



Broadfield Curriculum Policy

Approved Date 25 th September 2017
Approved By School
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Broadfield Primary School Values and Visions

Whilst at Broadfield we will work hard to demonstrate the values of:

Belief

Respect

Our community

Aspiration Diversity

Friendship

Inclusion Equality

Learning

Determination

In line with our mission statement:

‘Together we can achieve’

Content, Provision and Approach

Rationale

At Broadfield Primary School we believe that all children are entitled to a broad and balanced curriculum which is interesting, engaging and provides a range of learning opportunities that help develop children’s life-long love of learning.

At Broadfield, our curriculum is planned to ensure that every child has the opportunity to develop:

- Socially, emotionally, intellectually, physically, spiritually, morally, culturally
- Positive attitudes, healthy relationships and essential life and work skills
- The ability to make informed choices, gain experiences and develop responsibilities for their future

Aims

- Enable all children to reach high standards of attainment.
- Set challenging expectations of educational standards and achievement, acknowledging and challenging disadvantage and discrimination in all forms.
- Increase children's motivation, enthusiasm and engagement in their learning by making learning exciting and meaningful through putting it into a context.
- Value individuals and communities
- Help children to become more independent and take greater ownership of their learning.
- Developing their confidence and motivation to learn through a range of teaching and learning styles.
- Acknowledge specific individual needs and meet them as far as possible within available resources.
- Provide wide and varied education experiences, which are based on the Foundation Stage Curriculum, the Key Stage 1 and 2 National Curriculum.
- Enable pupils to receive an education that will serve them well beyond their primary school experience.
- Provide opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations.

Forms of Assessment at Broadfield

The main tool for assessment is Assertive Mentoring. This links to the National Curriculum expectations for each year group.

Additional tools are: PIRA reading assessments; NFER spelling tests, past SAT's tests and the interim teacher assessment frameworks for years 2 and 6. (2016 and 2017) In the EYFS, base line assessments are completed Development Matters.

Tracking in core subjects relates to stages of development. Stages correlate to year groups. E.g. Stage 0 is Reception; Stage 1 is Year 1 etc. Children are assessed as emerging, developing, securing or mastering within each stage.

A small number of children may need to be assessed at a lower stage than their year group. The main tool for assessment of children with SEND is PIVATS 5.

What we teach

In our curriculum, we ensure that there is balance between coverage of the National Curriculum (September 2014) and additional aspects that are relevant to the ethos and values of our school

We teach the skills required, both through discrete subject based lessons, and also through a Creative Curriculum which incorporates the Art, Design Technology, Computing, History and Geography content from the National Curriculum.

Science, RE, and PE are still taught largely as discrete subjects except where there is a correlation with the current theme in the Creative Curriculum. We follow a cross-curricular approach in PSHE.

For R.E. we use the Oldham Agreed Syllabus and follow a two year cycle. R.E. is taught weekly in hourly sessions or as blocks of work as themed weeks. For example, at the start of the Autumn Term there is a focus on Identity.

In order to engage, inspire and motivate our pupils, we actively seek out opportunities to make the learning more meaningful for the pupils. This is achieved in a number of ways including:

- music
- visits to Castleshaw
- residential visits to Robinwood.
- making links across subjects through the use of topic work
- identifying areas of interest to capture pupils' curiosity
- using a range of teaching styles to encompass the different learners within the classroom
- planning themed weeks to encourage creativity and innovation
- incorporating local and national initiatives

How do we engage the children?

- Start with memorable experiences
- Invite artists/poets and sports people into school who children enjoy working with.
- Organise special events to involve parents e.g. Teddy bears picnic, Gallery Rebels art gallery etc.

The Curriculum Overview Map ensures that children get their full entitlement to the curriculum over the course of their time in our school.

We take our medium-term planning for English from the Assertive Mentoring programme.

For Mathematics, we use the Assertive Mentoring for our schemes of work and White Rose Hub for ideas for fluency and mastery. We also use Hamilton Trust for additional resources.

For Science, we use Cornerstones and Hamilton Trust to support teachers in their planning.

Each class in Unit 4 has the opportunity to carry out specific science investigations, that cannot be facilitated in school, at The Oldham Regional Science Centre.

At Broadfield Primary School, planning documents are produced for English, Mathematics and Foundation subjects, using the standard school format.

Our short- term plans are those that our teachers write on a weekly basis. We use these to set out the learning objectives and for each session.

In the Foundation Stage, we plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the seven areas of learning of the Early Learning Goals of the National Curriculum, and there is planned progression in all curriculum areas. There is a balance between child and adult initiated learning in the Foundation Stage.

Modern Foreign Languages

In KS1 pupils have an early introduction to French. This is done mainly through songs and games. Years 1 and 2 receive a discreet French lesson on a fortnightly basis taught by the link high school MFL teacher.

Music

In the early years, music is delivered via the expressive arts and design curriculum and literacy. In Key Stage 1, children have singing on a weekly basis.

Children in Year 3 and 4 get the opportunity to play a musical instrument as part of the Wider Opportunity Programme provided by Oldham Music Service. This is delivered for one hour per week. If children so wish, they can continue to play their instrument in Upper Key Stage 2 within a smaller group.

Physical Education

Our P.E. curriculum is broad and balanced. The curriculum is designed to be enjoyable, but at the same time develop and stimulate the students; physically, socially and emotionally. It aims to provide an equal opportunity of learning experiences in games, gymnastics, dance, athletics and outdoor education.

Lessons and schemes/units of work are structured to allow students the opportunity to gain knowledge and skills within a physical education environment. The learning environment is appropriate to the age, maturity and skill level of the students. Expectations are high but realistic in terms of achievement, discipline and behaviour. The atmosphere of lessons is such that all children gain confidence in physical activity in a safe environment where children's success is positively reinforced.

Children with Special Educational Needs

Most SEND support is provided for children in the context of their own classroom, through planned differentiation, in order to maximize their access to the curriculum and their integration. There may also be short periods of withdrawal for specific needs, for example 1:1 speech and language skills.

Support/resources are provided to enable all SEND children to participate in P.E. activities, school visits and social activities alongside their peers. (See Public Equality Duty 2012).

As a general principal, children are not dis-applied from the National Curriculum or from teacher assessment of the curriculum. For some children the end of Key Stage 2 NC Assessment Tests may not be appropriate and decisions made regarding entering children for the test are made in consultation with parents, teachers and other relevant agencies. Children will then be assessed using P scales and the Pre Key Stage 2 interim teacher assessment framework.

The Foundation Stage

Our curriculum is based on the 'Child Development Matters' document published in September 2012. Our school fully supports the principle that young children learn through play and by engaging in well-planned activities. The school now offers provision for children from two years thus providing a smooth transition for Nursery and Reception pupils.

