



Curriculum Policy and Guidance

Bruche promotes a curriculum that is infused by British values and the spiritual, moral, social and cultural development of its children. Our belief is that all our children are capable of achieving highly and that we will provide the right learning experiences for this to happen. Learning is our core purpose and we are committed to building children's capacity to develop as independent, confident and reflective learners. In order to do this we have designed a progressive knowledge rich curriculum, formed from evidential research. We bring together the delivery of knowledge through cognitive science approaches such as retrieval and metacognition. We see knowledge defined in four parts:

Knowledge provides a driving, underpinning philosophy

Acquiring powerful knowledge is seen as an end in itself with the belief that we are all empowered through knowing things and this cannot be left to chance. We see skills and understanding as forms of knowledge and we understand there are no generic skills but rather skills are linked and taught through specific detailed subject content. Our knowledge rich curriculum gives a high status to knowledge content and subject traditions.

Knowledge content is specified in detail

Units of work are not defined by generic headings but are supported by statements that detail the knowledge to be learnt. E.g. we do not want children to do the romans. We want them to get specific knowledge as well as a broad overview. These are held together by concepts that are carefully mapped by subject discipline and then across a curriculum. They are sequenced and provide a cohesive structure to frame our curriculum.

With a mastery principle in mind, we have woven our areas of learning into a "Curriculum Story" for each year group from Year 1 to 6. This gives all learning a meaningful context; learning flows from one topic to another through conceptual awareness and understanding; below are the concepts that are a 'golden thread' through our curriculum and children's knowledge.

- **Cause and Consequence**
- **Change and Continuity**
- **Significance and Difference**
- **Context and Chronology**
- **Diversity**
- **Democracy**
- **Similarity**

Knowledge is taught to be remembered not merely encountered.

Our teachers will be combining cognitive science methodology with knowledge content – this is beyond rote learning and learning facts for no purpose, it is about ensuring students have a secure knowledge platform, allowing them to reach the next level.

Our curriculum is designed to be remembered, understood in detail, stored in long term memory so that it can be later built on, forming even wider schemas. Our curriculum plan maps key concepts and frames well chosen, powerful knowledge, with transferable vocabulary and skills that deepen and ensures enduring understanding. We recognise that there is too much knowledge to be taught.

Our approach to curriculum implementation is through spaced retrieval practice, assessments that are constructed to evidence and test enduring knowledge and plenty of repeat practice for automaticity and fluency. We recognise that we should start at the end when planning a school or class curriculum. Our curriculum begins with the outcomes we want our children to achieve. With outcomes in mind we plan our assessments and the evidence we expect to see that demonstrates not only their ability to remember more information, their adeptness of skill application, but understanding that has endured. Our approach to curriculum planning and delivery is built on spaced retrieval practice, formative low stakes testing and plenty of repeat practice for automaticity and fluency.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Teach A	Teach B	Teach C	Teach D	Teach E	Teach F	Teach G
Retrieve prior learning	Retrieve A	Retrieve A	Retrieve A	Retrieve A	Retrieve A	Retrieve A
		Retrieve B	Retrieve B	Retrieve B	Retrieve B	Retrieve B
			Retrieve C	Retrieve C	Retrieve C	Retrieve C
				Retrieve D	Retrieve D	Retrieve D
					Retrieve E	Retrieve E
						Retrieve F

Low stakes testing will be used to retrieve teaching. For example the use of

- Quizzes
- Questionnaires
- Debates
- Self and peer assessments
- Presentations
- Speaking and listening activities
- Use of multiple choice and closed answers
- Brain drain activity
- Knowledge organiser activity

Knowledge is sequenced and mapped deliberately and coherently

Our knowledge based curriculum is planned progressively, vertically, horizontally, giving thought to knowledge sequences for building secure schemas. It is a kinetic model of materials:

- Timeline of historic events
- Sense of place
- Framework of understanding cultural diversity, human development, evolution
- Attention to misconceptions
- Instructional tools to move students from novice to experts in a specific subject

In building our curriculum we sought to structure it so that key concepts and vocabulary were revisited and reinforced making them unforgettable. As a result we constructed a 3D curriculum where explicit links were made within subjects, across subjects and across years with repetition of vocabulary at its heart. Our knowledge based curriculum is packed with experiences and driven by a strong set of values about what matters. It has soul, moral purpose and humanity.

