



BERRYBROOK PRIMARY CURRICULUM POLICY

Document Control Table

Title	Berrybrook Primary Curriculum Policy
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Document History

Date	Author	Note of Revisions
18/6/2018	AKC	Pg 3 – Changed Perry Hall Multi-Academy Trust to ‘in our Trust schools’. Pg 4 as above. Pg 5 para 4 Changes Executive Headteacher to ‘Headteacher and Head of School, para 8 changed Executive Headteacher and Headteacher to ‘Leadership’.
14/06/2019	AS	Pg 2 – added ‘which is tailored to the needs and intent of individual schools, classes and children’ into the 4 th paragraph. Pg 5 – added ‘in line with the needs of the school and pupils’ interests’ and the Role of the Pupil Premium Champion section into ‘Roles and Responsibilities.’
27/7/2020	EP/AS	Addition of Appendix 1 - Berrybrook Primary School Curriculum Policy Appendix.
22/7/2021	AS	Appendix 1 updated
31/08/2023	SR	Pg2 – changed to – ‘making links to other areas of the curriculum and prior learning wherever appropriate’. Pg2 – deleted ‘primarily through a thematic approach’. Pg 2 – added ‘We also place emphasis on how the skills and knowledge will allow children to access ‘real-life’, including jobs, hobbies, lifestyles.’ Pg 3 – edited ‘making links to other areas of the curriculum and prior learning’ Pg4 – deleted ‘and topic’. Pg 4 – added ‘We follow the graduated approach for support and referrals as outlined below.’ to SEN paragraph.

		Pg 5 – ‘through the Learning Journey’ removed.
04/07/2024	SR	Pg 2 – added to ‘a skills and knowledge based approach’ Pg 3 – added, ‘makes links to skills and knowledge from’ (In our Trusts Schools paragraph, bullet point 3)
31/8/24	SR	Changes to Appendix 1: Pg 2 – added ‘and knowledge’. Pg 2 - Changed ‘skills’ to ‘Curriculum’ Pg 3- added ‘or knowledge’.

Berrybrook Primary Curriculum Policy

Perry Hall Multi-Academy Trust School’s Curriculum follows all the requirements of the National Curriculum but we are proud to offer a much broader curriculum than that, making the most of many and varied opportunities to broaden and enrich the curriculum for our children.

The National Curriculum provides the school with the outline of knowledge, skills and understanding that we are required to cover in school. We choose to teach much of this through creative, cross-curricular opportunities; making links to other areas of the curriculum and prior learning wherever appropriate.

This policy makes reference to The New National Curriculum 2014. It is linked to our Equality, Gifted and Talented, Home Learning, SEND, SMSC and British Values and Teaching and Learning policies.

We aim to teach our curriculum in an engaging, interesting and stimulating way which is tailored to the needs and intent of individual schools, classes and children. Our approach to the curriculum is through a skills and knowledge based approach. We also place emphasis on how the skills and knowledge will allow children to access ‘real-life’, including jobs, hobbies, lifestyles. Please read on to find out more details about each subject that forms part of the national curriculum.

The curriculum is all the planned activities that we organise across our schools in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes that which the children learn from the way they are treated and expected to behave.

Values

Our schools’ curriculum is underpinned by the values that we hold dear at Perry Hall Multi-Academy Trust Schools. The curriculum is the means by which the schools achieve their objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Aims and Objectives

The curriculum, whilst paying due regard to achieving high standards in English and Maths, is also broad, exciting and challenging, developing the whole child, and embraces the five outcomes set out in Every Child Matters:

- Stay safe;
- Be healthy;
- Enjoy and achieve;
- Achieve economic well-being;
- Make a positive contribution;

The aims of our schools' curriculum are:

- to show children respect as learners and individuals
- to enable all children to learn and develop their skills to the best of their ability
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- to build upon children's natural curiosity for learning
- to provide children the basic skills of literacy, numeracy and science
- to provide children with the basic skills of information communication technology (ICT) and an understanding of how it will affect their lives
- to enable children to be creative and to develop their own thinking
- to enable children to recognise and utilise their own best learning style
- to enable children to reflect upon their own learning, what they need to do to improve and where they would like to take it further
- 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 their community and wider society
- to reflect upon and understand their own religious beliefs and those of others
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- to provide all children with the opportunity to celebrate their successes
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

In our Trust Schools we do this by:

- Providing a safe, fun, stimulating and challenging learning environment
- Providing accurate and helpful feedback on how well they are doing and what they need to do to improve
- Providing a curriculum that makes links to skills and knowledge from other areas of the curriculum and prior learning in all year groups.
- Reflecting our high expectations through encouraging independent learning and self-discipline
- Establishing a mutually supportive partnership in which parents, carers, governors and staff share responsibility for the education of our children

- Promoting an awareness of and respect for a diversity of cultures, values, beliefs and abilities
- Working together to create a caring community of learners where every child feels safe and valued
- Ensuring that all children have appropriate and equal access to the curriculum.
- Providing a stimulating and interesting termly homework project to promote learning in the home.
- Allowing pupils to participate in a variety of activities that enrich the curriculum. For example: visits, residential experiences, performances, sports and arts.

