



BRICKFIELDS

Multi Academy Trust

The Brickfields Trust

Curriculum Policy

Kings Road Primary & Lawford Mead Primary & Nursery Schools

Certified as reviewed by the Local Governing Committee: Summer 2023

Next review date: Summer 2026

The Brickfields Multi Academy Trust is a company registered in England and Wales. Company Number: 10538130

Contents

1. Links with other policies

Intent

2. Aims and Vision 2

3. Legislation and guidance 3

4. Roles and responsibilities 3

Implementation

5. Organisation and planning 4

Impact

6. Monitoring arrangements 7

1. Links with other policies

This policy links to the following policies and procedures for the BRICKFIELDS Trust or individual schools:

- EYFS
- Assessment, Marking & Feedback
- Core subject policies
- SEND policy and information report
- Equality information and objectives
- Pupil Premium Strategy and Funding Plan
- More Able
- Homework
- Sex & Relationships
- RE & PSHE
- Behaviour Management
- Spiritual, moral, social and cultural (SMSC)

Intent

2. Aims and Vision

Our curriculum aims to:

- Provide a broad and balanced education, giving all pupils, particularly the most disadvantaged, the knowledge, skills and experiences they need to succeed in life
- 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 (SMSC)
- 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, with high expectations for every pupil and appropriate levels of challenge and support
- Develop pupils' independent learning skills and resilience, to equip them for the next stage of their education
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- Preparing Year 6 children for their transition to Key Stage 3

Brickfields Multi Academy Trust Vision for Learning:

Our schools work in partnership with staff, families and the wider community to create a safe and inspiring environment where children are excited about learning, develop a curiosity about the world and take pride in their progress. We have high expectations of ourselves and each other so that all children can reach their potential and become confident, life-long learners who make a positive contribution and respect others.

3. 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 the school has 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](#).

It 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](#).

4. Roles and responsibilities

4.1 The Local Governing Committee

The Local Governing Committee (LGC) will monitor the effectiveness of this policy and hold the Head of School to account for its implementation.

The LGC 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, and science, 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 and disabilities (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

4.2 Head of School

The Head of School 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 monitored by the LGC
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements

- The LGC and Board of Trustees are fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The LGC 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 SEND

4.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. All subject leaders are responsible for promoting their subject within the school and maintaining a high standard of provision in their subject across the school.

Core Subject Leaders manage their own **separate subject policies**, write (annually) and review (termly) action plans and carry out monitoring of teaching and learning in their subject throughout the year. They provide feedback to teaching staff, support them with long, medium and short term planning and lead CPD relevant to their subject.

Foundation Subject Leaders also write and review their own action plans, monitor teaching and learning within their subject and support teachers with planning.

Phase Leaders work in partnership with Core and Foundation subject leads in order to ensure the curriculum is being implemented effectively. They monitor teaching and learning within their phase and support teachers.

The SENCo & Inclusion Manager monitors the provision for children on the SEND register and ensures teachers and Learning Support Assistants are supported and receive any necessary CPD to enable them to adapt to the specific needs of the pupils they teach and support.

The Assessment Lead monitors the attainment and progress of children across the curriculum, leading Standards and Progress meetings with teacher teams to evaluate and ensure the curriculum is being implemented effectively. The Assessment Lead also supports subject leads with analysis of their own subject's attainment and progress data.

Implementation

5. Organisation and planning

The Cornerstones Curriculum

Schools within the Brickfields Multi Academy Trust provide a creative curriculum based around the Cornerstones Curriculum; a nationally recognised approach for delivering outstanding learning opportunities for children.

The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. Our curriculum is delivered through Imaginative Learning Projects (ILPs) which will provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning. We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum provides learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

Children progress through four stages of learning in each ILP – Engage, Develop, Innovate and Express. To find out more about these stages please click on the link through to the Cornerstones website:

<https://cornerstoneseducation.co.uk/>

Schools use the rigorous essential skills framework provided by the Target Tracker software, which outlines the end of year expectations in all subjects. These essential skills are age related so that staff can track children's progress and identify their individual learning needs.

Teachers use the Cornerstones resources as well as integrated ICT and a diverse range of frequent trips and visits to ensure curriculum suits local needs and contexts.

Specialist teachers are used in some subjects (e.g. PE, MFL and KS2 Music) to further enhance the quality of provision for pupils across the Trust.

Planning, Preparation & Assessment

Teachers plan in a team with their year group and phase partners, with Phase Leaders supporting the teachers in their team. The Cornerstones resources are used to map out long and medium-term topics and themes. A range of resources are used to plan for each week. Teachers have a wide range of technology available to enhance learning, including iPad and laptop trolleys. Teachers use their PPA time for moderation and assessment as well as planning.

Teaching & Learning

Core Subjects

English – Schools adopt a whole class reading approach from Key Stage 1 which has a clear impact on attitudes to, and outcomes in, reading. Children love to share stories with their peers and half termly topics are shaped around the chosen class novel. A range of enrichment activities such as World Book Day, parent engagement events and competitions within schools, all help to develop a culture of passion for reading across each school and the trust. Phonics provision is effective and delivered by well trained staff with good practice shared across trust schools. School libraries are well maintained and used to promote and encourage engagement with and a love of reading.

