

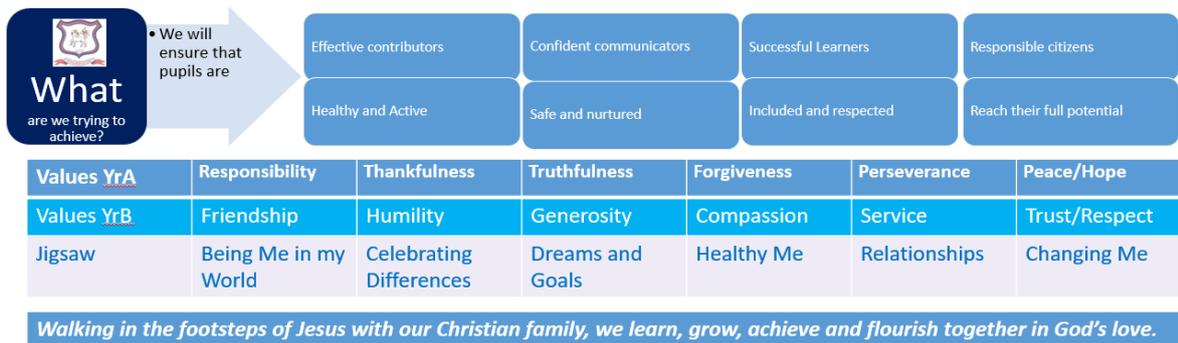
**BRETHERTON ENDOWED CE PRIMARY SCHOOL
Curriculum Policy**

Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God’s love.

This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.

Our intention is that our curriculum extends opportunity, raises aspiration, opens children’s eyes to the world beyond their immediate environment, enables our children to live happy, healthy and productive lives and inspires children to learn more. Our curriculum aims to build character and life long learning skills. Through a positive, growth mindset where effort and perseverance and hard work children build in confidence , are curious to find out more and work collaboratively. They are taught to be creative and communicate well with and understanding of equality of opportunity and celebrating diversity in our world.

Our curriculum encourages our children to:



We aim to build resilience and encourage a positive mindset amongst our children as it is often through mistakes we learn the most.

Our curriculum is focused on the development of children’s knowledge and skills across all primary subjects with the aim of ensuring pupils are ready for the next stage of their learning. Our families are key partners in developing their children’s knowledge and we are grateful to all our families who support their child’s learning. We are a reflective school and continually strive to improve our teaching and learning in light of the latest research and this has included a focus on how to improve children’s long-term memory of the knowledge and skills provided in school through research in Cognition.

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How Do we organise learning?	Learning will be enriched through...	Lessons	Learning environment	Routines	Enrichment	Multicultural themes	Environmental studies	Learning outside the classroom	Visits and visitors
	Great teaching is...	Learning- focused climate built on nurturing, positive relationships enabling all to feel safe and thrive.	High expectations of conduct and learning behaviours	Clear modelling of key concepts, a well signposted journey	Challenge for all, with rich opportunities for mastery and breadth	Expert subject knowledge based on understanding of cognition and learning	In the moment feedback and purposeful marking And staff who passionately model growth mindset and life long learning	Accurate assessments informing next steps planning	Creative opportunities to make connections and questioning used to reshape activities and respond to misconceptions
	Learners skills ,attitudes and beliefs will reflect	Growth Mindset			Christian Values		Positive mental health and wellbeing		
	Learning will be delivered through the development of	Spirituality	Critical thinking and questioning	Collaboration and exploring	Play, creativity and active learning	Reflection and goal setting	Independence and risk taking	Resilience and perseverance	Communication and language
	All learners will be entitled to a broad and balanced curriculum	<ul style="list-style-type: none"> • The Arts • Art and design • Music • Drama • Performance • Expressive art • MFL 	<ul style="list-style-type: none"> • Communication, language and literacy • Reading • Writing • Speaking • Listening • performing 	<ul style="list-style-type: none"> • Historical and social understanding • History • Geography • Understanding of the world 	<ul style="list-style-type: none"> • Mathematical understanding • Calculations • Reasoning 	<ul style="list-style-type: none"> • Physical development, health and wellbeing • PE • PHSE • RSE • Physical development 	<ul style="list-style-type: none"> • Scientific and technological understanding • Science • Computing • Design and technology 	<ul style="list-style-type: none"> • Religious and moral understanding • RE • PHSE • British Values • Christian Values • Collective Worship 	
	Promoting great readers...	Promote a love of reading	Daily Phonics for early readers	High quality texts, carefully matched to ability	Catch up programmes	Regular Guided and 1 to 1 reading opportunities	Challenges for more fluent reading	Comprehension skills	
	Core skills applied across the curriculum	Communication			Numeracy		Digital Technology		

