

Curriculum Policy

Adopted by the Board of Trustees

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Trustee Reviewers: Claire-Marie Cuthbert (CEO)

Contents

1. General Data Protection Regulations.....	3
2. Curriculum Intent.....	4
3. Quality not quantity	4
4. Personal development	4
5. Curriculum Implementation	4
6. Developing and celebrating the whole child	6
7. Homework	6
8. Curriculum Monitoring.....	6

1. General Data Protection Regulations



This policy has been reviewed in accordance with the General Data Protection Regulation (GDPR) which will replace the Data Protection Act 1998 from 25th May 2018. The introduction of GDPR has resulted in changes to many existing data protection rules and regulations that educational establishments adhere to. The Evolve Trust has undertaken a full data protection audit and have ensured that appropriate changes that have been made to data protection rules and regulations have been adhered to in full. The Evolve Trust has carried out all additional compliance requirements and fully accepts their duty of care to ensure individuals' data is kept safe and secure, resulting in increased compliance in our systems, processes and policies.

2. Curriculum Intent

At The Bramble Academy we are committed to providing a purposeful and empowering curriculum that fully prepares learners for the next steps in their school career, as well as the challenges of the wider world. A curriculum in which core literacy and numeracy skills are at the heart of all we do and in which children are engaged and excited to learn. The curriculum is designed to recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Our curriculum embraces the community in which it is situated, recognising local history, heritage, geographical and business links and most importantly, the aspirations of all our children. We place strong emphasis on the spiritual, moral, social and cultural development of all our pupils and our school is part of The Evolve Trust which has identified a clear set of values that underpin everything we do.

3. Quality not quantity

There is an emphasis on quality across our curriculum. 'Fewer things in better quality' is a focus in classrooms and allows us to develop a depth of learning and respond quickly to misconceptions through the use of our diagnostic approach to marking and feedback. We believe in developing a scaffolded learning approach so every child is challenged and supported to a secure foundation of understanding. We recognise children grasp learning in different ways and at different speeds and our practice reflects this.

We promote the use of vocabulary and value its importance and necessity to improve pupils' knowledge and its power to enable them to achieve across all aspects of the curriculum. We create opportunities to ensure pupils are given a chance to use the knowledge they have learnt during a topic and are able to use this knowledge to develop independence, creativity, problem-solving, analysis and evaluation skills.

4. Personal development

Well-being is a vital part of our curriculum to ensure pupils feel valued, proud and are a part of their learning by giving encouragement to present their learning to others such as friends, peers, family and/or the wider community which allows them to share their expertise and developing skills.

We aim to ensure pupils are respectful and tolerant members of society, by developing an understanding of different beliefs and cultures; this is reflected in our PSHE programme, RE programme of study, the daily expectation modelled by staff and demonstrated by pupils following The Evolve Trust values: ambition, integrity, inclusivity, endeavour and resilience. In addition to this, we create opportunities for pupils to explore SMSC and British Value threads within subjects and pupils demonstrate their knowledge and understanding of these through learning outcomes produced across the curriculum.

5. Curriculum Implementation

At The Bramble Academy, we have chosen to devise our curriculum in line with the knowledge and skills promoted in both, the National Curriculum and the Early Years Foundation Stage Framework as this suits the needs of our pupils.

The Trust has produced a long-term curriculum coverage overview and a medium-term plan, per subject along with progression maps. These medium-term plans outline the subject's objectives, knowledge and skills. These are underpinned by core knowledge organisers which help with gap teaching.



Our Approach to Learning

<p>Knowledge organisers</p> <p>Our approach to teaching and learning</p> 	<p>Approach</p> <p>We have moved away from discovery-based project learning, towards building long term memory and improving retrieval, with a focus on pre-agreed knowledge and vocabulary. We teach individual subject disciplines.</p>	<p>Shared with children</p> <p>The knowledge organiser is shared with the children at the start of each topic.</p> <p style="text-align: center;">↓</p> <p>Shared with parents</p> <p>The knowledge organiser is sent out to parents at the start of a topic via our Weduc parent app and the school website.</p>
<p>Key Knowledge</p> <p>Knowledge for topics has been agreed by SLT. Core knowledge organisers are in use for staff to avoid misconceptions.</p>	<p>Key Vocabulary</p> <p>Keywords with carefully chosen definitions have been provided. Children are expected to know both definition and spellings.</p>	
<p>The Bramble Pledge</p> <p>Our Bramble Pledge offers pupils a chance to take part in a number of enrichment opportunities outside of the classroom. Each year group takes part in a different activity each half term, linked to our Trust Values. The Pledges include a range of activities such as theatre and university visits, sports events and much more.</p>		

