



**Stay Grounded; Constantly Strive to Improve; Understand the Shared Goals; Take Responsibility;  
Create a Learning Environment; Have the Right Character; Embrace Expectations;  
Keep Practising Even Under Pressure;**

## **'Our Curriculum for Our Children'.**

**Curriculum Intent:** We need to consider the extent to which our curriculum sets out the knowledge and skills that our pupils will gain at each stage.

We need to consider the way that our curriculum is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge and skills (**implementation**).

We also need to consider the outcomes that pupils achieve as a result (**impact**).

Our **curriculum offer** is tailored to the context of the school and uses the surrounding area effectively to enhance learning, allowing pupils to make meaningful connections and commit new knowledge to long term memory. Our 'Outdoor Learning' offer is utilised and enjoyed by all pupils from Foundation Stage to Year 6 and this equips our children with the knowledge and skills of the outdoors and the appreciation of their environment and community.

At Brompton Community Primary School, we provide a **deep and rich curriculum** that is committed to ensuring pupils learn key knowledge and concepts for all subjects in greater depth. We promote an **ambitious** curriculum that provides opportunities for our pupils that **inspires** them to aim high, strive to improve and enquire.

We use 'Legacy' to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Children are given opportunities to practice and revisit prior learning. For example, our Brompton Assessment sheets highlight threads running through the units of learning across all year groups which allows pupils to retrieve prior knowledge and develop cross-curricular skills. We use 'Skills I will need to be a ...' at the beginning of lessons to help to focus our children on what skills they will require for different subjects. Our 'Traffic Light' reflections help our pupils to understand how they are learning and what steps may need to be taken to help progress. Post topic quizzes are also used to identify next steps for learning - individual and groups.

Our planning provides an outline of core knowledge where teachers develop exciting and stimulating lessons in order to promote the development of pupils' **knowledge** and **understanding**. We enhance subject teaching with planned cross curricula themes and topics. English and Maths skills are highlighted in all areas of the children's learning and remain a focus within all subject areas. We provide pupils with **memorable experiences**, in addition to **diverse and rich opportunities** from which the children can learn and develop a range of transferable skills. Our curriculum threads SMSC (Spiritual, Moral, Social and Cultural) across all subject areas and school life and ensures pupils are aware of the history and values of Britain and prepares pupils for life in modern Britain. We teach children how to keep safe and promote pupil well-being; this includes assemblies and teaching through PSHE & C (Personal, Social, Health Education and Citizenship). There is high expectation for all groups of pupils with **challenging learning for all**. High quality AFL (Assessment for Learning) is used to personalise learning for all groups of learners, maximising their rates of progress. Pupils are encouraged to learn from mistakes, developing resilience and good learning behaviours. The curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We are Gold Award holders for RRSA and we promote the UN convention for children's rights, we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year.

Children leave school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

## **Curriculum Implementation:**

Brompton Community Primary School engages all learning styles using a variety of resources including Early Years Outcomes, National Curriculum Statutory Guidance, Skills based learning, A Challenging Curriculum, Outdoor Learning and enhancement opportunities which support teaching of the curriculum.

The curriculum framework is translated over time into a structure and narrative within meaningful context. We recognise and use clear, focused learning intentions and success criteria as an effective tool in gaining intended learning outcomes. Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. However, transfer to long-term memory depends on the rich processes described above.

In order to develop understanding, pupils connect new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge as skills. This must not be reduced to, or confused with, simply memorising facts. We need to be alert to unnecessary or excessive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts. Through 'Blooms' vocabulary we use effective questioning techniques to develop higher order thinking skills. In lessons we provide opportunities for study but we strive to provide as many recall and application activities as possible to support the retention of knowledge and understanding.

### **Subject Leads:**

Our subject leads oversee, develop, monitor and evaluate the effectiveness of their subject within school across all year groups and phases. Staff are committed to delivering high quality learning experiences throughout the curriculum. Support staff have developed their strengths in order to further enhance the quality of learning. We encourage self-reflection to enable children to see the impact of their understanding and progress within the curriculum and throughout school.