Inspiring Context through	Memorable and meaningful Cross curricular themes	Children and teacher's interests explored	Inspiring learning environments and visitors and experiences to increase cultural capital	Empowerment through pupil leadership	Integrated new technologies	Learning outdoors and out of school hours	Passionate and empowered teachers with collaboration through whole school
The Whole Child by...	Inclusion, equity and aspiration at its heart	Celebration of the individual and of individual achievements and success	Timely intervention and reasonable adjustments	Equal rights and equal access	Disability and needs awareness	Connected with local, national and global communities	Equipped to be UK citizens of the future
Safeguarding by providing	Relationship education	Online safety	Drug education	Anti- bullying	Protection from extremism and racism	Health and first aid	Keeping safe at home, school and community

In **Maths** we are looking for accuracy of calculations and fluency and reasoning. All pupils are taught to their year group expectation with challenge for the more able and support for those who need it. As a school with mixed age classes, our teachers and teaching assistants work hard to link areas of study and meet the needs of 2 year groups with the support of White Rose maths and NCETM resources. We look for maths in other subject areas to promote a good understanding of maths beyond the classroom.

Reading is given a high priority in our curriculum as it the ability to read and understand which opens up learning for children. We encourage children to develop a love of reading and reading is modelled all through the day. Phonics education and opportunity is a key part of this. Through Guided and independent small groups, whole class, 1 to 1 and home reading, our children access reading and comprehension skills in a variety of purposeful ways. We strive to make reading as much fun as possible through visiting authors and initiatives. Fundamental skills such as vocabulary, spellings and handwriting are given a high priority within our curriculum and children are motivated to improve these skills. Children’s ability to communicate both orally and in writing is important and this is evidenced in the fact that Class 1 teacher and the Head Teacher have the skills and expertise as external moderators for the Local Authority for EYFS profile; KS1 teacher assessments and KS2 writing.

In their first year in school our Reception children follow the Early Years Curriculum and develop their knowledge, skills and understanding through a combination of both play-based learning and more focused teacher led sessions. Pupils learn to share, work independently and play with

others. They are introduced to the 'Forest School' activities which are being rolled out through all year groups.

To reflect on our foundation subjects:

In Music

At Bretherton Endowed Primary School aims of music teaching are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music;
- enjoy and appreciate a wide variety of musical styles;
- make and quantify judgements about the quality of music;

In History

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world
- gain and deploy a historically grounded understanding of abstract terms
- understand historical concepts and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long term timescales

In Geography

- The national curriculum for geography aims to ensure that all pupils:
- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including the defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information communicate geographical information in a variety of ways

In Modern Foreign languages

In our school we teach a foreign language to all our KS2 children as part of our normal school curriculum. At Bretherton Primary, we teach French. We believe that a Modern Foreign Language prepares pupils to participate in a rapidly changing world in which work and other activities are

often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. The choice of which language to teach is secondary to the lifelong language learning skills that the pupils will be encouraged to develop. Skills that they will be able to access in the future will help them to learn new languages or to improve their competence in an existing language. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society. At Bretherton we have chosen to teach French with a specialist teacher as a key European language and feeds into our High Schools for transition.

