



*‘Be the best you can be; together we grow from acorns
to oaks, flourishing in God’s love’*

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

CURRICULUM POLICY

**Policy Lead
Committee:**

Local Academy Committee

In consultation with:

Approved by:

Date: 14th January 2025

Policy Date: Spring 2025

Review Date: Spring 2027

Review Frequency: 2 Years



'Be the best you can be; together we grow from acorns to oaks, flourishing in God's love'

Contents

1. Introduction	3
2. Aims	4
3. Christian Values	4
4. Our Curriculum Intent	5
4.1 Skills & Knowledge	5
4.2 Speech & Language.....	6
4.3 Effective Citizenship.....	6
5. Pedagogy of the Curriculum.....	7
6. Planning of the Curriculum.....	8
6.1 The Foundation Stage.....	9
7. Roles and Responsibilities	9
8. Organisation of the Curriculum	11
9. Subjects Taught	11
10. Reporting and Assessment.....	12
11. Equal Opportunities	12
12. Supporting Pupils with SEND	13
13. Extra-Curricular Activities	13
14. Monitoring and Review.....	13
15. Links to Other Policies.....	13



'Be the best you can be; together we grow from acorns to oaks, flourishing in God's love'

1. Introduction

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.

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

We value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

Our Christian Vision, 'Be the best you can be; together we grow, from acorns to oaks, flourishing in God's love.' is taken from Isaiah 61:3 – Oaks of Righteousness. "They will be called oaks of righteousness, a planting of the Lord for the display of his splendour."

This is a prophecy that looks at all sorts of people from all sorts of backgrounds. We have a real desire and belief that all children from all backgrounds will become magnificent people, making a difference in the world.

We have designed our curriculum to be inclusive, inspiring and nurturing with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We encourage children to appreciate their environment and to develop an understanding of their impact upon the local community and the wider world.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to enhance their learning experience, motivate and inspire them, build resilience, confidence and self-esteem.

At Bream C of E Primary School, we have high aspirations for all of our children and we want to help them to be caring, confident and curious young people, with a passion for learning and the ability to achieve their potential.

Staff use Rosenshine's Principles of Learning as our pedagogy which underpins all of our curriculum. We value the holistic well-being of our children, through fostering a caring attitude, and a positive commitment to the ethos and values of our Church of England school. We provide a safe environment which develops confidence and independence to prepare our children for a life in an ever-changing world.



'Be the best you can be; together we grow from acorns to oaks, flourishing in God's love'

2. Aims

We aim to provide a broad and balanced curriculum which:

- Fulfils all the requirements of the national curriculum and the agreed syllabus for RE.
- enables all pupils to understand that they are all successful learners.
- enables pupils to understand the skills and attributes needed to be a successful learner.
- provides a wide range of learning experiences within a happy, supportive and enthusiastic teaching environment.
- teaches pupils the basic skills of literacy, numeracy, ICT and science.
- enables pupils to be creative through art, dance, music, drama and design technology.
- helps pupils understand the fundamental British values, and enables them to be positive citizens in society who can make a difference.
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- helps pupils understand the importance of truth and fairness, right from wrong, so that they grow up committed to equal opportunities for all.
- provides a framework by which pupils can learn to respect themselves, their peers and adults in order to encourage them to become good citizens within the local community and wider world.
- supports pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- enables pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- encourages and supports pupils to develop their special skills and talents in areas of particular interest to themselves, within and outside of school.

3. Christian Values

Our school curriculum is underpinned by the Christian Values that we hold dear at our school. These are forgiveness, truthfulness, friendship, respect, courage and trust. They help us to support the pupils social, spiritual, emotional and cultural development.

Our aim is to ensure that pupils are prepared for, and have an appreciation of Life in Modern Britain through introducing and discussing British Values:

- Mutual Respect and the Tolerance of those with different faiths and Beliefs.
- Democracy.
- Rule of Law.
- Individual Liberty.



'Be the best you can be; together we grow from acorns to oaks, flourishing in God's love'

4. Our Curriculum Intent

At Bream C of E Primary School, our vision puts the children at the centre of all we do. Our understanding of the individual child underpins their learning journey. We have high aspirations for every child and we want to help them to be **caring, confident and curious young people**, with a passion for learning and the ability to achieve their potential.