English - Structuring:

Oracy: there will be a weekly time table children will be taught to use standard English in a range of formal and informal ways, in the vast majority of all lessons children will be involved in TALK – the class teacher must be aware of the balance between class teacher and pupil talk. Talk partners; children need to be taught a structure for talk partners. Class teacher will introduce a framework of prompts. This will be an integral part of the reading and writing process, as well as providing children with opportunities to present information & ideas and to perform. Children will be taught a framework for presentation and for participating in more structured discussions such as a debate.

Reading: In every half term there will be a focus author usually of the class text read at the end of the day; the expectation is over a year children's reservoir of knowledge about a variety of authors and text types and structures (including poetry) will be broadened and deepened. During KS1 & KS2 (as needed) children will take part in 4 times a week phonics sessions (1 hour). KS1 & KS2 children will be encouraged to visit the class reading area each week and engage with fiction and non-fiction texts that interest them.

Guided reading and shared reading: Each child will participate in an adult led guided reading session and shared reading each week, reading a text read as part of a group small group of children with similar reading abilities.

Writing: including grammar and punctuation will be mainly taught through the use of a current text linked wherever possible to the current topical theme, where there will be a clearly identified audience and purpose. Within the writing process children will be expected to undertake at least two incidental writing opportunities each week.

The writing process which will be taught over a period of time will have a final outcome, usually an opportunity to write at length. Over the year we will expect to see a range of genre and increasing production of work. Children will be taught to edit and improve their own writing (at least the final piece). All writing including that in other subjects will be recorded in a "Learning Journey". This will

capture all of a child's writing in one place and ensure the class teachers can insist on basic skills in all subjects. There will be other literacy books, spelling logs, handwriting books and phonics books which will be used to focus on learning a process in order to apply it in the writing book.

Spelling: the children who are not receiving daily phonics session will begin the support for spelling programme (adjusted in line with the new curriculum). There will be 5 sessions run over 2 week blocks and they will use a spelling journal/log. Spelling word list: common exception words and spelling strategies will be taught in line with the schools own spelling programme, which will be based on the support for spelling model.

Handwriting; will take place daily (approx. 10 minutes) until the criteria is met to issue a pen license.

Mathematics:

All cohorts follow the new National Curriculum for maths ARE expectations based around the aims of fluency, mathematical reasoning and problem solving with a particular emphasis on fluency that blend of conceptual understanding and procedural flexibility.

The new National Curriculum places higher expectations on pupils and teachers. It requires teaching to mastery. As a school we adopt the Singaporean approach to teaching which unpacks mastery and ensures deep learning.

Our School expect the majority of pupils to move through the programmes of study at broadly the same pace. In all key stages, pupils who grasp concepts rapidly should be challenged through rich and sophisticated problems before any acceleration through new content and those who are less secure should consolidate their understanding before moving on.

Our children's curiosity is ignited through exploration of a really good problem that is easy to enter but difficult to leave. Deep learning through challenge and consolidations with the use of variance. They will make links and connections using a blend of practical apparatus, moving from concrete, visual, to abstract. Differentiation will be evident in how the teacher helps all pupils in the class to understand new concepts and techniques. The blend of practical apparatus, images and representations within the Singapore Model may be different for

different groups of pupils, or pupils might move from one to the next with more or less speed than their classmates, skilful questioning is key, as is creating an environment in which pupils are unafraid to grapple with the mathematics.

Challenge comes through more complex problem solving, not a rush to new mathematical content.

