

# Breckon Hill Primary School

## Primary Curriculum Policy



|                            | Term              | Year |
|----------------------------|-------------------|------|
| Last Review/Policy Adopted | Spring            | 2026 |
| Next Review Date           | Spring            | 2027 |
| Lead                       | Miss M. Mulrooney |      |

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## **Statement of Intent**

At Breckon Hill Primary School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

## **1. Legal Framework**

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2023) 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Pupil Equality, Equity, Diversity and Inclusion statement
- Relationships and Sex Education and PSHE Policy
- RE Policy
- SEND Policy

## **2. Roles and Responsibilities**

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Ensuring the curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with subject leaders, teachers and members of the SLT.
- Communicating the agreed curriculum to the local governing body.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed.
- Receiving reports on the progress and attainment of pupils and reporting these results to the Trust and local governing body.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.

- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Collaborating with the headteacher and the SENDCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENDCO and TAs to ensure those in need receive additional support in lessons.
- Adapting the curriculum to the needs of the children.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENDCO and ensuring any difficulties identified are discussed.
- Monitoring the progress of all pupils and reporting on this to SLT.
- Working to close the attainment gap between academically more and less able pupils.

Subject leaders are responsible for:

- Providing strategic leadership and direction to colleagues, this may be with support.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to SLT.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The SENDCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

### **3. Curriculum Intent**

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the knowledge and skills necessary to succeed in life after school. The diversity of our school is celebrated, with frequent opportunities to develop a deep sense of belonging to our school family, community and town.

At this school, we have designed our bespoke curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our curriculum is tailored to the needs of our children and acknowledges our school's unique characteristics.

We are committed to developing children's sense of place and belonging within their local community, country and the world beyond. We aim to ensure all pupils enjoy learning and are prepared to make a positive contribution to their community and wider society once they leave school.

Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below.

**Classroom-based learning:** Pupils have access to a wide variety of learning resources and equipment during lessons which is designed to broaden pupils' knowledge, and allows for cross-curricular links to be made where possible within lessons. Pupils are encouraged to draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

**Extra-curricular activities:** We provide extra-curricular activities for pupils that enhance their learning and form personal connections with their peers.

#### **School Ethos and Aims**

Our curriculum is designed with three key aims:

##### **Breadth of Study**

Pupils are exposed to a range of studies across the whole of the National Curriculum, providing children with a broad and balanced curriculum that enhances general knowledge as well as high academic performance in the core areas of Maths, English and Science.

##### **Depth of Study**

At Breckon Hill, we believe that knowledge is the essential foundation needed for learning, and for skills to be built upon. Conceptual knowledge and understanding is developed through sequential learning, with each lesson building on the next. Strong links are made between subjects whilst ensuring the discrete teaching of subject specific skills.

## Cultural Capital

We realise the exploration of new skills and experiences helps to nurture resilience, curiosity and creativity which are the building blocks for future success in learning and employment. Our cultural capital is developed and shaped by valuing, understanding and celebrating the languages, cultures and traditions of our pupils and their families alongside an appreciation of local history and Middlesbrough's Industrial heritage. Encouraging children to be proud of where they are from.

## 4. Organisation and Planning

In general, lessons will be centred around key learning objectives introduced at the start of the lesson. Teachers will use a range of teaching techniques to appeal to different pupils.

The different learning techniques include:

- **Gradual release** using the 'I do, we do, you do approach.'
- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using 'why' and 'how' questions.
- **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.
- **Using assessments** to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
- **Role playing and acting** to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
- **Labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils coordinate series of events.
- **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.

Teachers will plan lessons which are engaging and challenging for all pupils.

Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.

Teachers will have due consideration for pupils who require additional help, including those with SEND and EAL, within their planning and organisation of lessons. This may include dedicated time with TAs and access to specialist resources and equipment where required.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed at the outset of work

and teachers adapt planning and teaching to meet the specific needs of the pupils in their class.

## **5. Remote Learning**

Attendance at school is mandatory for all pupils; however, there may be circumstances where in-person attendance is not possible and we will support pupils in their learning through government guidance.

## **6. Subjects Covered**

The school will have due regard to the national curriculum at all times throughout the academic year.

The school will have due regard for the 'Statutory framework for the early years foundation stage'.

The school will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science
- RE
- Relationships and Health Education

The school will ensure pupils also have access to the following foundation subjects:

- Art and Design
- Computing
- Design and Technology
- Languages - French (at KS2)
- Geography
- History
- Music
- PE

Details of what is included in the curriculum for each subject can be found on the school website.

## **7. PSHE**

Part of the national curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.

All provisions made regarding PSHE lessons will be made in line with the school's PSHE Policy.

We also use Philosophy for Children as vehicle to develop children's voice and critical thinking.

## **8. Reporting and Assessment**

Homework will be set by class teachers.

Formal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting. Results of formal assessments will be recorded and reported back to SLT. The progress of pupils is always discussed at parent consultation evenings.

Pupils will also complete national assessments.

Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.

Special support will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

## **9. Equal Opportunities**

The school will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Disability
- Gender
- Race
- Religion or belief
- Sexual orientation

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Pupil Equality, Equity, Diversity and Inclusion statement.

## **10. Supporting Pupils with SEND**

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the SENDCO. The SENDCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

### **11. Extra-curricular Activities**

The school offers pupils a range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular visits and activities may occur outside school hours and can include overnight stays.

All pupils are able to participate in the activities and trips available.

### **12. Monitoring and review**

This policy is reviewed annually by the headteacher and the local governing body.