



Bryony School

Curriculum, Teaching and Learning Policy

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1. Introduction

Our curriculum content is based on guidance provided by the National Curriculum regulatory requirements and professional judgement. It is delivered with careful consideration of Keeping Children Safe in Education (Latest update 2023), Working Together to Safeguard Children (December 2023), the 'Equality Act 2010' (May 2014), the Statutory Guidance 'Relationships education, relationships and Sex Education and Health Education' June (2019), the Statutory Framework for the Early Years Foundation Stage (Latest update 2023) and other relevant DfE legislation. It should be read in conjunction with our other school policies.

Our School aim is to provide all children with the opportunities to reach their academic, creative and physical potential, in a stimulating, caring, safe and inclusive learning environment.

The curriculum includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach the children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills to enable them to achieve their true potential.

Therefore, at Bryony School we aim to provide a broad and balanced curriculum so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Bryony School is underpinned by our **CARE core values** - **C**ooperation, **A**spire and **A**chieve, **R**espect and **E**mpathy.

2. Aims

The aims of our school curriculum are:

- To provide a broad, balanced and ambitious curriculum to all children in the school of compulsory school age, providing a linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
- For children below compulsory school age, to provide a programme of activities which is appropriate to their educational needs, in relation to personal, social, emotional and physical development and communication and language skills.
- To enable children to acquire speaking and listening, literacy and numeracy skills.
- To enable all children to learn and make progress.
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- To draw from the core requirements to meet national standards, as a minimum but also offering a breadth of curriculum to promote individual talents and aptitudes.
- To enable children to be creative and to develop their own independent thinking
- To recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in their child's learning.
- To enable children to recognise and utilise their own best learning style
- To teach children about their developing world, including how their environment and society have changed over time
- To promote the spiritual, moral, mental and physical development of all pupils
- To help children understand Britain's values and cultural heritage
- To help children understand and become tolerant of difference and diversity and to ensure that they thrive, feel valued and not marginalized
- To enable children to be positive citizens in their community and wider society
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To enable children to have respect for themselves and high self esteem, and to be able to live and work co-operatively with others.

3. Curriculum

Curriculum Intent

At Bryony School, our aim is to provide all children with the opportunities to reach their academic, creative and physical potential, in a stimulating, caring, safe and inclusive learning environment.

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Therefore, at Bryony School we aim to provide a broad and balanced curriculum so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Senior leaders, teachers and the Advisory Board view our curriculum as a continuous and fluid process which takes into consideration the needs and interests of our children alongside the EYFS Framework and National Curriculum. Our curriculum continues to evolve to ensure that local, national and global contexts are topical as to embrace the ever-changing world that we live in.

The development of the curriculum was based on:

- Providing an ambitious and structures framework for teaching and learning
- Ensuring that the curriculum is motivating and engaging
- Delivering a progression of knowledge and skills from pre school to Year 6 to ensure the correct building blocks are in place
- Providing a wide range of subjects for academic, sporting, technical and creative excellence
- Giving children the knowledge to experience to ensure future success
- Actively promoting children's spiritual, social, cultural, and moral development
- Supporting emotional and mental well-being of every child

Curriculum Implementation

Organisation

Knowledge underpins and enables the application of skill. We strive for children to learn new skills alongside knowledge, ensuring that both are explicitly developed. Recognising that knowledge and skills are intertwined, we take a cross-curricular approach to maximise links across subjects and to ensure teaching and learning is relevant and meaningful.

Using the EYFS Statutory Framework and National Curriculum, age-appropriate progression in knowledge and skills for each core and foundation subject has been identified and mapped out across the primary phases.

Our vibrant and rich curriculum is designed so that the subject specific skills are scaffolded within a cross-curricular theme or context each term. Themes are delivered on an annual basis in the Early Years and on a two-yearly rolling programme for KS1. Years 3-6 work on a yearly programme of study.

The class teachers are responsible for the day to day organisation of the curriculum. In particular they are responsible for:

- Preparing and reviewing schemes of work that meet the needs of all pupils (in the case of Junior teachers they have specific subject areas they teach).
- Using appropriate teaching styles to deliver well-planned lessons followed up by appropriate homework to reinforce learning.
- Monitoring the progress of children through assessment, recording, reporting and review procedures.

- Extending the learning experiences of pupils through a range of class visits, extracurricular activities and school fundraising events for charity.
- Celebrating the achievements and successes of pupils through a variety of school activities, classroom displays, rewards and individual recognition at Speech Day.

Curriculum Impact

At Bryony School we have high expectations for every child in every subject. Children make good progress throughout the school, with many gaining grammar places when they move on to their secondary education. There is a key emphasis on English, Maths, Science and PSHE while actively encompassing the acquisitions of knowledge and skills across areas of the National Curriculum. High quality teaching, alongside a well developed curriculum, ensures that the needs of individual children can be met.

When our children leave us, as well as being ready for a KS3 curriculum, they have a wealth of transferable skills which have been developed throughout their time at primary school in an inclusive and nurturing environment. Our children enjoy lessons and we believe this early love of learning stimulates children to become life-long learners.

Developing their independence, motivation and attitudes as learners, and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

We ensure quality-first teaching enables our children to develop their long-term memories and define their progress as knowing and remembering more. Teachers and staff work hard to plan a broad, balanced and ambitious curriculum which is expertly delivered to ensure a child's entire school experience enables them to develop a deep body of knowledge which will see them through to further study, work and a successful adult life in whatever pathway they choose.

