




Curriculum Policy and Guidance

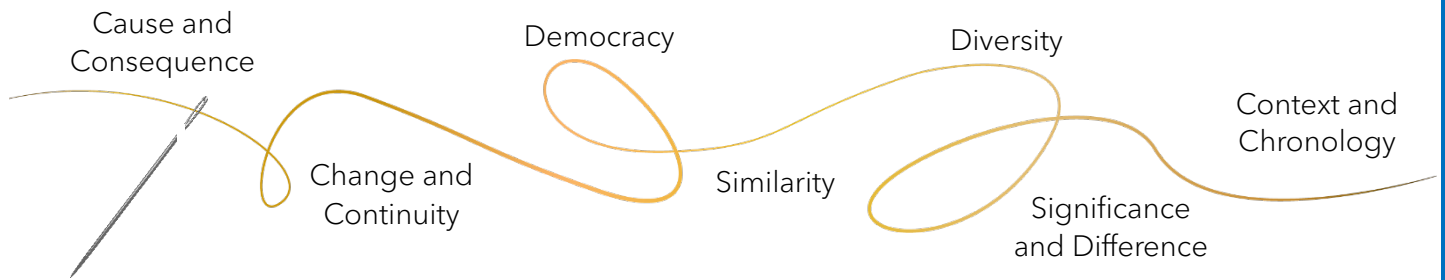
2024 – 2025

Bruche Curriculum Design

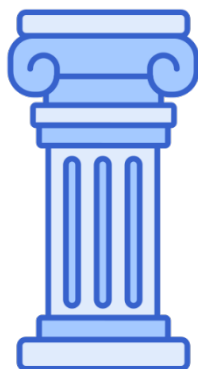
The Narrative Approach

We have built a knowledge rich and humanity rich curriculum.

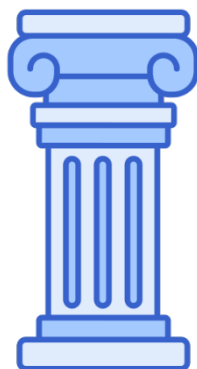
With this mastery principle in mind, we have woven our areas of learning into a '**Curriculum Story**' for each year group from Year 1 to 6, with an 'eye on' Year 7. This gives all learning a meaningful context; learning flows from one topic to another through conceptual awareness and understanding. Below are the concepts that are a  through our curriculum and children's knowledge:



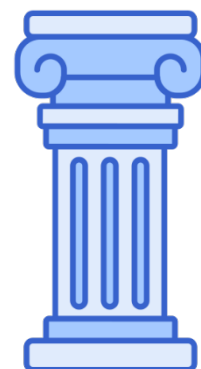
The Curriculum at Bruche gives children opportunities to learn, build on and develop new skills, concepts and knowledge. Children experience a wide range of subjects and activities that allow them to explore different topics and learning styles in detail. We inspire our children to think about their future and the prospects of professional life. Through our **careers-based learning approach**, all children develop their cultural and identity capital. We encourage children to invest in their interests and what their career aspirations are. Careers establishes just one pillar that supports (and is present within) all areas of teaching and learning, namely:



**CAREERS
PATHWAY**



**WHY
WARRINGTON**



**GLOBAL
DIMENSIONS**

For more information about how we deliver specific subjects, and our Career Pathways, please see our [Manual of Instructions and Subject Intent Statements](#) on our website.

It is important to us that our pupils understand our locality and the history behind where we live. To ensure that this is the case, we use **Why Warrington** to enhance their knowledge of the town we call home. Equally, it is essential to prepare our children to live in a **global community**. Enhancements in technology, access to media across the world and increased opportunities to travel mean that our children must be aware of global matters/issues so that they can play an active, proactive role within the international community.

Our Global Dimensions Policy (which can be found on our website) offers more information on how we incorporate this within our curriculum.

Bruche promotes a curriculum that is infused by **British values** and the spiritual, moral, social and cultural development of its children. Our belief is that all our children can achieve highly and that we will provide the right learning experiences for this to happen. Learning is our core purpose and we are committed to building children's capacity to develop as independent, confident and reflective learners. In order to do this, we have designed a progressive knowledge rich curriculum, formed from evidential research. We bring together the delivery of knowledge through cognitive science approaches such as retrieval and metacognition.