Organisation and Planning

Within the Trust schools we plan our curriculum in two phases. We agree curriculum frameworks (long-term plan) for each Key Stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Each subject area has a curriculum map of the skills and knowledge to be covered in a particular area. Staff plan on a weekly basis for Mathematics and English. All curriculum maps are evaluated as skills are taught.

In the Early Years Foundation Stage, staff plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the early learning goals and their planned progression in all curriculum areas.

Children with Special Educational Needs

The curriculum is designed to provide access and opportunity for all children who attend Trust schools, adapting the curriculum to meet the needs of individual children, after consultation with parents.

As a Trust, we comply with the requirements set out in the SEN Code of Practice in providing for children with Special needs. We follow the graduated approach for support and referrals as outlined below. Teachers make an assessment if a child displays signs of having special 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, discuss with the parent/carer the possibility of seeking advice from the appropriate external agencies and undertake statutory assessment.

We provide additional resources and support for children with special needs. The schools produce an Individual Education Plan (IEP) for each of the children who are on the School Action register or have a statement. This sets out the nature of the special need and outlines how the schools will aim to address the need. It also sets

out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

The Early Years Foundation Stage

The curriculum that we teach in the Early Years classes meets the requirements set out in the revised Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

We fully support the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Early Years classes builds on the experiences of the children in their pre-school learning. We build positive partnerships through visits by the Foundation Stage teachers at local nursery schools and through other professional liaison.

During the Foundation Stage, the teachers make continual observations to record the children's progress. These assessments form an important part of the future curriculum planning for each child and are shared with staff, parents and carers and the Local Governing Boards.

We are well aware that all children need the support of parents and carers and teachers to make good progress in school. We strive to build positive links with the families of each child by keeping them informed about their child's progress.

Roles and Responsibilities

The Headteachers and Heads of Schools have overall responsibility for the leadership of the curriculum and for monitoring its provision. The Senior Leadership Team at each school have responsibility for developing and updating the curriculum in line with the needs of the school and pupils' interests and ensuring, with the Headteacher/ Heads of School, that the curriculum has appropriate coverage shows progression and is consistently monitored.

Curriculum coordinators, including the Senior Leadership Team, are responsible for ensuring the content and delivery of their subject, for monitoring provision, for keeping up to date with curriculum developments and providing or organising Inset where necessary. This will ensure that progress is tracked, challenge is appropriate and support and intervention is successfully directed.

The SENCO at each school is responsible for the development of provision mapping and coordinating the work of support staff to achieve the best possible outcomes for individual pupils.

The Pupil Premium Champion in each school is responsible for ensuring that all children are receiving the full curriculum and have the same opportunities as all other pupils.

Class teachers ensure that the curriculum is thoroughly planned, appropriately delivered and that the aims are achieved for their class. They regularly review and, if necessary, update medium-term plans.

The Local Governing Boards of each school monitor the success of the curriculum at committee level and at whole Governing Board meetings through the Leadership report to the Governors.

Appendix 1 - Berrybrook Primary School Curriculum Policy

Intent

At Berrybrook, our vision is to prioritise the skills and knowledge our children need to excel in an ever developing and diverse world by creating a curriculum which:

- Builds on the knowledge pupils have retained over time;
- Focuses on what knowledge and understanding needs to be deeply embedded into pupils' long term memory;
- Is implemented using a range of strategies which deepen children's knowledge and supports them to remember more, including preteach and overlearn;
- Makes obvious and meaningful links to real life and across the curriculum;
- Ensures all children achieve the best that they can with high expectations of all;
- Builds on our Core Values (Believe, Enjoy, Respect, Responsible, You can do it);
- Values each child as a unique individual;
- Develops independence, risk taking, resilience and self-confidence;
- Aids pupils to develop their mental health and wellbeing and use emotional intelligence to create and sustain stable and lasting relationships;
- Creates lifelong learners who continue through education;
- Helps children to become educated citizens;
- Equips pupils with the tools and knowledge to keep themselves safe and seek support when they need it;
- Encourages ambitions and aspirations;
- Gives children a breadth of experiences, knowledge and understanding of the possibilities that are available to them in the world and enjoy life.