In PE: All pupils leaving our school to be physically literate and have the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

PE is a foundation subject in the National Curriculum. Our school uses the objectives from the curriculum as the basis for the planning in PE. In Key Stage 1, children are taught a range of sporting

activities which they will develop their balance, agility and co-ordination. These skills are taught through dance, games and gymnastics lessons. In Key Stage 2, children are taught dance, games (teams, invasion, throwing and striking), gymnastics and athletics. In addition, swimming and water

safety is taught in Key Stage Two with the expectation that all children leave being able to confidently swim 25m. Long-term plans identify individual PE units taught across the year group phases and follow a two-year cycle. PE is taught by individual class teachers and coaches who together take responsibility of planning, resourcing and delivering this area of the curriculum.

In RE

Our core Christian values empower the school community with language, knowledge and understanding of values which underpin pupil's achievement, pupil development, wellbeing and our entire decision making. The Christian faith and life and work of Jesus Christ are integral to all relationships between pupils, parents and colleagues and are woven into all aspects of school life. Taking time to reflect on day to day experiences, to develop individuals spiritual and moral awareness, to create a deeper understanding of Christian faith and its relevance and effect across all curricular teaching and learning is our mission.

The aim for excellent teaching and learning in Religious education at Bretherton Endowed is for pupils to: understand the Biblical roots of values; develop spiritually through exploring challenging issues; understand and respect difference and to see relationships within a Christian context.

In PHSE

Our PSHE curriculum is broad, balanced and taught explicitly in PSHE lessons as well as permeating the whole curriculum, school life and underpinning our Christian values. We encourage individuality and celebrate difference in an environment that encourages mutual respect, tolerance and fosters self-esteem.

Though quality teaching we want to ensure our children:

- Develop the qualities and attributes needed to thrive as individuals, family members, members of society and the global community
- Understand what it means to be a British citizen and to have 'British' values

- Understand how to manage money responsibly
- Know how to keep their body and mind healthy
- Know how to keep themselves safe including online
- Have the opportunities to learn about diversity by exploring a range of values, beliefs, rights and responsibilities
- have the foundations to be lifelong learners who are confident when meeting new challenges, resilient and, ultimately prepared for life and work in Britain today

In Computing

Technology is changing the lives of everyone. Through teaching Computing we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. It is our intention to enable children to find, explore, analyse, exchange and present information.

We want children to know more, remember more and understand more in computing so that they leave primary school computer literate. Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that, by delivering a skill based curriculum, children have every opportunity available to allow them to achieve this. At the heart of all ICT learning we place great emphasis on the importance of online safety for all year groups to ensure they are both safe and responsible online.

The National Curriculum for computing aims to ensure that all pupils:
can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
are responsible, competent, confident and creative users of information and communication technology

Coding and Programming have become an important part of life at Bretherton. From early on, children have access to coding through using instructional language, programming bee-bots and using specific pieces of software on the I-pads to develop their programming and coding skills. As the children progress throughout the school, they progress onto using pro bots and pieces of software such as Kodu Game Lab and Scratch to develop and make their own games. In year 6, children begin to use chrome books to support learning.

Enhancing learning through technology is important at Bretherton and we are constantly looking at ways to enhance our technology. Along with an I-Pad trolley and a full class of Chrome books, our most recent investment in a class set of hybrid tablet/laptops which supports and enriches opportunities throughout all areas of the curriculum. The children are really benefiting from their enhanced learning experiences from using I-pads within their lessons and are having the most amazing time embedded and enriching their learning. Other accessible technologies include digital cameras, bee bots, pro-bots, and green screen technology to mention a few!

As a school we also invest in fantastic software which make a difference not only in the subject of computing but throughout all subjects to ensure technology really does enhance the learning of basic skills. All children have access to Times Table Rockstars, Spelling Shed and Purple Mash from

home as well as in school. These focus on essential skills such as phonics, reading, grammar, punctuation and spelling and mathematics.

Bretherton school is on an exciting journey of using technology to enhance learning and we are excited about the opportunities the new computing curriculum will offer our pupils and the future generations.

In Art

Bretherton Primary School is committed to encouraging creativity through a wide variety of forms and expression. This year we are focusing on the development of pupil's artistic skills and providing ample opportunity for the application of those skills. Pupils will be given opportunities to explore a range of materials, not only in drawing and painting, but by practising printing and collage, exploring textiles and sculpture and utilising digital media, which is proving ever more useful. We aim to stimulate creativity and imagination and provide access to a number of tactile, visual and sensory experiences. Pupils are encouraged to acquire such new skills and processes in order to develop their artistic creativity across the curriculum.