Good consolidation resists underpinning ideas and/or structures through carefully selected exercises or activities. Mastery calls this 'intelligent practice'

Science:

KS1 and 2 operate a 1 year programme in line with the national curriculum recommendation with an emphasis on providing a curriculum which develops and extends the children's scientific concepts and enables them to be curious about the world.

During Key stages 1 and 2, science is taught through cross curricular topics and also specific subject lessons. Wherever possible, links are made between science and other subjects, particularly English, maths, DT and ICT. Activities are planned to cover the relevant key science skills and knowledge for each year group, with particular importance placed on children working practically so that they can make discoveries for themselves.

Music:

Music is taught by music specialist in KS 1 and 2 alongside the class teacher, covering the national curriculum key skills. KS1 receive 1 hour per week with our specialist, every other half term. Children in KS2 spend one day per term with our music specialist. Class teachers also look for other, incidental opportunities to meet music objectives in the classroom. 1:1 tuition is offered to all children at school. KS1 and KS2 children participate in singing practise weekly, preparing songs for assemblies and events.

History:

In KS1 the class teacher will construct a timeline to anchor sequential history topics and to give children a sense of nation. This time line will be updated throughout the year.

KS2: History is taught in chronological order starting from 'Stone age to Iron age' in Year 3.

History chronology will be taught through a thematic approach and class teachers will support the context delivery by selecting the appropriate key skills to underpin the project of work. Class teachers can select within the chronology topic what aspect they would like to teach. All chronology must be taught in the context of a timeline which should be in chronological order. Class teacher will complete each year the history breadth and balance context programme record. The class teacher can follow the children's interests in the subject aspect chosen as long as they are following the key programmes of study: there is some flexibility around the choice of specific content which may vary from class to class.

Geography:

KS1 will be taught 2 geography topics over 2 years and KS2 4 topics over 4 years. Key geographical knowledge and skills identified through the new curriculum will be taught through the project topics. Class teachers need to use the breadth and balance documents to record coverage.

PE:

Where possible they will link to the curriculum subjects and international themes. Lessons will be delivered by a qualified PE specialist teacher and supported by an apprentice coach. The PE specialist teacher will attend parent's evenings – minimum 3 times per year. They will write a PE report for an annual inclusion in individual children's annual report to parents and provide a half termly summary for each class teacher on attainment & progress and communicate weekly with the class teacher any appropriate and relevant information necessary e.g. PE kits, behaviour issues etc. Coverage and balance progression of key PE concept will be tracked for each cohort and a planning, assessment and

record keeping file for each cohort will be retained in school. PE specialist will be quality assured through lesson observations linked to school self-evaluation cycle and by SLT. Pupil outcomes in PE will be monitored by the appropriate quality teams.

Modern Foreign Languages:

Language learning in Spanish is delivered by a specialist language assistant, supported by the class teachers. Weekly lessons in EYFS and KS1 are 30 minutes in duration, 45 minutes in KS2. A specialist from a local High school teaches our year 6 children. The class teacher attends the lessons and participates in the children's learning and plans for follow up activities during the rest of the week. Children in KS2 are assessed against the progress they make in transferable language learning skills. At KS1 our children participate in the exploration of Spanish listening and speaking through games, rhymes, songs and stories and gain confidence in answering simple questions about themselves (name, feelings, where they live).

At both KS1 and KS2 the delivery of the language learning allows for elements based upon authentic Spanish culture both in Spain and South America. In both Key stages accuracy in pronunciation and intonation is encouraged and there are some explicit learning activities throughout the delivery of Spanish in every year group to practice and reinforce the sounds of the Spanish language.

In KS2 we explore the phonics of the Spanish language and link this to accurate phoneme- grapheme transfer. The majority of learning at the beginner's stage of Y3/4 is based upon listening, responding, joining in and speaking. The children are exposed to specific written language (e.g. useful nouns such as the days of the week or months of the year or numbers). As our children progress through their KS2 language learning career they are introduced to more of the written word and are encouraged to read for meaning , to read aloud in performance, to write for purpose and to develop their knowledge about language and their basic understanding of grammar and the structure of a sentence . All our children are encouraged to explore and improve how they can speak and write in sentences in the target language. At the end of KS2 it is our intention that children have practised speaking and writing using extended sentences in Spanish.