High quality writing is held in high regard by all learners, with weekly awards given and work published on the school website's blogs as well as on displays in classrooms and around the school. To develop enjoyment and stamina, children are regularly given time to write independently and at length for pleasure, alongside more structured teaching, where opportunities for choice and independence are also provided. Trust schools have their own, clear handwriting policy that is understood and modelled by all staff.

See separate schools English policies for more information.

Maths - Schools implement a mastery curriculum using a range of planning resources, including Mathematics Mastery and White Rose Hub. A feature of the mastery curriculum is the CPA approach. Concrete, Pictorial, Abstract (CPA) is an approach to teaching that develops a deep and sustainable understanding of maths in pupils. Schools celebrate NSPCC Number Day each year as part of developing a love of maths and extra-curricular clubs include 'fun maths'. A motivational target system for multiplication tables is adopted to encourage practise at home and make high expectations for all. Maths leaders from both schools work together closely to monitor, moderate and deliver cross-trust staff training.

See separate school maths policies for more information.

Science – In teaching science there are a number of key skills and attributes that we will develop. The children are taught to work scientifically, which involves:

- Developing an understanding of science through enquiry and investigation;
- Observing, measuring and undertaking a variety of tests ;
- Developing curiosity and asking scientific questions;
- Reading and using scientific vocabulary;
- Testing and developing ideas;
- Making decisions;
- Analysing functions, and relationships and interactions;
- Answering science questions using different types of scientific enquiry; and,
- An enjoyment and fascination of science.

See separate school science policies for more information.

Other Subjects

Art – Subject leads and teachers have a clear framework to plan, develop and evaluate arts, culture and creativity across the curriculum. Themed events activities, such as seasonal Arts Days, allow children to spend extended periods engaging with a wide range of techniques and materials. There are regular opportunities to exhibit work to parents and the wider community.

Computing – Schools have up to date technology and a budget plan in place to ensure the curriculum’s technology requirements are always met. Regular extra-curricular opportunities are available to children and computing is regularly included within parent engagement activities in order to provide support for less confident parents. Online safety is a thread that runs through every computing topic and lesson across schools. These issues are also raised regularly in assemblies and themed days such as Safer Internet Day, Anti-bullying Week and Hour of Code week. External providers are regularly used for consultation, assemblies and workshops with children and families.

Design & Technology – Subject leaders ensure all year groups are well resourced so they can deliver each topic within their curriculum effectively. D&T topics are closely linked to half termly Cornerstones themes and regular, practical homework projects are extremely popular as they provide opportunities for families to engage with children through D&T.

Geography & History – The majority of half termly topics (taken from Cornerstones) are humanities focused and the ‘engage stage’ often includes a history or geography themed trip or visit from an expert. Schools also use a variety of online and physical resources to enhance teaching and learning within the humanities. Where appropriate, teachers use their planning to provide opportunities for extended writing outside of literacy lessons.

MFL - Key Stage 2 are taught German by a specialist. Year 2 have taster sessions in the Summer term and the specialist and teacher responsible for MFL collaborate on a themed ‘German Day’ to tie in with Cultural Week activities in the Summer term. German activities have also been a part of previous parent engagement events. The trust also organises a Languages Day for More Able Children that local schools are invited to attend.

Music – Schools have access to the Charanga scheme across all year groups. There is peripatetic instrument tuition available for pupils, including PPG school funded tuition for disadvantaged families. Choir clubs are very popular and the Year 5&6 Choir perform at local and national events. There are weekly singing assemblies for all children.

PE – Sports Coaches teach PE during teachers’ planning, preparation and assessment time. A specialist also teaches on-site Forest School (Muddy Adventures). Children in Lower Key Stage 2 have swimming lessons at a local pool and where needed, children in Upper Key Stage 2 are offered booster sessions if needed. Children in all age groups have many opportunities to take part and compete in a variety of external sporting events run by local partnerships. Sports coaches and teachers run a range of free extra-curricular sports clubs throughout the year.

PSHE & Citizenship – see separate policy

RE – see separate policy

RSE and Health Education – see separate policy

Extra-Curricular Activities

Teacher clubs – Teachers run a range of after school clubs in the Autumn and Summer term. These clubs are all free. Current and past clubs include art, computing, drama, mindfulness and science.

Sports – free sports clubs are available before and after school. Led by sports coaches and teachers, current and previous clubs include football, netball, rounders, cricket, badminton, tag rugby and multi-sports.

Lunchtimes – A range of indoor clubs are available throughout the week to widen the choice for pupils and the opportunities for them to socialise and strengthen friendships. Past and current clubs include chess, choir, colouring, computing and reading.

SMSC & British Values

See our SMSC curriculum map on the school website’s Curriculum page and the SMSC policy is on the Policies page. The school’s British Values statement can also be found on the Policies page.

EYFS

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

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 SEND
- 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.

Impact

6. Monitoring arrangements

The Local Governing Committee monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Governor visits with Phase Leaders to discuss all areas of the School Improvement Plan including data and curriculum.
- Governors are invited to curriculum events including parent assemblies and themed days/weeks.
- Presentations from the school council.
- Termly Head of School report
- Subject leader reports in Autumn and Summer terms

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

- Lesson observations
- Environment, book and planning scrutiny
- Pupil perception interviews
- Data analysis.

Subject Leaders have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed and approved every three years by the Local Governing Committee.

Designated Member of Staff:

Trust CEO

Head of School

Monitoring and review

This policy will be formally reviewed by the Local Governing Committee, of each member school, on an annual basis or earlier if new guidance becomes available.