



Bramcote Hills Primary School



Curriculum Statement

This curriculum statement is unique to Bramcote Hills Primary School. It is underpinned by our Bramcote Beliefs.

Bramcote Beliefs

- *We believe in delivering an exciting and broad curriculum through high quality teaching and innovation*
- *We believe in having high standards*
- *We believe in developing and knowing children as individuals*
- *We believe in enabling pupils to become well-rounded, happy and confident children who achieve to the best of their ability*
- *We believe in being inclusive so that all children can thrive*
- *We believe in working in partnership with our community and other schools*

We deliver a broad and exciting curriculum that is tailored to the needs of our children, allowing every child to fulfil their potential.

This brief curriculum statement should be viewed alongside our more detailed Curriculum Plan and Teaching and Learning Policy.

Context

The teaching team at Bramcote Hills are privileged to serve a diverse community with children who come from a wide range of socio-economic backgrounds.

The Senior Leadership Team (SLT) of the school understand the unique nature of the school and have identified the following issues facing the school. Some of these 'issues' are generalisations and there are, of course, always exceptions to the rule. Quantities are approximate and based on professional judgement as specific numbers will change from week to week.

Issues facing the school

- The majority of our children want to learn
- A number of our pupils (approximately half) have a wide range of life experiences
- A significant number of our pupils have parents and carers who greatly value education
- Some children come from families who don't value good attendance or academic success
- A number of our children (approximately half) are relatively articulate and are open to developing their vocabulary
- Our diverse intake means that some children enter school with a limited vocabulary
- We celebrate the diversity of our school community and are aware of the needs of children with English as an Additional Language

- Some of our families (just under half) demonstrate high aspirations for future academic success and future employment
- The school has worked hard to improve attendance
- The involvement of parents and carers is generally good
- Some children receive so much support from home that they can sometimes struggle to cope with setbacks or find ways of solving problems for themselves
- Some children are therefore reluctant to take risks
- Some children find it hard to self-regulate
- Some children are used to being able to obtain possessions easily and don't always care for resources or understand the need for re-using and recycling
- Some children enjoy a wide range of experiences out of school and therefore become passive unless constantly stimulated
- Some children come from families where both parents work long hours and have little time for interaction
- The school is located with a postcode that means it does not always access the number of funding streams or levels of social support enjoyed by other schools
- Children and staff are housed in a building that requires constant maintenance and present numerous challenges.

Intent

The school intends to develop a certain type of learner based on our '**Four Rs**'. We want learners to be;

- **Resourceful**
- **Reciprocal**
- **Resilient**
- **Reflective**

Our curriculum intent is based on a **SPARK** to ignite the fire of life-long learning. See the curriculum plan for details.

S – Stimulating. Using 'hooks' that excite, engage and inspire. Building on children's interests. Providing opportunities to study some areas in more depth. Ensuring breadth of curriculum to nurture a range of talents. Making good use of modern technology.

P – Purposeful. We consider an end purpose to our topics in order to make learning real and motivational. We build on real life experiences and develop key skills.

A – Aspirational. All learners can achieve. We try to nurture a positive attitude to learning and the acquisition of key skills. We want children to aspire to good employment. Our approaches are based on thorough research.

R – Relevant. Our curriculum is based in the real world. It is designed to take account of barriers faced by our learners. It is current. It reflects our distinctive community and supports the personal development of our pupils.

K –Knowledge. Children will develop their knowledge through a progressive curriculum which deliberately covers some areas in depth. We want children to learn to love gaining knowledge. The accumulation of knowledge is supported by the acquisition of key skills.

The school has devised **Curriculum Depth Maps** to deliberately plan which parts of our curriculum should be covered in more depth. This could mean covering concepts, skills or knowledge more than once in a variety of different ways within a year. It also means deliberately returning to areas of learning in subsequent years. The schools approach to teaching for **mastery** supports this in depth learning.

Implementation

Although the table below is by no means exhaustive, it demonstrates how we address some of the identified features of our children detailed above through specific features of our curriculum.