Design Technology:

Topics will combine a range of aspects of design technology to a more cohesive approach to the delivery of context linking to skills. The school will teach D & T within a purposeful context and will be linked to the class topic where relevant.

Art:

Art is taught thematically through a detail study of artists, architects and designers. In both key stages an artist in residence will work with class termly to support the class teacher's professional development and further enrichment opportunities for our children. Where possible each topic will start with a stimulus, experience or visit.

Computing:

Is the invisible foot print across all subjects. Key skills and knowledge will be taught in discrete blocks, children will then have the opportunity to apply these skills through other subjects. E-safety will be a topic covered in all year groups to reinforce the importance of this.

RE;

Is a statutory subject that is required to be taught to all children, however parents reserve the right to withdraw their child if they so wish. The school has adopted the Lancashire RE syllabus. The curriculum offers the children an opportunity to make sense of their own and others deepest belief and values by which they will live their lives. Children are actively encouraged to question and keep questioning.

PSHE;

Underpins the school curriculum and is delivered either discreetly or through their subjects when appropriate cross curricular links can be made. Questioning is at the heart of the curriculum and children will be asked their point of view on a variety of issues questioned on your opinion and encouraged to use your voice. The school has adopted the 'Heartsmart' scheme of work across Ks1 and 2 as a starting point for PSHE lessons across the school.

Planning: Key Questions, Planning and Assessment;

Teachers are expected to plan the delivery of an age related expectation (ARE) from the starting point of a questions. They are expected to research a variety of key questions that will challenge and probe a child's understanding of the key concept taught. They are also expected to plan the range of possible children's answers, in doing so they will be able to identify the depth of a child's understanding to ascertain if they have sufficient deep and sustained understanding, that will ensure children will be able to uplift this concept or skill in a multiple of new and varied contexts and achieve successful outcomes.

Long term planning: Subjects will be mapped across a year into terms however the class teacher still retains the right to move subjects about within the year but not across the years. The class teachers do have the flexibility to plan and co-ordinate the links between subjects which best reflects their cohorts' current needs, interests, strengths and areas for improvement. These will be published on the school website.

Medium term planning: Class teachers will use 3 medium term planning proforma sheets to indicate the learning intentions, and cross curricular subject links and overarching theme for that topic of work. The class teachers will decide the themes for the projects that best suit the main subject drivers for that project that fits best with the age and interests of their current cohort. E.g. If Autumn 1 theme is a text "Plop the Owl Who Was Afraid of the Dark. Main subject driver sciences could be to explore gravity. The class teacher will decide on the length of time to explore their thematic projects.

Class teachers have the flexibility to explore their subjects for as little as 2 weeks and have a series of short projects, if they felt it was appropriate, rather than be constrained to topics every half term. The decision is left with the class teacher.

Medium term thematic topic outline; the class teacher will produce an outline plan of their topics for the year at the end of July to be published on school website for September of the following academic year. Unit planning for learning will be used to outline thematic topics. There will be discrete literacy and mathematics planning proforma.

Short term plans the intention of these planning proformas are that the class teacher can identify in outline learning intentions for differentiated groups and series of lessons and AFL these will not be published on the school website. There is an expectation that class teachers are not required to write detailed lesson plans or plan for a week in detail but to do so for the first two or so days and then reassess learning. This is to ensure that the class teacher's planning is responsive to pupil needs and pace of learning. Short term planning should be an organic process and plans should be annotated and responsive to the continuing needs of pupils as they progress through the week. However there is an expectation that skills over a week should be identified and planned for. Class teachers are expected to start a topic with a 'Hook', which could be a visitor, visit or experience, in order to grasp children's attention.