AMBITION | INTEGRITY | INCLUSIVITY | ENDEAVOUR | RESILIENCE

We have a Key Stage themed approach to the curriculum, which is driven through the use of high quality whole class texts. Whole class texts are sequentially used to enhance each termly topic, build fluency and support whole class reading comprehension. You will see pupils of all ages engaged and learning to question, to challenge, to initiate new ideas, to debate and perform openly, leading them to be confident and thoughtful learners. Teachers use of whole class texts provide cross-curricular links to non-core subjects, enabling pupils to explore whole class reading through different subjects such as Art, Geography, History, Music augmenting pupils enjoyment for reading across the curriculum.

Novel Study is the main vehicle for English, which is based on rich, quality texts that allow children to engage and immerse themselves fully. It is not about 'class reading' but about studying English in a holistic way – exploring reading, writing, speaking, listening and many other avenues such as visual literacy. Novel Study is a structured way to facilitate growth and imagination, to develop moral, social and cognitive advancement. Children access exploration of characters, themes, settings, chronology, content and context which allows them to reflect on bigger questions. There are five Novel Studies during a year for each year group and one half term of poetry anthology to cover the National Curriculum requirements.

We ensure that all learning is purposeful and aimed at a real audience, particularly when creating writing to perform during English lessons and writing across other curriculum subjects. In addition to this, we provide opportunities for children to organise and present their learning journeys at the end of a term through the conveyance of learning outcomes, projects and/or performances which aim to include peers, parents, family and/or the wider community. We call this a 'Topic/homework Showcase'.

Teachers enable pupils to understand key concepts by presenting this information clearly in a Knowledge Organiser which are in place for each topic. The Knowledge Organiser outlines facts, vocabulary and definitions teachers want their pupils to know and how facts connect within the topic. The Knowledge

Organiser is on display and is referred to throughout the topic, encouraging appropriate discussion, as the pupils' knowledge is built upon. Teachers give parents/carers a topic overview at the start of each topic, and a copy of the Knowledge Organiser, to inform parents/carers about their child's learning and to encourage parents/carers to have a fun discussion with their child about the facts and vocabulary included on the Knowledge Organiser. This is also on the school website and is sent individually to parents via the WEduc App.

6. Developing and celebrating the whole child

At The Bramble Academy, teaching staff are encouraged to capture children's interest and broaden their experiences through using trips and visitors in the academy or other. Children's achievements are celebrated regularly through Curriculum Newsletters, displays in classrooms and shared areas around the academy. There are timetabled 'Homework Topic Showcases' which are presented to friends and families as well as regular celebration assemblies. The academy also engages in whole academy 'Theme Weeks' or 'Theme Days' which are planned throughout the academic year.

7. Homework

We believe topic homework is essential as it supports and extends the children's learning in the classroom. Half-termly/ termly projects are set for the children. The homework contributes to the overall outcome of the integrated themed topic. Therefore, the children see a clear purpose in their learning at home.

Pupils have clear expectations with regard to reading at least three times a week at home, whilst learning designated spellings and regular work on times tables are also used. During open afternoons with parents, teachers have the opportunity to discuss with parents how else to support their child's learning at home, if necessary.

8. Curriculum Monitoring

At The Bramble Academy, we endeavour to effectively respond to the needs of our pupils and therefore our curriculum is monitored and reviewed termly. Our curriculum monitoring cycle adopts a tiered approach:

A 'Curriculum Council' meets with senior leaders every term. The Curriculum Council consists of one pupil from each class. The pupil will have gathered other pupils' ideas and opinions about their learning and they will share these with SLT. As a result, we will be able to refine and shape learning in future topics.

Every half term (when applicable) each class teacher will collate work samples from pupils working at the expected standard in each subject and talk them through with SLT using core knowledge as a guide and these will form a Standards file to help support consistent assessment and promote quality work presentation from pupils.

Maths and English Leads may perform additional monitoring throughout the course of the academic year in the form of work scrutiny, learning walks, pupil interviews or data analysis.

SLT will formally observe teaching and take informal learning walks to follow a focused line of enquiry when required.