



Broomhill Junior School

Curriculum Policy

Status	Date
Staff	Dec 2017
Full Governing Body	Dec 2017
Revision Due	Dec 2019

Introduction

The curriculum is the totality of pupils' learning experiences. At Broomhill Junior School we believe that our curriculum should be broad, balanced and relevant and meet the needs of all children whatever their ability. The taught curriculum is comprised of the National Curriculum and the wider curriculum. We ensure that children have a range of learning experiences that challenge, stimulate and promote thinking and learning. The curriculum meets statutory requirements.

Aims

The aims of the curriculum are to:

- promote high standards in reading, writing and mathematics;
- embed in the children a thorough knowledge of and belief in the school's seven values (respect, inclusion, responsibility, resourcefulness, creativity, resilience, collaboration);
- allow children to develop a knowledge of themselves in time and space;
- provide memorable and valuable experiences which will stay with the children throughout their lives;
- enable children to acquire knowledge and skills in science;
- enable children to be confident in the use of ICT;
- promote spiritual and moral development;
- promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- enable children to be aware of the importance of and participate in the arts and related cultural themes;
- develop the personal and social skills of each child;
- treat every child as a unique individual and enable them to excel in at least one area;
- provide equality of access and the opportunity for all pupils to make progress;
- prepare pupils for the opportunities, responsibilities and experience of adult life;
- ensure that every child has a solid understanding of what it means to live in modern Britain.

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving.

Through the provision of rich and varied activities, we aim to:

- encourage the best possible progress and the highest attainment for all pupils;
- develop higher order thinking skills in all our pupils through the effective use of Bloom's Taxonomy where relevant
- enable pupils to make connections across different areas of learning;
- help pupils to think creatively and solve problems;
- develop pupils' capacity to learn and work independently and collaboratively;
- enable pupils to respond positively to opportunities, challenge and responsibility;
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

The Organisation of the Curriculum

- The curriculum is designed to meet all requirements of the National Curriculum, and Bristol City Council's Religious Education curriculum.
- The curriculum is taught through discrete subject teaching of English, mathematics, physical education, music, PSHE (personal, social and health education), religious education and Spanish, along with a creative curriculum organised into 'projects' that embrace all other subject areas.
- Weekly plans which detail individual lessons are produced for English, mathematics and guided reading.
- Termly plans are produced for other discretely taught subjects and detail individual objectives, outcomes and lesson structures.
- Each larger 'project' is carefully planned to meet the objectives of the National Curriculum. These projects are recorded as overviews for each year group and contain the objectives for each subject to be taught.
- Year overviews are then transferred into more detailed project plans which map out all work to be covered, the learning objectives, any differentiation, and what the pupil outcomes will be.
- Carefully planned activities for AIM (Able, Interested and Motivated) pupils are frequently used to enable children to excel in a wide variety of curriculum areas. They often make use of external professionals and expertise.
- Children are taught in year groups with some children being withdrawn for small group support, particularly in English.
- There is historical setting in mathematics, but from September 2015, pupils entering the school were not setted. Thus, in September 2017, the only year group that will be taught in sets for Maths will be year 6. The following year, all children will be taught maths in their classes.

Roles and Responsibilities

The Headteacher has overall responsibility for leadership of the curriculum and delegates responsibility to key staff.

- The Deputy Headteacher, as curriculum leader, co-ordinates the work of the subject leaders, ensuring that the curriculum has progression and appropriate coverage and that interventions (including AIM provision) are carefully targeted to meet the needs of all pupils.
- Subject leaders are responsible for providing a strategic lead and development for their own subject. They should support and offer advice to colleagues on issues related to the subject. In collaboration with the assessment leader, they should monitor progress in their subject. Subject leaders should also provide efficient resource management in their subject.
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group and progression across the school.
- The assessment manager ensures that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention.
- Governors monitor the success of the curriculum through visits to the school and through discussion at committee level and at whole Governing Body meetings where the Headteacher's report is scrutinised.