Work Books: In order to ensure there is a focus on basic skills that is transferred to all curriculum areas all writing for all subjects will be captured in one Writing book. Within discrete subjects there will be exercise books for children to practise and investigate process but the application within their writing will be captured in a learning journal. The school will not therefore be following the more traditional approach of an English book and a range of subject specific books. All mathematical calculation and applied maths will be captured in a maths book. However there will be occasions in which other subjects, D&T and Science grid tables will also be captured within their mathematics books.

Assessment; The assessment process is critical for our pupils learning and we have adopted questioning as the central assessment driver within lessons. Teachers will ask probing questions of pupils, in order to help them to gain an understanding of how far a child has progressed in understanding essential ideas, building core knowledge and key abilities. There will be a high emphasis on production as pupils will need to produce things – write things down, make statements and so on – which will give our teachers insight into how our children's thinking is building. When a child writes something down, it becomes an external representation of the way they think – then, they can think about their own thinking and a teacher can better see the way in which pupils are thinking. More assessment not less will support learning in day to day lesson delivery. We will support this continuous assessment termly with formative assessment per term from year 1 - year 6. This will then be recorded in an electronic tracking system that will support additional targeting of support whole school self - evaluation and staff performance management.

Differentiation; The school adopts the view that 'all children having access to all of the content of the curriculum (Tim Oats 2014) and this forms the basis of our commitment to deliver the original sentiments of the National Curriculum - Children can readily grasp material and can stay on the same key elements rather than rapidly moving on, expanding and consolidating their understanding. Challenge does not always come from being moved on, but by being presented with new application of

core ideas. Undue pace creates learners with fragile learning with increasing separation from the other pupils.

Collective Worship: Collective worship is addressed as a whole school in assembly time. In addition to this class teachers set aside a few minutes each day to reflect and engage children's emotional intelligence and, where possible, grasp opportunities as they naturally occur. Within each classroom this is captured in awe and wonder book when appropriate. Collective worship is a statutory requirement. However parents have the right to withdraw their child if they so wish.

English as an additional Language: Class teachers respond well to diverse needs including those pupils who have English as an additional language. Class teachers will analyse individual pupil needs and create practical activities and resources to support pupil learning.

Enrichment Activities: the school promotes a number of out of school study support activities, some of these are subsidised by the school budget and others are funded from a variety of sources. The school reviews its programme each year and introduces new or popular activities for pupils. The activities range from sport, gym, football, drama, music and art. The school promotes a number of educational visits each year. These visits include day trips and residential visits. All visits are planned well in advance and appropriate risk assessments and permissions are sought.

Parents: the school values parental involvement and makes every effort to include parents where possible. The school has 3 drop in / parent target setting meetings a year and issues its annual report in July, with interim reports on progress published after each assessment period in Autumn and Spring. School consults annually with parents about homework and adjusts its policy accordingly

SEND: the school has clear guidance, protocols and support of SEND pupils and pupils identified as vulnerable or at risk. Staff at school address each pupil's individual needs and where appropriate complies with the SEN code of practice, working alongside the SENCO.

Homework: Is an integral part of our children's learning. Our homework tasks ensure that learning is continued at home with parents and is relevant to the children's current learning taught within that week. Parents are encouraged to support their child at home with the completion of this work and its timely return. The schools homework policy is promoted vigorously across the school.

Quality Teams: The school has adopted a quality team structure in order to give all staff a voice in the implementation of its whole school curriculum and to ensure that all staff see the school curriculum (relative to their responsibility level) as an integral part of their role. It is a supportive model in which experienced and in experienced subject leaders work together to manage a range of subjects. This is to ensure efficiency, manageability and impact; Families of subjects are grouped together, common developmental themes are identified and 1 action plan is written with 3 targets, one per term to be actioned and be acted on. Team meetings are timetabled termly in staff meeting directed time. All teams are released one day per term to complete a subject SSE on activity of teaching and learning.

This comprises monitoring and planning, workbooks, pupil outcomes and discussions with pupils. Teams will update action plans and will write a small commentary for governors after each SSE cycle.