



## Our Curriculum



### Our Curriculum Intent

At Brighstone CE Primary School, our intent is to build a community of learners with **high expectations** and **aspirations** for the present and the future. We intend to achieve this by developing **lifelong learning behaviours** through an **engaging, responsive, stimulating, challenging and enquiry-based curriculum**, which encourages children to **build connections** and apply knowledge, skills and understanding in a wide range of **relevant and meaningful contexts**.



We intend to:

- Create an ethos that embeds our **core values of love, courage and respect**
- Have a **broad, balanced and coherent curriculum** that encompasses the National Curriculum
- Ensure **opportunities for equity** that enable every child to develop socially, emotionally, creatively, academically and physically in an environment where they are all **valued and respected as individuals**
- Develop a culture where **independence and collaboration** enable children to have the confidence to **take risks** and recognise that **making mistakes is part of learning**
- Inspire excellence by developing a **love of learning** through **support, challenge, questioning and enquiry**
- Help children to develop **meaningful and memorable connections** within and across learning journeys to secure deeper knowledge and understanding
- Encourage **high expectations** to ensure high standards across all subjects
- Ensure a range of high quality outcomes to make the **learning purposeful and relevant**
- Ensure that all subjects have a long-term plan with clear **progression in skills** and teaching sequences that allow children to cumulatively build knowledge and skills



## Our Curriculum Implementation

- Core subjects are taught discretely with opportunities for **connections** and **applications** within **rich cross-curricular topics**.
- Progression of knowledge, skills and understanding is carefully planned, reviewed and adapted yearly to ensure that **children's learning builds over time**, ensuring they are ready for the **next stage in their learning**.
- **Individual needs**, including SEND, are supported or challenged through **differentiation and variation** where appropriate.
- Where possible, foundation subjects are incorporated within topics to enable children to **make connections, develop schema and embed learning over time**.
- At the start and end of topics, children (as a class or individually) start with a **KWL grid**: What we know, what we want to know, and what we have learnt). This then informs planning.
- **Learning journeys** start with a hook and a big question, and finish with an outcome (e.g. class museum, class book, presentation, a piece of writing, a display of work) to provide a **purpose for learning**.
- Children's **knowledge is embedded** through repeated revisiting (e.g. quick quizzes, quick fire questions, songs, chants, games etc...)
- **Enrichment opportunities** such as field studies, visits, workshops, visitors, extra-curricular activities and links with the wider community are planned into every topic.
  - Children have the opportunity to participate in a **community project** at least once a year.
  - Opportunities are planned for the building of **independent skills** (e.g. choosing and using appropriate resources and strategies) and **collaborative skills** (e.g. group work, paired work, shared outcomes).
- Subject leaders support staff with **subject knowledge, planning and assessment**.
- Each foundation subject leader identifies **key skills and knowledge** that will be assessed in each unit of work.
- **Formative assessment** is used to help staff ascertain the children's next steps (e.g. closing gaps or providing challenge) and **teaching responds to children's needs**.
- Opportunities are planned for **year groups to work alongside each other** (e.g. in their house teams).
- Our **values of love, courage and respect** are promoted throughout the wider curriculum, including through discussion, valuing mistakes, encouraging everyone to try new things, practising collaboration, and celebrating achievements in Golden Worship.



## Our Intended Impact

SLT and subject leaders monitor and evaluate the whole curriculum and their subject areas through a range of methods, including pupil conferencing, book scrutinies, learning walks, and questionnaires. They will monitor to see if:

- Children are able to **make secure links in their knowledge and understanding**, and their **storage and retrieval ability is improved**.
- Children are **inquisitive and keen to ask questions** to find out more.
- Children can **use and apply their learnt skills across the curriculum** (e.g. Reading, Writing, Maths, independence, handwriting) and **maintain high standards** when using these.
- Children have the knowledge, skills and understanding to be **ready for the next stage in their learning**.
- Children are **respectful citizens** who are mindful of their role as part of the wider community.
- Children are able to **talk confidently about their learning**.