Our schools' curriculum is underpinned by the values that we hold dear at Perry Hall Multi-Academy Trust Schools. The curriculum is the means by which the schools achieve their objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Implementation

The curriculum at Berrybrook is initially based on the National Curriculum Frameworks, with all required areas covered. These frameworks are used to create long-term plans, indicating which topic will be taught in each term and to which group of children. These long-term plans are reviewed on an annual basis. Curriculum and vocabulary progression maps created in school are used to ensure learning is built on every year and give guidance as to the skills, knowledge and vocabulary to be covered in a particular area. Staff use the progression maps to create medium-term plans, which

give clear guidance on the objectives and teaching strategies that we use when teaching each topic/subject. When creating these medium-term plans, staff ensure that they use their knowledge of the local demographic and tailor plans and strategies to the needs of the children, creating opportunities to learn in different ways, making the learning real and relevant and creating inspirational moments. Learning is carefully planned with our school intent in mind and is exciting and engaging, with opportunities for children to participate in a range of real life experiences. Educational visits/ visitors to school are organised to enhance learning and allow children the opportunities to broaden their experiences and learning around a topic. Staff plan on a weekly basis for Mathematics and English. All curriculum maps are evaluated termly and children's understanding is evaluated, with plans put in place for those children who require more work on certain skills or knowledge.

Our curriculum enables teachers to use a variety of teaching methods and learning styles within lessons. The curriculum is planned and taught taking into consideration the needs of all pupils based on their relative starting points.

Ongoing and end of unit assessments are used by staff to identify pupils who need extra support or intervention in order to progress further. Interventions may be in the moment during lessons or be in the form of small group work outside the lesson- e.g. pre-teach or overlearn sessions – in order for pupils to be ready to continue to build on and enable their previous learning in the following sessions.

Children with Special Educational Needs

The curriculum at Berrybrook is designed to provide access and opportunity for all children who attend Trust schools, adapting the curriculum to meet the needs of individual children, after consultation with parents.

As a Trust, we comply with the requirements set out in the SEN Code of Practice in providing for children with Special needs and follow the graduated approach. Teachers make an assessment if a child displays signs of having special needs. 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 complex, we consider the child for a statement of special needs, discuss with the parent/carer the possibility of seeking advice from the appropriate external agencies and undertake statutory assessment.

We provide additional resources and support for children with special needs. The schools produce an Individual Education Plan (IEP) for children who require one. This sets out the nature of the special need and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child.

The Early Years Foundation Stage

In the Early Years Foundation Stage, staff plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the early learning goals and their planned progression in all curriculum areas.

The curriculum that we teach in the Early Years classes meets the requirements set out in the revised Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

We fully support the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Early Years classes builds on the experiences of the children in their pre-school learning. We build positive partnerships through visits by the Foundation Stage teachers at local nursery schools and through other professional liaison.

For more information on specific subjects, please see subject policies.

Impact

At Berrybrook Primary School we are enabling pupils to gain the skills they need to excel in an ever developing and diverse world by creating a curriculum

Teaching and learning is adapted to cater for the needs of all pupils; providing support for pupils with special educational needs and enrichment and challenge for more able pupils. Assessment is made based upon observations of learning, written and non-recorded outcomes, marking and day to day assessments.

The Head of School has overall responsibility for the leadership of the curriculum and for monitoring its provision. The Curriculum lead then has responsibility for developing and updating the curriculum in line with the needs of the school and pupils' interests and ensuring, with the Head of School, that the curriculum has appropriate coverage shows progression and is consistently monitored.

Subject leads, including the Senior Leadership Team, are responsible for ensuring the content and delivery of their subject, for monitoring the provision, for keeping up to date with curriculum developments and providing or organising CPD where necessary. This will ensure that progress is tracked, challenge is appropriate and support and intervention is successfully directed.

The SENCO is responsible for the development of provision mapping and coordinating the work of staff to achieve the best possible outcomes for individual pupils.

The Pupil Premium Champion is responsible for ensuring that all children are receiving the full curriculum and have the same opportunities as all other pupils.

Class teachers ensure that the curriculum is thoroughly planned, appropriately delivered and that the aims are achieved for their class. They regularly review and, if necessary, update medium-term plans.

The Local Governing Board monitor the success of the curriculum at committee level and at whole Governing Board meetings through the Leadership report to the Governors.