



Berrybrook Primary School

Curriculum Policy

Intent

At Berrybrook, our vision is to prioritise the skills our children need to excel in an ever developing and diverse world by creating a curriculum which:

- Builds on the knowledge pupils have retained over time;
- Focuses on what knowledge and understanding needs to be deeply embedded into pupils' long term memory;
- Is implemented using a range of strategies which deepen children's knowledge and supports them to remember more, including preteach and overlearn;
- Makes obvious and meaningful links to real life and across the curriculum;
- Ensures all children achieve the best that they can with high expectations of all;
- Builds on our Core Values (Believe, Enjoy, Respect, Responsible, You can do it);
- Values each child as a unique individual;
- Develops independence, risk taking, resilience and self-confidence;
- Aids pupils to develop their mental health and wellbeing and use emotional intelligence to create and sustain stable and lasting relationships;
- Creates lifelong learners who continue through education;
- Helps children to become educated citizens;
- Equips pupils with the tools and knowledge to keep themselves safe and seek support when they need it;
- Encourages ambitions and aspirations;
- Gives children a breadth of experiences, knowledge and understanding of the possibilities that are available to them in the world and enjoy life.

Our schools' curriculum is underpinned by the values that we hold dear at Perry Hall Multi-Academy Trust Schools. The curriculum is the means by which the schools achieve their objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Implementation

The curriculum at Berrybrook is initially based on the National Curriculum Frameworks, with all required areas covered. These frameworks are used to create long-term plans, indicating which topic will be taught in each term and to which group of children. This long-term plans are reviewed on an annual basis. Skills and vocabulary progression maps created in school are used to ensure learning is built on every year and give guidance as to the skills, knowledge and vocabulary to be covered in a particular area. Staff use the progression maps to create



medium-term plans, which give clear guidance on the objectives and teaching strategies that we use when teaching each topic/subject. When creating these

medium-term plans, staff ensure that they use their knowledge of the local demographic and tailor plans and strategies to the needs to the children, creating opportunities to learn in different ways, making the learning real and relevant and creating inspirational moments. Learning is carefully planned with our school intent in mind and is exciting and engaging, with opportunities for children to participate in a range of real life experiences. Educational visits/visitors to school are organised to enhance learning and allow children the opportunities to broaden their experiences and learning around a topic. Staff plan on a weekly basis for Mathematics and English. All curriculum maps are evaluated termly and children's understanding is evaluated, with plans put in place for those children who require more work on certain skills.

Our curriculum enables teachers to use a variety of teaching methods and learning styles within lessons. The curriculum is planned and taught taking into consideration the needs of all pupils based on their relative starting points.

Ongoing and end of unit assessments are used by staff to identify pupils who need extra support or intervention in order to progress further. Interventions may be in the moment during lessons or be in the form of small group work outside the lesson- e.g. pre-teach or overlearn sessions – in order for pupils to be ready to continue to build on and enable their previous learning in the following sessions.

Children with Special Educational Needs

The curriculum at Berrybrook is designed to provide access and opportunity for all children who attend Trust schools, adapting the curriculum to meet the needs of individual children, after consultation with parents.

As a Trust, we comply with the requirements set out in the SEN Code of Practice in providing for children with Special needs. Teachers make an assessment if a child displays signs of having special needs. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more complex, we consider the child for a statement of special needs, discuss with the parent/carer the possibility of seeking advice from the appropriate external agencies and undertake statutory assessment.

We provide additional resources and support for children with special needs. The schools produce an Individual Education Plan (IEP) for children who require one. This sets out the nature of the special need and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child.

The Early Years Foundation Stage

In the Early Years Foundation Stage, staff plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the early learning goals and their planned progression in all curriculum areas.





The curriculum that we teach in the Early Years classes meets the requirements set out in the revised Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

We fully support the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Early Years classes builds on the experiences of the children in their pre-school learning. We build positive partnerships through visits by the Foundation Stage teachers at local nursery schools and through other professional liaison.

For more information on specific subjects, please see subject policies.



Impact

At Berrybrook Primary School we are enabling pupils to gain the skills they need to excel in an ever developing and diverse world by creating a curriculum

Teaching and learning is adapted to cater for the needs of all pupils; providing support for pupils with special educational needs and enrichment and challenge for more able pupils. Assessment is made based upon observations of learning, written and non-recorded outcomes, marking and day to day assessments.

The Head of School has overall responsibility for the leadership of the curriculum and for monitoring its provision. The Curriculum lead then has responsibility for developing and updating the curriculum in line with the needs of the school and pupils' interests and ensuring, with the Heads of School, that the curriculum has appropriate coverage shows progression and is consistently monitored.

Subject leads, including the Senior Leadership Team, are responsible for ensuring the content and delivery of their subject, for monitoring the provision, for keeping up to date with curriculum developments and providing or organising CPD where necessary. This will ensure that progress is tracked, challenge is appropriate and support and intervention is successfully directed.

The SENCO is responsible for the development of provision mapping and coordinating the work of staff to achieve the best possible outcomes for individual pupils.

The Pupil Premium Champion is responsible for ensuring that all children are receiving the full curriculum and have the same opportunities as all other pupils.



Class teachers ensure that the curriculum is thoroughly planned, appropriately delivered and that the aims are achieved for their class. They regularly review and, if necessary, update medium-term plans.



The Local Governing Board monitor the success of the curriculum at committee level and at whole Governing Board meetings through the Leadership report to the Governors.