Issues facing the school	Features of our Curriculum and Teaching implemented as a result.
Limited vocabulary and/or receptive to new vocabulary	<ul style="list-style-type: none"> • ERIC teaching of reading which focusses on acquisition of vocabulary
Children with EAL	<ul style="list-style-type: none"> • Celebration of diversity • Employment of specialist EAL teacher to encourage access to the curriculum • Focus on vocabulary acquisition through EIRC • Use of response partners so children learn from each other
Families who don't value good attendance or academic success	<ul style="list-style-type: none"> • All children can succeed ethos • Employment of home liaison teacher who has a focus on developing reading and participation in school events for target families • Having an end Purpose to topics • Creating a Reflective culture that promotes a love of gaining Knowledge • Make learning Relevant by basing it in the real world • Developing Aspiration by promoting future academic success and attending careers fairs • A mastery approach and <i>Curriculum Depth Maps</i> that ensure deep learning in certain areas through selected repetition
Children struggle to cope with setbacks or find ways of solving problems for themselves	<ul style="list-style-type: none"> • In the context of topics, we teach Resilience and Resourcefulness • Four residentials in KS2 to develop Resilience, Resourcefulness, independence and self-regulation • Opportunities for independent research and study • Development of four characters within our strategy for developing metacognition – Resilient Rhino,

	<p>Resourceful Squirrel, Reciprocal Ants, Reflective Owl</p> <ul style="list-style-type: none"> • A mantra of 'What do you do when you make a mistake? ... Learn from it'
Children who do not understand the finite nature of the world's resources	<ul style="list-style-type: none"> • A <i>Curriculum Depth Map</i> which deliberately covers environmental issues in greater depth
Many children enjoy a wide range of experiences out of school and therefore become passive unless constantly stimulated	<ul style="list-style-type: none"> • Making learning Stimulating by incorporating hooks to engage learners • Making learning Purposeful by having an end purpose to topics • Teaching mindfulness • Use PPG to ensure all children (including the disadvantaged minority) are included in activities that broaden experience
The majority of children want to learn	<ul style="list-style-type: none"> • Have an end purpose to topics to motivate and excite children • Develop metacognition skills so children can Reflect on their learning processes • Promote the highest achievement and good future employment to further development the Aspiration of all pupils • Engage in a celebration in the acquisition of Knowledge and a love of learning • Engage in an annual charity election where children present different charities and all pupils vote in a democratic election – developing children's political awareness • Take part in careers fairs for older children
The school is culturally diverse	<ul style="list-style-type: none"> • In addition to on-going and integral references to the positives of respect for diversity, hold an annual Diversity Day where this is formally celebrated • Involve parents and volunteers from different backgrounds who can teach children • Mark the features of different religious calendars in the content of school assemblies
The involvement of parents and carers is generally good	<ul style="list-style-type: none"> • Hold numerous events to which parents are invited • Hold learning weeks e.g. Science Week, when parents are invited to contribute.

Teaching and Learning Methodology

The school has carried out thorough research into the most effective Teaching and Learning Strategies in order to ensure a consistent, vibrant and up-to-date pedagogy that will ensure our curriculum is delivered in the most effective way. This is detailed

in our constantly evolving Teaching and Learning Policy. The policy describes twelve key features of our approach which are;

- Climate for learning
- Making links to prior learning
- Vocabulary
- Challenge
- Explanation
- Questioning
- Modelling
- Practice
- Feedback
- Metacognition
- Mastery
- Active learning

The curriculum is organised into topics and themes whenever possible in order to encourage children to make links between their areas of learning. Some subjects may be taught through discrete blocked units of work to allow children to study areas in depth.

Impact

The school involves all members of the teaching team to evaluate the impact of our curriculum. This is detailed in the Curriculum Plan and pays attention to the different forms of impact we are seeking. These include;

- **Outcomes** – strategic analysis of internal and external performance data
The school desires that:
 - attainment is consistently above the national average
 - progress scores are positive and put the school in the top 20% of schools nationally
 - groups of learners, including disadvantaged groups make positive progress
 - childrens' work in books (as appropriate) is of a consistently high standard in all subjects
 - children meet specific 'end points' at different stages in their school career.This system is still waiting to be devised at the of time of writing.
- **Learning Behaviours** – a range of information gathered to analyse how children are learning. The school determines whether:
 - children can work together
 - children reflect In a range of experiences
 - children can talk about their learning
 - children show a desire to learn
 - children do not give up and show resilience
 - children can solve problems
- **Personal Development** – a range of information gathered to monitor the personal development of pupils. The school wants to see whether
 - children are polite, well behaved, stand up for what is right and respect others

- all children are fit and healthy
- children display a range of talents
- children know how to stay safe
- children are secure, confident and outward looking

Evaluation and Monitoring

The school uses a variety of self-evaluation tools to monitor and evaluate the success and appropriateness of our curriculum. These include observations, learning walks, pupil conversations, surveys, work scrutinies, data analysis and planning scrutinies. An outline of some of the detailed questions used are included in the Curriculum Plan.