Based in the heart of the Forest of Dean we have a constantly evolving curriculum which responds to the needs of all learners and their interests. Our curriculum enables us to build strong relationships, celebrate diversity, encourage respect and build a sense of community. It provides and acknowledges success for all children, in all aspects of their development and it recognises, encourages and celebrates all types of talent.

Our Bream Christian Values, PSHE lessons and daily worship promote positive attitudes which help children to develop their moral compass and the skills needed for future learning and success.

Teamwork and responsibility are an essential part of our curriculum and we enable children to take on key roles, becoming involved in the community, through celebration of local traditions, by learning new skills and enabling them to take an active part in events throughout the year.

Our curriculum has been designed to ensure that children have deep memorable learning experiences, with some fun along the way. Our children leave Bream Primary School as caring, confident and curious young people with a sense of belonging and are proud that they have developed the confidence and skills needed to be learners for life.

Our curriculum intends to be creative, inclusive, inspiring and nurturing providing an education where all children can achieve their best.

At Bream C of E Primary School, we understand that every educational setting has a set of unique factors that are important to recognise in order to ensure that all children from within the locality are able to achieve the best possible educational outcomes as well as being prepared effectively for life outside of school.

We recognise that for our children to succeed beyond the classroom the skills they learn are crucial. Many of our children arrive at school with levels of understanding far below those expected of their age group and the school works hard to provide the support needed by focussing on the core areas in order to close the gaps that exist.

4.1 Skills & Knowledge

Our curriculum has a clearly mapped out progression of skills and knowledge:

We recognise that in order for children to learn effectively it is important that the taught curriculum is carefully mapped out to ensure that long term acquisition of skills and knowledge is acquired.



'Be the best you can be; together we grow from acorns to oaks, flourishing in God's love'

4.2 Speech & Language

Our curriculum has a focus on developing Speech and Language:

A large proportion of our children enter school with Speech and Language development well below the expected level. As such we tailor the curriculum to prioritise this aspect of learning and utilise opportunities both within the taught lessons and outside of these to develop these skills.

4.3 Effective Citizenship

Our curriculum intends to equip children with the life skills/social skills needed to be an effective citizen:

Our curriculum prioritises the acquisition of key life skills/social skills so that all children are able to live as an effective citizen with a positive outlook on their own self-esteem, ability and capability to make a positive contribution to society. It focuses on creating resilient learners who are willing to take calculated risks in order to be the best that they can be.

4.4 Inclusion

Our curriculum intends to meet the needs of all learners through quality first teaching and a combination of appropriate adaptation, pre-teaching, same day interventions and catch-up programs. Staff adapt their practice to meet learners needs with particular focus on Communication and Interaction; Cognition and Learning and Social, Emotional and Mental Health needs.

4.5 Structure of the Curriculum

Staff have decided that the best approach is to retain the current 'Topic' structure. The rationale for this is that 'Topic' teaching allows children to make links between curriculum areas and develop their understanding adding new knowledge to their current understanding. This method also builds enthusiasm in an area of learning and presents numerous opportunities for cross-curricular links. However, the staff also recognise that skills/knowledge need to be carefully mapped out to ensure progression.

In addition to this, whole school opportunities exist such as Young Voices; designated curriculum weeks, inspirational Maths, global awareness, world book day, focused curriculum days: internet safety, emergency services; links to outside organisation including STEM enthuse projects, GLOWmaths hub and working with our local secondary schools.

Central to our curriculum is the growth mindset attitude that directly impact on children's self-esteem and confidence. The school has a culture of celebrating success and effort and has



'Be the best you can be; together we grow from acorns to oaks, flourishing in God's love'

regular opportunities to publicly celebrate all children's learning with each other, within classes and with the local community.

5. Pedagogy of the Curriculum

The foundations of our curriculum are based on the pedagogy of Rosenshine's Principles of Instruction. This begins with explicit instruction which is where teaching is teacher led and fully guided. It is a way to teach in a direct, structured way. When we use explicit instruction, we make lessons exceptionally clear. We show pupils how to start and succeed on a task. We also give our pupils plenty of feedback and chances to practice.