Monitoring and Reviewing the Impact of the Curriculum

At the end of every lesson, children are assessed so that teachers are able to plan the next steps to be taught and any gaps can be filled. At the end of each half term, assessment data is gathered and progress monitored. Pupil progress meetings allow each child to be discussed individually. The impact and measure of our curriculum is to ensure children not only acquire the appropriate age-related knowledge linked to the curriculum but also skills which equip them to progress from their starting points. In shaping our curriculum this way, progress is measured and evidenced for all children, regardless of their starting points or specific needs. Enjoyment of the curriculum promotes achievement, confidence and excellent behaviour.

Subject Leadership

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review and the celebration of good practice

contributes to the ongoing commitment to evolve and improve further. All subject leaders are given access to training and CPD opportunities to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and the professional practice of colleagues.

The **role of the Subject Leader** and/or team is to:

- Provide a strategic lead and direction for the subject.
- Support and advise colleagues on issues related to the subject.
- Monitor pupils' progress in that subject area.
- Provide efficient resource management for the subject.
- Keep up-to-date with developments in their key area of learning at both national and local levels.
- Monitor how their subjects are taught through monitoring the medium- and short-term planning ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities.
- Lead sustainable improvement through supporting colleagues and others.
- Judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.
- Evaluate teaching and learning, and assessment within their subjects.
- Have a secure awareness of the schemes of work for EYFS, KS1 and KS2.
- Report to the Headteacher on the strengths and areas for development of the subject and the strategies for improvement

4. Early Years Foundation Stage (EYFS)

Our aim is to provide a safe and stimulating physical environment both inside and out that has challenging and appropriate content reflecting individual needs. Our school fully supports the principle that young children learn through play and it is important to make their own choices in the different areas of play. We also strive to give our children the opportunity to develop their reading, writing and numeracy skills through play and through more structured teacher-led sessions.

Staff make continual observations to record the children's progress. These assessments form an important part of the future curriculum planning for each child and are shared with parents and carers so we can work together to progress a child's learning.

The EYFS principles which guide the effective work of our Early Years classes are grouped into four themes:

- 1) *A Unique Pupil* - every pupil is a competent learner
- 2) *Positive Relationships* - pupils learn to be strong and independent
- 3) *Enabling Environments* - supporting and extending a pupil's development

- 4) *Learning and Development* - three prime and four specific areas of learning and development.

The seven areas of learning and development are divided into three prime areas and four specific areas. The three prime areas are: Communication and Language, Personal, Social and Emotional Development and Physical Development. These are supported by specific areas that strengthen the prime areas. The specific areas are: Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

5. Assessment

Assessment is an integral and vital part of teaching and learning as it informs planning and individual next steps. Assessment for learning strategies are embedded in our practice. Regular summative assessments are carried out to establish a level of attainment, which also informs future planning. Teachers use assessment information to track the progress of individuals and groups of pupils and the Senior Leadership Team uses it to monitor outcomes and the implementation and impact of the curriculum.

Term	Assessment	Outcome
Autumn 1st	Reading Ages throughout the school Years 2 to 6 - Spring NFER Reading Mathematics GPS	Tracked via Insight Reported to parents Christmas report
Autumn 2nd	Teacher Assessment Pre-School through to Year 6	Tracked via Insight Reported to parents Christmas report
Spring 1st	Reading Ages throughout the school	Tracked via Insight Reported to parents Spring report
Spring 2nd	Teacher Assessment Pre-School through to Year 6	Tracked via Insight Reported to parents Spring report
Summer 1st	Reading Ages throughout the school	Tracked via Insight Reported to parents Summer Report
Summer 2nd	EYFS Goals Assessment Year 2 and 6 - NFER assessment Years 1,3,4,5 - Summer NFER Reading Mathematics GPS	Reported to parents via Tapestry Tracked via Insight Reported to parents Summer Report

6. Individual Learning Needs

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify or extend some children's access to the curriculum, in order to meet their needs, then we do so, after consultation with parents. If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice 2014. If a child displays signs of having special needs, then his/her teacher, in conjunction with the Learning Support Coordinator, makes an assessment of this need.

In most instances the teacher is able to provide resources and educational opportunities that meet the child's needs within the normal class organisation. However, we will also work with children on a 1:1 basis, or in a small group, outside the classroom if we feel this is more beneficial to the child. If a child's need is more severe, we inform parents and recommend involving an appropriate outside agency.

We do our best to provide what is reasonable in terms of additional resources and support for children with special needs. Bryony School provides an Individual Education Plan (IEP) for each of the children who require extra support. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. We also use the IEP format to put into place intervention strategies to assist those children/groups of children who may not have a specific learning difficulty, but need extra support to fill gaps in their learning.

If a child in our school were to have disabilities, we would be as committed to meeting the needs of that child, as we are to meeting the needs of all groups of children within our school. All reasonable steps will be taken to ensure that a child is not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning will be appropriately modified for a child with disabilities. For example, they may be given more time to complete certain activities, or the teaching materials may be adapted.

We encourage pupils and staff to respect other people, paying particular regard to the requirements of the Equality and Disability Act 2010. Personal, Social, Health and Economic Curriculum is an essential part of the curriculum. It helps the children understand their feelings and the modern world around them. Children also consider topics of Spiritual, Moral, Social and Cultural interest which help them develop in this area. Discrete Personal, Social, Health Economic (PHSE) lessons are part of the curriculum but this is supplemented by assemblies, charitable fundraising and giving, involvement in the local community. This helps to reinforce children's understanding of how they are effective citizens of the world.