

Curriculum Policy

Our curriculum is designed to be truly 'For Each and Everyone'. It is underpinned by our core H.E.A.R.T values of Happiness, Encouragement, Aspirations, Respect and Teamwork. We aim to ensure that all children will have every opportunity to be the best that they can be, and enjoy learning, in a safe, caring and stimulating environment.

What is a curriculum?

A curriculum is all the planned activities that a school organises in order to promote learning, personal growth and development. All children in England between the ages of 5 and 16 are entitled to a free place at a state school. Most state schools have to follow the national curriculum.

The Purpose of Our Curriculum

At Britannia Bridge Primary School, our curriculum is designed to reflect both our schools core commitment to the holistic development of 'Each and Everyone' and to promote and develop all our children's shared core values of.

Happiness
Encouragement
Aspirations
Respect
Teamwork

In addition, our curriculum has been designed to meet the needs of our learners and the schools context. With a third of our children on the SEND register and nearly half of our pupils meeting the category of disadvantaged, each of our subject's curriculums have some similar features that include accessibility for all and are supplemented with experiences. Where opportunities have arisen in individual subjects to address and tackle issues that arise from the schools context we have tailored our curriculum to meet these. (Please see Individual curriculum overview on our website).

Our core commitment and values are developed through our curriculum and all aspects of school life, enabling us to help every child to achieve their full potential by equipping children with a feeling of self-worth, a respectful attitude towards others, an excitement for learning and an enthusiasm for life. The intended outcome for all of our children is that they should not only reach their best academically, but also develop as rounded, resilient individuals who are able to make their own decisions about their actions and the world around them. Our curriculum is designed to develop children's knowledge, skills and understanding necessary to be able to make informed choices about the important things in their future, enabling them to lead happy and rewarding lives.

Our Curriculum is designed with the key intent to:

1. Holistically develop 'each and everyone' of our children within our shared core values of **H**appiness **E**ncouragement **A**spirations **R**espect **T**eamwork.
2. Remove barriers and unlock opportunities in order to address any disadvantage and develop educated members of our community.
3. Create life-enhancing experiences which raise aspirations of our children, families and community and equip them with the cultural capital* that they need to succeed.
4. Ensure children are exceptionally well prepared, with the knowledge, skills and understanding across curriculum, so that they can make informed choices about the important things in their future, enabling them to lead happy and rewarding lives.

**Cultural capital can be defined as the essential knowledge that children need to prepare themselves for future success'
Ofsted – HMI Wendy Ratcliff

Organisation, Planning and Progression

We plan our curriculum in Year Groups, built upon the requirements of the National Curriculum (2014). These can be found on the National Curriculum website:

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

The Britannia Bridge Curriculum is carefully planned so that there is coherence and full coverage of all aspects of the National Curriculum, and there is planned progression in all curriculum areas.

Subject Overviews

Curriculum overviews for each subject can be found on our website at www.britanniabridge.co.uk or by contacting the school office. Alongside an overview of the progressive skills and knowledge for each subject, each documents outlines how our school and children's context, alongside our Core Values of **H.E.A.R.T.**, are developed and promoted in each subject.

Essential Knowledge

At Britannia Bridge we define knowledge and skills as follows.

'Progress means knowing more and remember more.'

(Ofsted – Concepts that matter when designing our curriculum)

'Knowledge and skills are intimately connected. A skill is the capacity to perform, drawing on what is known.'

(Ofsted – Concepts that matter when designing our curriculum)

It is our mission to ensure that children have and retain the essential knowledge to developing into well-educated citizens and have a success future.

In Key Stage 1 and Key Stage 2, we have created Knowledge Organisers to summarise the essential knowledge including vocabulary for each subject and for each year group. The knowledge organisers reflect the National Curriculum and Britannia Bridge School's curriculum intent (content and expectations). Each terms Knowledge Organisers can be found on our website at www.britanniabridge.co.uk or by contacting the school office.

How do we make knowledge stick?

The best teaching helps children to make connections and commit information (knowledge) to their long term memory. Some of the strategies we use to help children commit the essential knowledge memorable are as follows.

- ⇒ A Hook at the beginning of a lesson or topic to create interest and excitement.
- ⇒ Making learning purposeful and real.
- ⇒ Recalling Prior Knowledge – Activating children's current knowledge web (Schema) helps new connections to be made.
- ⇒ Catering for preferred Learning Style e.g. Visual Learners, Auditory Learners and Kinesthetic Learners.
- ⇒ Linking knowledge to actions and emotions.
- ⇒ Use of models and images. 'A picture is worth a thousand words', therefore we help children visualise information.
- ⇒ Revisiting, rehearsal and repetition.
- ⇒ Opportunities to apply new knowledge.

Curriculum Enrichment

In addition, our specifically designed to fill gaps in the children's experiences.

It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, able to make their own choices, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Monitoring and Review

Our Governing Body, with delegated responsibility to the Curriculum Committee alongside governors with specific responsibilities for each subject, is responsible for monitoring the way the school curriculum is implemented and the standards within each subject.

This committee and governing body meet termly to review the curriculum and to support school leaders in continually improving its effectiveness. All subject leaders are linked with a member of the governing body. These enabled the governing body to provide support and challenge for curriculum leaders so that standards in each subject are consistently improving.

Subject Specific Governor Links are as follows.

| Curriculum Area | Name of Governor |
|----------------------|---|
| Core curriculum | Mrs Adele Farrell |
| Non- Core Curriculum | Mrs Dorothy Harrison and Mr Graham Ralphs |

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher, Senior Leadership Team and Subject Leaders monitor plan and children's work for each subject, ensuring that all classes are taught the full requirements of the National Curriculum and the enriched Britannia Bridge Curriculum. Subject leaders have an overview of provision and standards in each of their subjects to enable them to drive improvements in the quality of learning, resources and ultimately progress and attainment.

C. Pidgeon-Duncalf

D Harrison

Carol Pidgeon-Duncalf
Headteacher
21/11/22

Dorothy Harrison
Chair of Governors
21/11/22



Happiness

Encouragement

Aspirations

Respect

Team-work



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