



Brize Norton Primary School Curriculum Policy

We **SHINE** for ourselves and each other
with Kindness

*Shining, Helping, Inspiring, Nurturing,
Excelling*

Policy adopted by Governors on:	Date for Review:	Signed by Chair of Governors:
July 2023	July 2026	A.Doran

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1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

These curriculum aims are underpinned by our values and our school motto of SHINE– We SHINE for ourselves and each other:

- Our school aspires for all children to Shine: Strive, Help, Inspire, Nurture and Excel: our curriculum promotes opportunities throughout to enable children to achieve this.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

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This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- › A robust framework is in place for setting curriculum priorities and aspirational targets
- › The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- › Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- › The school implements the relevant statutory assessment arrangements
- › It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- › All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- › The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- › They manage requests to withdraw children from curriculum subjects, where appropriate
- › The school's procedures for assessment meet all legal requirements
- › The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- › The governing board is advised on whole-school targets in order to make informed decisions
- › Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Subject leaders over see the Intent, Implementation and Impact of their subject areas and feedback to the Headteacher and Governing Body.

4. Organisation and planning

Each subject has a clear Skills Progression running from EYFS to Year 6. We understand that children's learning can take place at different rates, so whilst all teachers teach to the level of their children's ages, they are aware of the earlier and later skills; they are able to support anyone working at an earlier level and challenge those ready to move on.

Phonics

We use Rocket Phonics as our Systematic Synthetic programme (SSP) and this progresses from our Reception class until the end of Year 1. In Year 2 we use the Rocket Phonics Next Steps to ensure all children are secure in their phonic knowledge. Children follow the progression set out in our Phonics plan

through a daily phonics lesson, which takes place at the beginning of each morning. See our Phonics Policy for further information.

Reading

Here at Brize Norton Primary we prioritise reading throughout the school, starting with our youngest children in EYFS, with an emphasis on reading for pleasure. Fifteen minutes per day in the timetable are given to “snack and story time”, when teachers read their class text to the class while the children eat their snacks. This is a time for enjoyment and immersion in the text, so that it can then be explored and analysed in more detail in English lessons or separately. Children from Years 1 to Year 6 also have a daily 30 minute reading lesson which follows a 2 week cycle including Book Talk, Modelled Comprehension and Independent Comprehension. See our Reading Policy for further information.

Writing

Our English curriculum is based on rich texts. Each year, teachers plan English units lasting for several weeks, including fiction (5 units per year), non-fiction (four per year) and poetry (three per year). Each unit is based on a single high-quality text, with opportunities to dip into other texts to expose children to a wide range of rich literature. These are planned by teachers across the year to include a range of genres and periods. Texts are chosen because they are engaging, because they demonstrate a range of writing features the children need to learn and because they may link with other subjects across the curriculum. See our Writing Policy for further information.

Maths

Maths is delivered through our establishing mastery approach here at Brize Norton. As a result of this approach being taken, it is intended that more whole-class teaching will be evident than before the implementation of the 2014 National Curriculum. Pupils should consequently progress through curriculum content at broadly the same rate, although support/intervention and broader learning opportunities provided can move groups of children on so that they are able to:

- Grasp concepts and methods, e.g. through more varied use of practical equipment – more often in the case of lower attainers
- Be taken deeper through exposure to greater depth in their learning, e.g. through tackling more complex problems in different contexts – more often in the case of higher attainers/rapid graspers

See our Maths Policy for further information.

Science

All children have access to the Early Years Foundation Stage Curriculum and Science National Curriculum. In the main school we use a long term Science curriculum plan which is delivered annually. All children learn the skills progressively year-on-year, from the Skills Progression. The topics are studied each year with teachers teaching the relevant skills for their classes through these topics. Each year, for 3 years, topics are revisited for depth of, and progression within learning but through a different lens each time. Depending on the year group split will depend on the emphasis of coverage. Each long term we also hold a Science Focus day. These focus days may consist of a Year specific focus, such as Rocks in year 3, or they may have a working scientifically focus which enriches the children’s knowledge of a revisited topic whilst focusing on their working scientifically skills. See our Science Policy for further information.

History, Geography, Music, Art and Design Technology

Being a small school of 5 classes, these curriculum areas for Years 1-6 are created on a 3-year cycle for the Lower School (Years 1 - 3) and the Upper School (Years 4 – 6); whilst the skills for each subject are progressive throughout the school, the knowledge element is founded on the principle of ‘Core and More’. This ensures that all children receive the correct learning at the correct stage in their journey throughout their schooling

PSHE/RSE, RE

These curriculum areas are taught on a 2 year cycle through chosen schemes which align with our values and motto.

Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn. It is delivered through 6 termly whole school themes (puzzles):

- Being Me in My World
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Within these puzzles are 6 weekly pieces (lessons) which are introduced through a whole school assembly. Every Jigsaw lesson includes mindfulness practice. Mindfulness is being able to observe your own thoughts and feelings as they happen, in the present moment, applying no judgement. Jigsaw teaches children to understand their thoughts and feelings through the Calm Me time exercises (using the Jigsaw Chime) and Pause Points (using Jigsaw Jerrie Cat). This helps to develop their awareness, and their capacity to be mindful human beings. Learning is thus enhanced as emotions and behaviour are self-regulated.

Throughout the 6 puzzles and in every year group, British Values (Democracy, Rule of Law, Individual liberty, Mutual Respect and Tolerance of those of different faiths and beliefs) is mapped into each of the pieces. Many Pieces in years 4, 5 and 6 also look at the key themes of the Global Learning Programme (focusing on key topics relating to global poverty and development as well as understanding, explaining and considering solutions to poverty and development issues) whilst developing pupils' skills and considering values. See our PSHE and RSE Policy for further information.

We follow the newly agreed 2023 - 2028 Oxfordshire syllabus for Religious Education (RE) - Challenge RE; this syllabus has four main aims:

1. To understand the nature, role and influence of religions and other worldviews, locally, nationally and globally;
2. To reflect on questions of meaning, purpose and value;
3. To formulate reasoned opinion and argument;
4. To enter into meaningful dialogue with people of different beliefs, worldviews, and backgrounds

We use the Discovery RE programme as our scheme of work and we teach through dedicated RE focus days of which there are six across the academic year - each short term, the whole school shares the same day which we devote to key enquiry questions linked to their curriculum. The enquiry questions are delivered in a 2 year cycle. Christianity plus one other religion is taught through these focus days in each year group. See our RE Policy for further information.

Computing,

Computing is taught using the Teach Computing curriculum which has been designed by experts using the latest pedagogical research and teacher feedback. Due to our mixed age classes, we teach this subject on a 2 year cycle and blend whole class or year group specific teaching depending on the topics taught. E-safety is also taught through our curriculum lessons as well as independently.

MFL,

French is taught to children in our Upper School (Years 4, 5 and 6). We teach from the Jolie Ronde Scheme of work which gives the children a fantastique introduction into the language. Although the scheme is from Years 3 to Year 6, we ensure this 4 year coverage occurs within our 3 year cycle and across our 2 classes through a continual 'Plan, Do, Review' cycle each year. Where we plan to progressively build on prior learning.

PE

We have adopted a progressive approach to our PE teaching. All classes will have the same focus for Games each term with the idea that the children will all be working towards the same goals. In order to play football or netball, you need to master basic movement (including running, jumping and catching), develop balance,

agility and co-ordination and begin to apply these in game situations. These core skills are developed in the younger years. By KS2, the children will continue to build on these skills and begin to play competitive games. Within each lesson, we have 3 progressive skills strands of Bronze, Silver and Gold skills. This allows for stretch and challenge in every lesson, for every child, and supports are phased year groups

Every year group also has the opportunity to attend Forest School for at least half a term which builds on their strength, flexibility, co-ordination, balance and confidence. Children in KS2 also attend swimming lessons for a term to enable them to achieve their 25m by the end of KS2.

See our EYFS policy for information on how our early years curriculum is delivered.

Our curriculum meets all statutory National Curriculum 2014 and Early Years Foundation Stage 2021 requirements. Long-term and Medium-term curriculum plans are reviewed by teaching staff and subject leaders on an annual basis, who ensure that not only the planned curriculum has been taught, but that it also leads into the next cycle phase, thus helping children to build knowledge and skills in all curriculum areas.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Subject leader written reports to the Performance and Learning Committee
- Governor visits to the school to meet with subject leaders.
- Book looks and environment walks
- Pupil conferences

Subject leaders monitor the way their subject is taught throughout the school by:

- Learning and environment walks
- Pupil voice and conferencing
- Book looks
- Planning scrutinies
- Data

This policy will be reviewed every three years by the headteacher. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS Policy
- Maths Policy
- Literacy Policy
- Reading Policy
- Science Policy
- Phonics Policy
- RE Policy
- PSHE and RSE Policy
- Assessment, Recording and Reporting Policy
- SEN policy and Information Report
- Equality Information and Objectives