Subject knowledge

Explicit instruction requires teachers to have excellent subject knowledge

- Subject leaders will provide national/local updates and CPD information
- Teachers will attend CPD throughout the academic year

Chunking

- We present new information in small steps/chunks
- We practice embedding knowledge/checking for understanding between each chunk

Teacher-led clear and concise explanations

- Clear and concise
- Including examples, non-examples and worked examples
- Throughout explanations, use questioning to check attention and understanding
- This includes new content and skills
- This may include verbal explanations, reading or use of other sources such as videos.

Daily Review

At Bream C of E, we begin each lesson with a short review of previous learning. The daily review can strengthen previous learning and can lead to fluent recall. This is a form of retrieval practice. This can take place in a number of formats:

- Questions
- True or false
- Complete the sentences
- Partner talk
- Writing a summary
- Vocabulary



'Be the best you can be; together we grow from acorns to oaks, flourishing in God's love'

Scaffolding

Scaffolds should be provided to ensure pupils are able to succeed. This may include:

- Teacher-led practice with questioning, discussion and support
- Verbal prompts and reminders
- Partially-completed questions or tasks
- Sentence starters or other writing aids
- Written checklists or step-by-step lists for completing the task.

Guided Practice and Independent Practice

Guided practice is interactive instructions between the teacher and pupils. After the teacher introduces new learning, they begin the student practice process by engaging pupils in a similar task to what they will complete later in the lesson independently. At Bream C of E, we follow these guides:

- I do, we do, you do
- Initial practice should be fully guided
- Guidance-fading – as pupils progress through practice, this guidance should be reduced
- Extensive independent practice should then be used to ensure success and automaticity
- Immediate feedback should be given on practice, including independent practice.

Retrieval Practice

Retrieval practice involves pupils retrieving previously learnt material from their long-term memory. The qualities of most effective retrieval practice are as follows:

- Completed from memory
- Involve all pupils
- Low stakes (no scores/points)
- Allow pupils to be successful
- Provide scaffolding if required
- Adequately challenging
- Be supported by corrective feedback
- Be 'spaced' from initial learning
- Include factual and higher-order questions/tasks
- Match the format of the final/end assessment

6. Planning of the Curriculum

We plan our curriculum in three phases for each year group, based on the requirements of the National Curriculum. Each year group has a long-term plan. This indicates what topics and which National Curriculum objectives are taught in each term. Our curriculum is thematic with



'Be the best you can be; together we grow from acorns to oaks, flourishing in God's love'

a cross-curricular approach to enable 'joined up/purposeful' learning to take place. We have reviewed our long-term plan to ensure coverage across the Key Stages.

6.1 The Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on developing pupils' skills and experiences through play, moving learning forward through which is simple and effective- our aim is to fuse pedagogical approaches that meet the needs of all our children.

We use 'Little Wandles' as our phonic scheme throughout EYFS and KS1.

During the first term, all reception children complete the baseline assessment which forms an important part of the future curriculum planning for each child.

We are well aware that all pupils need the support of parents, carers, teachers and others to make good progress in school. We strive to build positive links with the parents and carers of each pupil by keeping them informed about the way in which the pupils are being taught, how well each pupil is progressing and how they can support them at home.

7. Roles and Responsibilities

7.1 The Local Academy Committee is responsible for:

- ensuring the curriculum is inclusive and accessible to all.
- liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- monitoring the content of this policy

7.2 The headteacher is responsible for:

- devising plans for the curriculum in collaboration with teachers and members of the SLT.
- ensuring the curriculum is inclusive and accessible to all.
- Supporting teachers with the planning and implementation of the curriculum, ensuring workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Review the curriculum and make any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.



'Be the best you can be; together we grow from acorns to oaks, flourishing in God's love'

7.3 The subject leader is responsible for:

- providing strategic leadership and direction for their subject;
- supporting and offering advice to colleagues on issues related to the subject or curriculum area.
- monitoring pupil progress and reporting on this to the headteacher.
- providing efficient resource management for their subject.
- ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.
- keeping up to date with developments in their subject, at both national and local level.