We see **knowledge** defined in four parts:

Knowledge provides a driving, underpinning philosophy

01

Knowledge is taught to be remembered not merely encountered

02

Knowledge content is specified in detail

04

Knowledge is sequenced and mapped deliberately and coherently

03

01

Knowledge provides a driving, underpinning philosophy

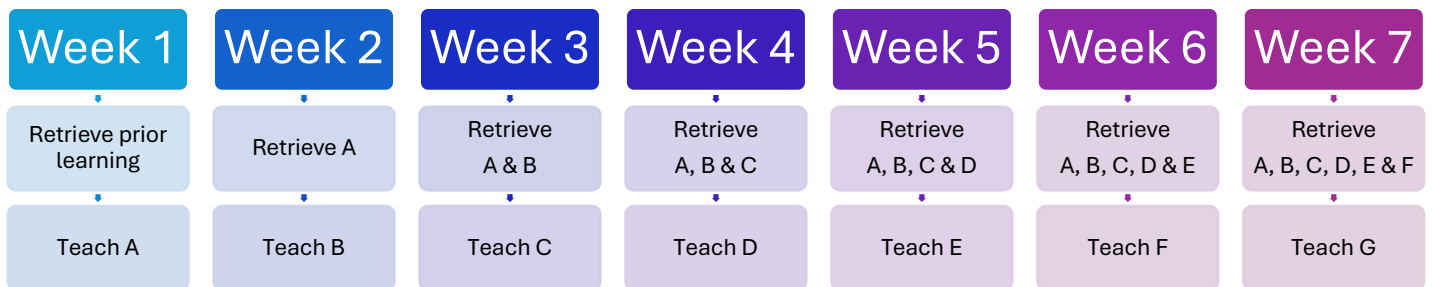
Acquiring powerful knowledge is seen as an end in itself with the belief that we are all empowered through knowing things and this cannot be left to chance. We see skills and understanding as forms of knowledge and we understand there are no generic skills but rather skills are linked and taught through specific detailed subject content. Our knowledge rich curriculum gives a high status to knowledge content and subject traditions.

Knowledge is taught to be remembered not merely encountered

Our teachers will be combining cognitive science methodology with knowledge content – this is beyond rote learning and learning facts for no purpose, it is about ensuring students have a secure knowledge platform, allowing them to reach the next level.

Our curriculum is designed to be remembered, understood in detail, stored in long term memory so that it can be later built on, forming even wider schemas. Our curriculum plan maps key concepts and frames well chosen, powerful knowledge, with transferable vocabulary and skills that deepen and ensures enduring understanding. We recognise that there is too much knowledge to be taught.

Our approach to curriculum implementation is through spaced retrieval practice, assessments that are constructed to evidence and test enduring knowledge and plenty of repeat practice for automaticity and fluency. We recognise that we should start at the end when planning a school or class curriculum. Our curriculum begins with the outcomes we want our children to achieve. With outcomes in mind we plan our assessments and the evidence we expect to see that demonstrates not only their ability to remember more information, their adeptness of skill application, but understanding that has endured.



Our approach to curriculum planning and delivery is built on spaced retrieval practice, formative low stakes testing and plenty of repeat practice for automaticity and fluency. Low stakes testing will be used to retrieve teaching. For example, the use of:

- Quizzes
- Questionnaires
- Debates
- Self and peer assessments
- Presentations
- Speaking and listening activities
- Use of multiple choice and closed answers
- Brain drain activity

03

Knowledge is sequenced and mapped deliberately and coherently

Our knowledge-based curriculum is planned progressively, vertically, horizontally, giving thought to knowledge sequences for building secure schemas. It is a kinetic model of materials:

- Timeline of historic events
- Sense of place
- Framework of understanding cultural diversity, human development, evolution
- Attention to misconceptions
- Instructional tools to move students from novice to experts in a specific subject

In building our curriculum we sought to structure it so that key concepts and vocabulary were revisited and reinforced making them unforgettable. As a result, we constructed a 3D curriculum where explicit links were made within subjects, across subjects and across years with repetition of vocabulary at its heart. Our knowledge-based curriculum is packed with experiences and driven by a strong set of values about what matters. It has soul, moral purpose and humanity.

