



BRIZE NORTON PRIMARY SCHOOL Curriculum Policy



The policy will be reviewed every three years.

Review Date Planned	Review Date	Date adopted by Governing Body
		21 st March 2022
March 2025		

Intent

At Brize Norton School, our aim is that children learn well across the curriculum and remember what they have learned. Our curriculum is planned with three aims:

- developing children’s knowledge
- developing children’s subject-specific skills
- developing children’s broader skills for learning and life

To achieve these aims, the curriculum is planned to be:

- **Broad** so that it provides a wide range of knowledge, skills and experiences
- **Balanced** so that each subject has sufficient time to contribute effectively to learning
- **Relevant** so that learning can link to the pupil’s experience to applications in the world at large
- **Coherent** so that topics can be linked to make the whole learning experience more meaningful
- **Progressive** so that what is taught builds in a systematic way upon what has already been learned
- **Accessible** so that there is equality of opportunity for all
- **Challenging** so that all children make progress in their knowledge, skills and personal characteristics

SHINE

In addition to teaching the subjects of the National Curriculum, we plan into learning across the curriculum our “SHINE” skills. These stand for:

- Strive
- Help
- Inspire
- Nurture
- Excel

As part of SHINE, all children are taught to develop their independence as learners, their ability to collaborate with others and their leadership skills. Each week has a whole-school SHINE focus, with teachers teaching it through the week. At the end of each week, the class has a chance to reflect together on how well it has gone and to nominate and vote for a single person to

receive the class' SHINE certificate in our Friday celebration assembly. By doing this, we aim to develop our children's skills for learning and for life.

The Early Years Foundation Stage (EYFS)

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

Further information about how we teach in the Early Years Foundation Stage is set out in our EYFS Policy.

Key Stages 1 and 2

Children follow the National Curriculum requirements for their age group in English and Mathematics. In other subjects, we have a progression of skills across the school from EYFS to Year 6, supported by a three-year rolling programme of topic areas.

English

Phonics and Early Reading

This is taught from the beginning of the EYFS until the end of Y1. Children follow the progression set out in our Phonics plan through a daily phonics lesson, which takes place at the beginning of each morning. The lesson incorporates direct teaching, oral practice, games for recall and writing practice (including dictation). Writing is done in books at least once a week, with whiteboards used for other sessions. Our Phonics plan is based on Letters and Sounds, but following the order in the Bug Club books to ensure that our books match the sounds taught.

Once children know some sounds, they are sent home with "bookmarks" of sounds and blending to practise. They are also given books to read at home which have only the sounds they know. All children following the Phonics programme are heard read by an adult in school at least once a week.

Children who are in danger of falling behind with their phonics are given extra support outside the phonics lesson as well as being taught at the same level as their peers. If a child shows signs of SEND and is unable to make progress even with the extra support, teachers sometimes teach them in a separate group, but this happens only in a small minority of cases.

Children who are already confident readers nevertheless follow the phonics programme to ensure that they have understood the sounds ready for spelling. However, the teacher assesses their phonic knowledge – if they are confident with the higher-level sounds, they may be given reading books for home from a higher level than the class has been taught.

Children in Year 2 who have not mastered all the sounds in Phase 5 of our Phonics programme need to be taught the sounds they have not learned. This is woven in to their teaching programme, alongside the Year 2 spelling programme.

Children in Year 3 and above who still need it are given phonics support. As they grow older, phonics may be blended with other reading programmes in conversation with the SENCO, such as Rapid Read.

Reading – Progressing Up

Once a child is confident in all the sounds in our Phonics plan, they begin reading from our Book Band selections, starting at Orange level and progressing up to Lime. Teachers check regularly whether children are ready to move up a band.

Once a child is confident reading at Lime level, they become “free readers”, able to choose their own books from home or from school but still with the supervision and guidance of their teachers.

All children have Reading Records to record their reading at home. Children are asked to read at least five times a week. Once a week, staff check the Reading Records; when insufficient home reading is recorded, staff speak to the parents to encourage them to do more. If a child does not read enough at home despite this encouragement, more opportunities for them to read in school are provided (such as reading buddies). Parents are asked to write in Reading Records up to and including Year 2. In Year 3, there is a gradual move towards the child writing in it, and from Year 4 upwards children write in their own Reading Records, including reflections and thoughts on their reading as well as just what they have read. Staff write questions for the children in the records, to encourage the children to think more deeply about their reading.