Staff have specialist subject knowledge e.g. Maths, Science, Music, PE, Computing, History and Geography, and take responsibility for self-development and CPD. This in turn is cascaded to other staff increasing their confidence and subject knowledge. Staff meetings are used to highlight subject areas that require revising and staff INSET is provided.

### **Maths:**

In our maths curriculum, children are taught to be fluent and to apply skills to problems which help them to develop reasoning skills. These skills are transferable to everyday situations where maths is seen as an integral part of life.

The School's Calculation Policy ensures consistency and a clear thread of progression throughout Maths. The implementation of Weekly Skills checks (in addition to mathematics lessons) supports fluency and the embedding of prior learning, as well as exposing the children to a range of problem-solving activities. Teachers ensure that reasoning questions are used throughout the Maths sessions to develop the children's understanding - and accurate use of - Mathematical vocabulary. Our children have the opportunity to coach each other.

The mastery approach is well-embedded and sustained throughout the school:

- Use of concrete, pictorial and abstract (CPA) representation throughout school.
- Providing the children with opportunities to discuss concepts and methods is a key part of every Maths lesson.
- Conceptual and procedural variation provides the children with a range of strategies from which to choose and apply within their learning.
- Fluency in number facts: times tables, number bonds, doubling and halving and place value (Key Instant Recall Facts).
- Pupils are taught using the most efficient method for any given calculation.

### **English:**

**Reading** is a fundamental part of everything we do at Brompton Community Primary School. Children are exposed to high quality texts across the curriculum and reading skills are taught explicitly in all year groups. Alongside the skills of decoding and comprehension, our Literature Circles and Power of Reading topics encourage children to think as a reader and discuss their preferences, likes and dislikes. Reading for pleasure is a cornerstone of our approach, with a well-stocked and well organised school library which children access both within the timetable and in their own time. The high profile of reading in school is further enhanced by the weekly Reading

Trophy in each class. We have adopted 'Whole Class Reading' which enables all children to access a range of genres and texts.

A whole-school approach to writing is deeply embedded (The Writing Sequence). This has had a sustained positive impact on attainment and progress at the end of Key Stage Two. Moderation with other schools in the Beacon Partnership and external moderation (NYC) highlighted the high standard of written work from our pupils.

**Phonics** begins in Nursery and progress is tracked meticulously every half term (and 'Keep up' children are reassessed every fifth week of the half term). Through the delivery of ELS pupils now are able to blend sooner than in previous years and take home phonetically decodable books alongside *Sharing* books.

Half termly mock screenings throughout Year 1 and Booster sessions help to inform staff of progress over time and when to add further input if necessary. Although, all pupils are encouraged to read regularly at home, a small but significant group do not. The school, therefore, carefully monitors reading records and provides 1:1 adult reading with teachers, support staff and volunteers (who receive extensive training in school approaches before working with pupils to ensure a consistent approach). Use of ARE sheets at the back of pupils' books help to collate evidence and identify gaps in learning. Half termly assessments from Y1 upwards are carried out, with National Test Style NTS standardised assessments being introduced.

*Essential Letters and Sounds* was adopted at the earliest opportunity - September 2021. The 'No Nonsense Spelling' scheme is used as a guide to spelling aligned to the National Curriculum were used at KS2 and Year 2, 3 and 4 did the ELS spelling and word knowledge programme. Huge investment in decodables ensures that pupils have access to physical books for reading practice and at home.

We use high quality texts to support our 'Sequence for Writing' phases, that helps to promote independent writing. This is driven using The Power of Reading texts to inspire writing. As a school, we encourage and promote 'talk for writing' and provide time for planning, editing and revising, to ensure the children are part of the progress being made. We mark extended pieces of work in-depth and set appropriate targets with the pupil against the Year Group Writing Expectations, which can be found at the back of each child's English books. The children use checklists to self- or peer-assess when appropriate so they can evaluate effectively. We have 'Big Write' opportunities at least every 2 to 3 weeks which gives our pupils an opportunity to write independently. A termly 'Big Write' is entered into our writing assessment books.

