

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

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 reflect this. We promote the use of vocabulary and value its importance and necessity to improve pupils' knowledge and its power to enable pupils 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.

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.

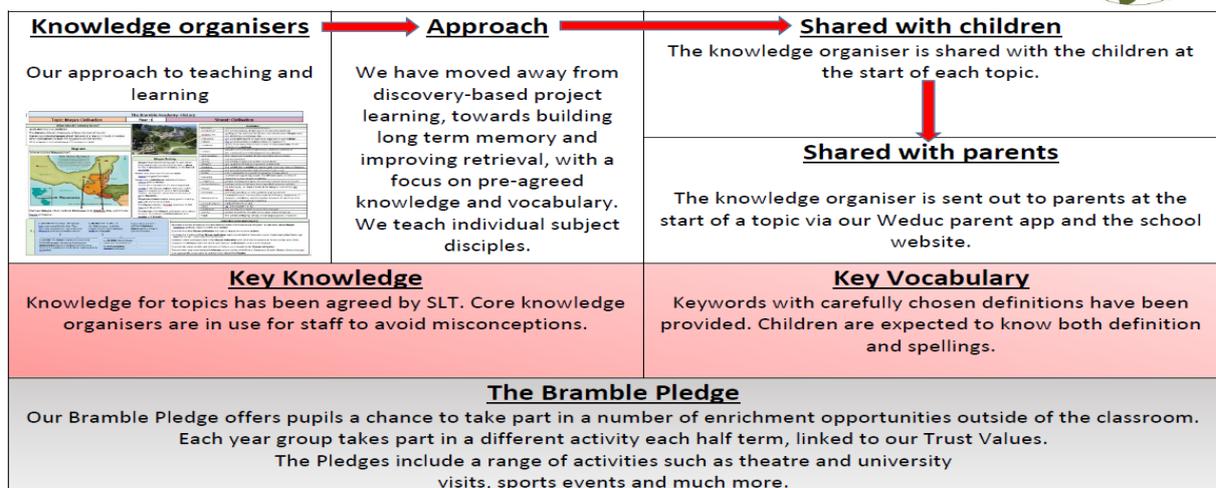
Curriculum Implementation

At 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 their subject's objectives, knowledge and skills. These are underpinned by core knowledge organisers, which helps with gap teaching.



Our Approach to Learning



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.

Bramble use Novel Study as their 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 the children's growth and imagination, develops 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. A Knowledge Organiser is produced 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.

Our pupils also enjoy a rich array of wider experiences and these are known as the Bramble Pledge. We believe in developing and celebrating the whole child. Teachers are proactive in broadening pupils' experiences by arranging enrichment activities to promote their subject and allow pupils to enjoy education beyond the classroom.

Our full and rich curriculum, with its excellent range of experiences aims to ensure that every pupil at Bramble Academy can flourish both academically and personally. Our unique curriculum ensures that every child is given the opportunity to shine and reach their full potential.

Assessment for Learning

During lessons, pupils work towards an objective and use success criteria to help them achieve. Teachers and support staff will verbally offer pupils support and feedback on how best to improve, using assessment for learning strategies. Teachers will use a marking and feedback diagnostic to record any misconceptions which need to be addressed as a whole class; any pupils who have achieved and will share their work next time and any pupils who may need to work with an adult in future lessons or may require specific interventions. There is no expectation for teachers to write written feedback in books. Books are marked with pink and green highlighters.

At Bramble teaching involves teachers using open ended probing questions, various stimuli (visual, auditory and kinaesthetic) and talk partners to stimulate learning. This is followed by a period of learning during which children may work independently, in pairs or as groups. A plenary may be delivered at any point during the session to extend or review learning.

Developing and celebrating the whole child

At Bramble, 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. We timetable 'Homework Topic Showcases' which are presented to friends and families as well as regular 'Proud Assemblies' and during weekly celebration assemblies. • The academy also engages in Whole Academy 'Theme Weeks' or 'Theme Days' which are planned throughout the academic year.

Curriculum Monitoring

Here at Bramble, 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 build 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.

The senior leadership team will formally observe teaching and take informal learning walks to follow a focused line of enquiry when required.

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 times tables. 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.