Class Texts and Units

Our English curriculum is based on rich texts. Each year, teachers plan English units lasting for several weeks, including fiction (5 units per year), non fiction (four per year) and poetry (three per year). Each unit is based on high-quality texts. These are planned by teachers across the year to include a range of genres and periods. Texts are chosen because they are engaging, because they demonstrate a range of writing features the children need to learn and because they may link with other subjects across the curriculum.

Fifteen minutes per day in the timetable are given to “snack and story time”, when teachers read their class text to the class while the children eat their snacks. This is a time for enjoyment and immersion in the text, so that it can then be explored and analysed in more detail in English lessons.

Reading teaching

All classes have at least one Reading lesson per week, with objectives taken from our school’s VIPERS progression:

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval

- Summarising / Sequencing

Lessons may have a single objective or more than one, as long as all objectives are taught each half term.

Reading lessons are usually based on the text being studied at the time, although in a minority of lessons it may be appropriate to use stand-alone lessons to teach a particular objective.

Spelling

From Year 2 upwards, spelling is taught for the first twenty minutes of every day, before the beginning of the English lesson. We follow the No Nonsense spelling scheme which clearly sets out objectives and a range of teaching and practice activities.

Each week's spelling objectives are sent home for reinforcement. However, we understand that home learning of spellings is only a small part of our spelling teaching and that most learning takes place in class, so we do not do formal testing of spelling each week. Teachers test children's retention of spelling knowledge each term to inform our writing assessments.

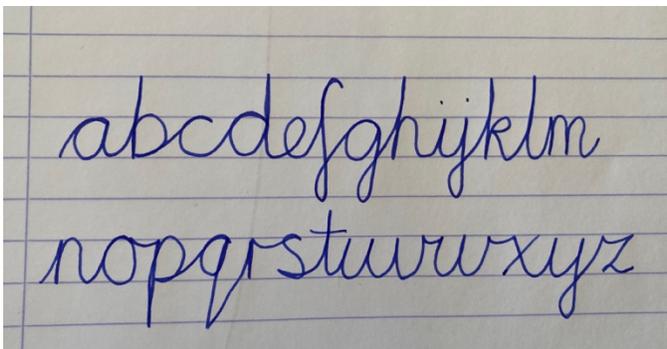
Handwriting

Handwriting takes place in the first 10 - 15 minutes after lunch at least four days a week, from Year 1 upwards. (In the EYFS, it is taught as part of Phonics and Writing.) With younger and less confident children, the emphasis is on teacher modelling and children's practice. Once a child is confident with their handwriting, handwriting practice can be used to reinforce spellings or to expand vocabulary.

In the EYFS, children are taught to write neat, printed letters with exit flicks. From Year 1, they use dedicated handwriting books with line guides to learn the joined letter forms. Once they can do that, they use their handwriting books to learn to join.

Once children are able to join letters in their handwriting book, they are given a regular exercise book to practise at a normal writing size.

These are the letter forms taught at Brize Norton School:



If a child joins our school already joining using different letter forms, we will not tell them to change.

Once a child can join neatly and confidently in their dedicated handwriting time and in their regular exercise books, they no longer need to do handwriting practice in the afternoons and they can use this time for other learning.

English Unit Planning

Units are planned to last between two and four weeks, with two units each half term. Each unit consists of the following elements:

1. A starting point of a high-quality text (whole text or section)
2. A chance to deepen understanding the text through Reading lessons and other activities such as drama
3. Reading as a writer – identifying features within the text which can be applied in their own writing and why they are effective
4. Teaching of objectives relevant to the writing outcome
5. At least two writing tasks (a shorter one during the unit and a longer one at the end)

Every classroom has a “road” display showing the steps through the unit from the initial text to the final writing outcome, including the learning along the way.

Writing

When children write (at least twice during a unit), it will take several lessons and the following will be done:

- exploring the success criteria check list
- shared writing with a clear focus on effect on the reader and on the success criteria (“If you don’t do shared writing, you are not teaching writing” – Pie Corbett)
- warmup activities to get the brain going
- writing, with the success criteria check list in front of the children
- regular pauses in writing to revisit the check list and self- and peer-assess
- feedback from the teacher on the writing as a work in progress. This could be individually, in groups or as a whole class using a child’s writing as an example. Not all children will receive this feedback during every piece of writing, but over time all will.
- a chance for the child to edit and improve their work using purple pen
- some sort of celebration at the end of the unit, which may be reading the finished product to a friend, a wall display or presentation in a class book in the book corner

Success criteria check lists are used every time children write, with the following headings:

- Basic Skills
- Sentences and Paragraphs
- Creativity

Objectives for writing units may be taken from our Writing Progression document or directly from the text studied, but every unit includes elements of all three types of objective, and all three are included in every check list.