Writing is taught through a range of exciting stimuli which includes books, film clips, artefacts, visitors and real life experiences. We strive to equip children to develop a rich vocabulary which can help them bring their writing to life. Basic skills and non-negotiables underpin writing in all areas of the curriculum. Teachers model the writing process and demonstrate the ambitious high standards expected of all children. Every child is encouraged to let their imagination and personality shine through in their writing and writing is celebrated with a 'Writer of the Week' award. We promote a love of words and higher order language and we use the 'Wonder Word' box to ensure that each child leaves each school day knowing more words than when they came. Our systematic approach to writing ensures that we revisit key learning and build upon it in all areas from phonics phases, through to grammar and spelling patterns.

#### **Science and the Foundation Subjects:**

The Kapow teaching sequence has been introduced and each unit begins with a concept map which is added to throughout the unit ending with a science quiz. Science has been monitored using 'Book Looks' and peer conferencing. We have updated and shared documents such disciplinary skills and knowledge progression from Y1-6. Our science club with pupils from Y1-Y6 uses the Crest awards and the Y6 Science ambassadors assist our science lead in supporting younger pupils.

**Science was our Ofsted Deep Dive** and we were given very positive feedback commenting on the ????

We hold science assemblies and workshops run by science specialists and Northern Gas helped to identify carbon footprints with our older pupils. The Beacon Partnership events helping to share good practice with local schools.

We continue to take part in the Thinking, Doing, Talking Science EEF trial.

We use our children's love of questioning and deep-thinking skills to create an enquiry lead curriculum. Learning across science, history and geography is framed with questions that the children seek to answer. Children support the formulation of these questions through the planning process and creative thinking is developed through independence. Time for learners to reflect or review their learning is central to the whole process. We work closely with STEM and celebrate science week and have a weekly Super Scientist award.

**History and Geography** are taught mainly through a topic-based approach and give pupils a chance to explore a wide range of sources from which History & Geography may come alive. This will include a range of out of school visits, workshops, visitors and artefacts. Teachers plan carefully using the objectives from the national

curriculum that form our 'Big Picture' plans, which are then transferred onto our short-term plan for each lesson. Teachers are able to see what skills and knowledge have been taught previously using Kapow and Brompton progression sheets and alongside these will use curriculum document which outlines the knowledge and skills (including vocabulary) that children should master in the subjects. Kapow topics and assessments are used at the end of each unit

Teachers plan **Art/DT** carefully using the objectives/skills from our Brompton subject progression sheets, which are then transferred onto our 'Big Picture' sheets for each year group. From the Brompton sheets, teachers are able to see what skills and knowledge have been taught previously. From this they are able to create a knowledge organiser which outlines knowledge (including vocabulary) that children should master. Teachers are then able to design a cycle of lessons for each subject, which plans for progression and depth. Kapow is used to support teachers in their Art/DT planning and delivery where appropriate. We create ways for Art/DT to be displayed to celebrate the pupil's work in their class through subject displays and on Seesaw. In EYFS, routines provide opportunities for the children to experience music through song and dance, experimenting with elements of music in a variety of contexts.

We follow the **Model Music Curriculum** (Published Nov 2021) which provides different genres of music and artists to listen to so that our children are able to experience a wide breadth of music.

From Y1 to Y6, the units of study in each year group provide the children with an opportunity to:

- develop musical skills and concepts through listening, appraising, performing and composing
- develop their social skills through co-operation with others in the shared experience of music making
- develop an understanding of musical traditions and developments in a variety of cultures
- be motivated to enjoy and succeed in music

Class teachers may also use Kapow to support their planning and delivery of music lessons. This provides a consistent programme of study across KS1 and KS2, ensuring that skills are developed as the children grow.

Our choir enjoys taking part in Young Voices each year and entertaining the local community and performing at concerts across the year - Harvest/Remembrance/Christmas productions

We have peripatetic lessons each week delivering guitar, cornet, piano and violin and an 'Instrumental Programme' teaching ukulele, percussion and guitar to Year 2/3/4 and 6 pupils. Recent events have included - Playground Proms/ Local music service visits and Music for Life.