In Science

Children are naturally curious about the world in which they live. Through the science curriculum the school aims to give the children the opportunity to ask questions, to investigate, to formulate hypotheses, to design and carry out experiments and to make observations and record results.

Children start to explore aspects of Science in the early years, when they discover more about themselves and the world in which they live. The Science National Curriculum is then taught from Year 1 to Year 6, where pupils learn more about simple physical phenomena, properties of materials, animals and humans and how substances and materials relate to one another and can change in different conditions. Children follow a structured programme of learning, where these science topics are taught in an age- appropriate way, as they progress through school. The Science projects are also linked, wherever possible, to the current theme of the class to ensure that learning is meaningful and enjoyable.

Children explore scientific facts through testing, working towards designing their own experiments to get clear and accurate results. They investigate scientific questions, test and then analyse results.

We aim to ensure that all pupils:

develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics

develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

In Design and Technology

The new Design and Technology national curriculum represents continuity and change, challenge and opportunity. It has given Bretherton the chance to review and enhance current approaches in order to provide an even more exciting and rigorous curriculum.

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a

broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Diversity and Equality

At Bretherton Endowed we are keen to promote the diversity of life and celebrate difference and promote respect for all. Through our teaching, learning and behaviour expectations, we give pupils the knowledge and understanding of how discrimination and prejudiced behaviour is dealt with, including the prevention of bullying. This includes prejudice towards individuals and groups based on culture, sexuality, faith, beliefs, race and disability.

Pupils with special needs are well-supported in school with extra support and/or resources deployed where necessary to help close individual learning gaps. The Head teacher is a Special Educational Needs specialist who works for the Local Authority on developing school resources for identification and assessment of additional needs. We are also fortunate to have a pastoral teaching assistant who is ELSA (Emotional Literacy support assistant) trained.

Assessment

Assessment is used to identify children’s progress and find out areas where they are less confident. These assessments inform teacher’s lesson planning. Assessment is carried out across the curriculum through questioning and low risk quizzes. Children complete summative assessments termly to show progress in reading, writing and maths and informed teacher judgements are discussed at pupil progress meetings three times a year.

We believe our curriculum prepares our children well for their secondary education and has inspired them to find out more about the world around them. We aim to provide our children with the cultural capital they need to succeed in life. This capital is introduced through visits and events such as visits to the Orchestra, Heritage sites, Young Voices, Regional Dance Festivals and visitors including careers week, artists and our community.

This leads to pupils leaving Bretherton Endowed with the skills and knowledge for their next step in education along with the values and qualities for a happy and fulfilled life.

How well Are we achieving our aims?	By evaluating the whole child through	External validation	Teacher assessment		Data analysis	Governors	Work review
		Learner voice	Community engagement	External Partners	Learning observations	Moderation	
	Great outcomes for ...	Emotional <ul style="list-style-type: none"> Personal development is outstanding Children are happy and enjoy coming to school Parents and carers are happy with the school 		Social <ul style="list-style-type: none"> Behaviour and attitudes are outstanding Children demonstrate our values and mission statement in their behaviour in and out of lessons Children learn to make the right choices for the safety and the choices children make benefit the school and local community 		Academic <ul style="list-style-type: none"> The quality of education is outstanding Children consistently achieve high, particularly disadvantages and those with special needs Children make at least expected progress and attain in line with or better than national expectations 	
	Learners will be prepared	External testing	High School Readiness	To make a difference	Future challenges	Lifelong learners	Citizen of the world
	Our pupils will	Make good progress	Show positive attitudes to learning	Making healthy life choices	Participating in the community	High aspirations	Respect for themselves and others

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Further details of our curriculum can be found on our website under the individual subjects or visits to school.

Signed on Behalf of the Governing Body.....

Adopted : April 2023
To be reviewed by 2025

All aspects of our policy intends to comply within the Data Protection (GDPR) legislation.



Headteacher : Mrs Alison Moxham Chair of Governors : Mrs P Aspden www.brethertonschool.org.uk