In Year 6, children are encouraged to be more independent in their writing so there may be a move away from a teacher-directed check list towards a list of targets written by the child him / herself.

Mathematics

In order to achieve a solid foundation of mathematical understanding, our curriculum is focused on teaching small, cumulative steps alongside the core elements of practice and reflection. Our children learn to use mistakes as learning tools and make connections between concepts. The whole class works on the same objective. Lessons enable mathematical thinking and teach the use of precise language. Support and challenge are built in. Establishing, and then using, fluency in key facts and methods are core elements of our lessons, but we also provide more formal opportunities to revisit and practise these. Through this variation, we challenge children to think, and not just do.

We use the White Rose mixed-age class progression documents for planning the units of Mathematics taught across the year. Therefore, children in our split year groups Years 2 and 5 may not be doing the same topics at the same time, but they will acquire the same learning over the course of the year.

Multiplication tables are taught from Year 2, with the expectation that almost all children will know all their tables facts by the end of Year 4.

Other curriculum subjects

Each subject has a clear Skills Progression running from EYFS to Year 6. We understand that children's learning can take place at different rates, so whilst all teachers teach to the level of their children's ages, they are aware of the earlier and later skills; they are able to support anyone working at an earlier level and challenge those ready to move on.

The subject skills are developed through a range of topics in each subject. Because of our mixed-age classes, with Years 2 and 5 split between classes, these topics follow a three-year rolling programme: Years 1 – 3 and Years 4 – 6. An individual child may join each three-year rolling programme at any point in the journey, but by the time they leave Years 3 and 6 they will have studied each of the topics in the programme. Our three Journey Plans will be taught over the next few years as follows:

2021 – 22: Year A Journey Plan

2022 – 23: Year B Journey Plan

2023 – 24: Year C Journey Plan

2024 – 25: Year A Journey Plan

2025 – 26: Year B Journey Plan

2026 – 27: Year C Journey Plan

There are three possible journeys through our curriculum. For example, for Year 1 – 3:

Journey 1

2021 – 22: Year A	2021 – 22: Year B	2023 – 24: Year C
Year 1	Year 2	Year 3

Journey 2

2021 – 22: Year B	2023 – 24: Year C	2024 – 5: Year A
Year 1	Year 2	Year 3

Journey 3

2023 – 24: Year C	2024 – 5: Year A	2025 – 26: Year B
Year 1	Year 2	Year 3

Whichever order each child studies our three Journey Plans, we ensure that they all learn the subject skills in a progressive fashion according to our Skills Progressions. Topic-specific knowledge is taught as “Core” (the knowledge all children will remember) and “More” (for the older children studying the topic and for the more rapid graspers).

Most Able Learners

We challenge all children, including the more able, so that they all make good progress. Challenge for more able is done in a variety of ways:

- deepening the skill level required for tasks (aiming for greater depth of learning)
- asking the child to make links between different areas of learning
- using a greater depth of skills for learning and life
- teaching a higher level of knowledge

Very occasionally, when a child is working at a much higher level than their peers, they will be taught with older children for a particular subject.

Equal Opportunities

The curriculum is inclusive of all children. For further information see:
Equalities Policy
SEND Policy

Enrichment

At Brize Norton we are proud of the range of enrichment activities we provide for children. These include:

- Forest School
- cycling proficiency
- residential visits

- sporting events
- musical and dramatic productions
- trips linked to academic learning

These are designed to support the curriculum and, in particular, the SHINE skills for learning and for life.

Monitoring and Review

The governing body's Performance and Learning committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the school's strategic plan.

The headteacher is responsible for the day to day organisation of the curriculum. The English and Mathematics Subject Leaders monitor the planning for English and Mathematics, for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have suitably challenging learning objectives.

Subject leaders monitor the way their subject is taught throughout the school. They examine teachers' plans and ensure that appropriate teaching strategies are used. Subject leaders monitor the quality and impact of the curriculum by reviewing achievement data, talking to pupils and looking at work in books.