The school gives core subject leaders non-contact time when necessary, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned.

7.4 Teachers are responsible for:

- implementing this policy consistently throughout their practices.
- ensuring plans reflect the school's curriculum.
- implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged.
- collaborating with the headteacher and SENDCo to ensure that the curriculum is inclusive and accessible to all.
- working closely with the SENDCo and TAs to ensure those in need receive additional support in lessons.
- ensure academically more able pupils are given additional, more challenging work to celebrate their talents.
- celebrating all pupils academic and non-academic achievements
- reporting progress of pupils with SEND to the SENDCo and ensuring any difficulties identified are discussed and resolved.
- monitoring the progress of all pupils and working to close the attainment gap between academically more and less able pupils.

7.5 The SENDCo is responsible for:

- collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.



'Be the best you can be; together we grow from acorns to oaks, flourishing in God's love'

- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

8. Organisation of the Curriculum

- The school's curriculum will be delivered equally throughout the school week.
- Lessons will use a range of teaching techniques to appeal to different learning types; visual, audio, kinaesthetic.
- Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils.
- Teachers will plan lessons to accommodate pupils of mixed ability making cross-curricular links.
- TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.
- Classrooms will be organised so that pupils have full access to resources and equipment; they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.
- Using Rosenshine's 10 Principles of Instruction, teachers will also ensure that through the day the following elements are incorporated into the teaching the learning:
 - 1) A daily review of previous learning.
 - 2) New material presented in small steps, with teachers ensuring that each step is mastered before moving on.
 - 3) Teachers asking a variety of open questions to establish children's understanding.
 - 4) Teachers modelling clearly, using equipment, visual and/or other aids to show children how to solve problems.
 - 5) Time for children to do guided practise.
 - 6) Teachers also carefully check all children's understanding in a variety of ways.
 - 7) Children have a high rate of success, with enough mistakes to show that they are being challenged.
 - 8) Scaffolds are provided for more difficult tasks.
 - 9) Children are given opportunities to also practise independently.
 - 10) There are weekly and/or monthly reviews of learning.

9. Subjects Taught

We have due regard to the national curriculum and 'statutory framework for the early years foundation stage' at all times throughout the academic year.

We will ensure that every pupil has access to the following core subjects:



'Be the best you can be; together we grow from acorns to oaks, flourishing in God's love'

- English
- Maths
- Science
- RE
- Sex, Relationships and Health Education

We will ensure pupils also have access to the following foundation subjects:

- Art and Design
- Computing
- Design and Technology
- MFL
- Geography
- History
- Music
- PE
- PSHCE

10. Reporting and Assessment

- Homework includes reading, spellings, times tables, English and Maths.
- Informal assessments will be carried out to measure pupil progress. The results will be used to inform future planning.
- Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents.
- Special measures will be given to pupils who require them; e.g. pupils with SEND, who are ill, EAL, or pupils who suffer from conditions that inhibit their academic performance.

11. Equal Opportunities

There are nine protected characteristics outlined within the Equality Act 2010, these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation



'Be the best you can be; together we grow from acorns to oaks, flourishing in God's love'

The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

12. Supporting Pupils with SEND

- Pupils with SEND will receive the additional support they require both academically and with their personal development.
- Pupils with SEND will work with TAs in smaller groups or 1:1 to work on topics covered in lesson to ensure they do not fall behind their peers.
- Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.
- The SENDCo will monitor the progress of pupils and will work closely with teachers to help them break down any barriers pupils with SEND have to education.
- The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual pupils, then we do so only after the parents of the pupil have been consulted.

13. Extra-Curricular Activities

- We offer pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.
- Extra-curricular trips and activities occur outside school hours and can include overnight stays in the UK and abroad.

14. Monitoring and Review

This policy is reviewed every two years by the headteacher and the Local Academy Committee.

15. Links to Other Policies

This policy supports and is supported by:

- Teaching and Learning
- Feedback and Marking

Other Sources of Information

- The National Curriculum in England:
<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>



'Be the best you can be; together we grow from acorns to oaks, flourishing in God's love'

This policy is available on the school website: www.breamcofe.co.uk/policies.

Paper copies are available on request from the School Office.