We have progressive and sequential approach to **Physical Education** from EYFS to Y6. We achieved the Platinum award once again in 2023-2024 and the school took part in the 'Skip to be Fit' Project that we run all year round to promote an inclusive approach to Constantly striving to Improve fitness and stamina. The pupils have an initial target at the beginning of the year and they improve each time with a final count at the end of the year giving a personal best score. We attended all competitions that were on offer from the schools games organiser throughout the year.

We held our 10<sup>th</sup> 'Race for Life' event and have so far raised over £10k for the Cancer Research charity. We are the only school in the country that holds this event which has been praised over time by many sporting celebrities including Rishi Sunak.

Our annual sports day is celebrated with each class performing Hakas to represent our Legacy driver in school that promotes 15 principles that are shared with the 'All Blacks rugby team as inspiration.

We offer our pupils a variety of sporting experiences from external sports coaches such as Hockey, Balance bikes for reception children and coaches to promote invasion games in general.

## **RE**

Using the North Yorkshire Agreed RE Syllabus and SACRE children are taught knowledge and understanding around a range of religious and worldwide views. We educate all pupils about our diverse multi-cultural society and promote the societal 'Everybody's Invited' agenda so that they can: describe, explain, analyse and investigate allowing them to appreciate beliefs and practices, recognising the diversity, meanings and values within and between communities (including their own) and amongst individuals.

## **Computing**

Our computing curriculum is designed to equip children with the skills and understanding to live in a technological world, this includes being able to use a variety of computer software and coding programmes. There is an emphasis on the importance of Online Safety for all year groups.

## **Outdoor Learning**

At Brompton Community Primary we believe that classrooms do not necessarily need walls and teachers regularly take children and their learning outside the classroom to make learning more relevant to their lives in the community and wider world. We encourage children to be responsible for and respect the local community and

environment giving them a sense of belonging and ownership of the place in which they live by taking part in regular whole school litter picks. We explore the uses of the local area, integrating subjects so that meaningful activities can be planned and delivered effectively and regularly. We consider lunchtime to be an extension of the curriculum. Structured play opportunities are provided and children are encouraged to think creatively, apply their understanding in individual ways to be able to draw upon their own experiences and to be imaginative during play.

### **Visits and Visitors**

In the curriculum we recognise that children's learning is enhanced by different experiences. We offer children a wide range of educational visits which are used to motivate and engage learning which improves retention. For example the whole school visited the Abbey that their school House team is named after.

Regular visitors in school give the children another perspective on values, attitudes, learning and understanding. These include charities, people from different professions and the community.

Please refer to curriculum enhancements.

### **Curriculum Impact**

In formulating Brompton Community Primary School's response to the National Curriculum, we take into account our key learning priorities.

- Engaging learners in an exciting, challenging and creative approach to learning indoors and outdoors
- Application of Maths and English skills to continually raise standards and ensure progress
- Making links with the community around us through enterprise and collaborative learning events
- Working creatively with the Foundation subjects within the curriculum
- Learning from the world around us (through regular educational visits and visitors)
- Flexibility of delivery, to ensure identified gaps are closed and children's learning styles are developed.

Learning challenges are carefully pitched to ensure children access work at age-related expectations, with regular and sustained challenge through higher level objectives. Basic skills are an integral part of this and are developed as a consequence. We aim to ensure children work at their age related expectations and encourage and support children to exceed their own expectations through challenge. All learning challenges are linked to English and Maths work and subject specific skills are highlighted and applied throughout all subjects in the curriculum.

The impact of the curriculum at Brompton Community Primary School creates a culture of high aspiration for our pupils. The secure subject knowledge of our teachers and teaching assistants ensures effective questioning that checks pupils' understanding and encourages them to be independent learners. A rich, diet of activities and opportunities enrich pupils' experiences across the curriculum providing many memorable learning outcomes. All subject areas will contribute to the development of the whole child emotionally, aesthetically, spiritually, intellectually and socially.

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**'Happiness Through Learning - This is Your Time'**