Art and DT are taught within the topic lesson. Year 5 and Year 6 attend swimming lessons during the autumn term.

Children with Special Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies when making this assessment. We provide additional resources and support for children with special needs.

Extra-Curricular Activities

We are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities, including: choir, cooking, art and gardening.

Educational Visits

Educational visits are used to enhance our curriculum where it is possible. These include visits to: Harry Potter Warner Brothers Tour, Cadbury World, Leicester Space centre. In addition, we host additional activities within school, for example a seaside day and visits from the Animal Man, and also take children on residential visits – Year 2 /Year 3 to Edgmond Hall and Year 6 to Ingestre Hall.

The Role of the Subject Leader (Mathematics, English)

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;
- Analyse data and monitor pupil progress in that subject area;
- Provide efficient resource management for the subject.

The Lead Teacher's role is the same but is supported by the Curriculum Manager. It is the role of each subject leader/lead teacher 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 National Curriculum and that progression is planned into schemes of work.

Monitoring and Review

Our Governing Body is responsible for monitoring the way the school curriculum is implemented. We have a key governor linked to the curriculum who meets with the Curriculum Manager at twice a year. There are also key governors linked to English, Maths and Science. The

governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects through governor visits to school. The Headteacher is responsible for the day to day organisation and timetabling of the curriculum. The Headteacher monitors the curriculum through planning, classroom observation, liaising with the Curriculum Manager and School Leadership Team. Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need. They create action plans to move learning and standards on.

Lead Teachers monitor planning, coverage and standards across school and write action plans for developments, supported by the curriculum manager.

See Appendix 1 for a detailed overview of non-core subjects' delivery across school.

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