04

Knowledge content is specified in detail

Units of work are not defined by generic headings but are supported by statements that detail the knowledge to be learnt. These end points are clear and succinct. We want our children to get specific knowledge as well as a broad overview. These are held together by concepts that are carefully mapped by subject discipline and then across a curriculum. They are sequenced and provide a cohesive structure to frame our curriculum. Our 'Golden Thread' (see *above*) weaves throughout our whole Curriculum Story to support this.

Legislation

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

KEY INFORMATION

Planning

Teachers are expected to plan the delivery of an age-related expectation (ARE) from the starting point of a question. They are expected to research a variety of key questions that will challenge and probe a child's understanding of the key concept taught. They are also expected to plan the range of possible children's answers, in doing so they will be able to identify the depth of a child's understanding to ascertain if they have sufficient deep and sustained understanding, that will ensure children will be able to uplift this concept or skill in a multiple of new and varied contexts and achieve successful outcomes.

Short term plans the intention of these planning proformas are that the class teacher can identify in outline learning intentions for differentiated groups and series of lessons and AFL these will not be published on the school website. There is an expectation that class teachers are not required to write detailed lesson plans or plan for a week in detail but to do so for the first two or so days and then reassess learning. This is to ensure that the class teacher's planning is responsive to pupil needs and pace of learning. Short term planning should be an organic process and plans should be annotated and responsive to the continuing needs of pupils as they progress through the week. However there is an expectation that skills over a week should be identified and planned for. Class teachers are expected to start a topic with a 'Hook', which could be a visitor, visit or experience, in order to grasp children's attention.

Work Books:

In order to ensure there is a focus on basic skills that is transferred to all curriculum areas all writing for all subjects will be captured in one Writing book. Within discreet subjects there will be exercise books for children to practise and investigate process but the application within their writing will be captured in a learning journal. The school will not therefore be following the more traditional approach of an English book and a range of subject specific books. All mathematical calculation, applied maths and mathematical will be captured in a maths book.

Assessment:

The assessment process is critical for our pupils learning and we have adopted questioning as the central assessment driver within lessons. Teachers will ask probing questions of pupils, to help them to gain an understanding of how far a child has progressed in understanding essential ideas, building core knowledge and key abilities. There will be a high emphasis on production as pupils will need to produce things – write things down, make statements and so on – which will give our teachers insight into how our children's thinking is building. When a child writes something down, it becomes an external representation of the way they think – then, they can think about their own thinking and a teacher can better see the way in which pupils are thinking. More assessment not less will support learning in day to day lesson delivery. We will support this continuous assessment termly with formative assessment per term from year 1 - year 6. This will then be recorded in an electronic tracking system that will support additional targeting of support whole school self - evaluation and staff performance management.

Collective Worship:

Collective worship is addressed as a whole school in assembly time. In addition to this class teachers set aside a few minutes each day to reflect and engage children's emotional intelligence and, where possible, grasp opportunities as they naturally occur. Within each classroom this is captured in awe and wonder book when appropriate. Collective worship is a statutory requirement. However parents have the right to withdraw their child if they so wish.

Homework:

Is an integral part of our children's learning. Our homework tasks ensure that learning is continued at home with parents and is relevant to the children's current learning taught within that week. Parents are encouraged to support their child at home with the completion of this work and its timely return. The amount and genre of homework will differ across school according to age.

English as an additional Language:

Class teachers respond well to diverse needs including those pupils who have English as an additional language. Class teachers will analyse individual pupil needs and create practical activities and resources to support pupil learning.

SEND:

The school has clear guidance, protocols and support of SEND pupils and pupils identified as vulnerable or at risk. Staff at school address each pupil's individual needs and where appropriate complies with the SEN code of practice, working alongside the SENCO. Every teacher will employ adaptation for every child with SEND in order for them to access the curriculum. This will be done in every subject. *See the SEND Policy on our website for more information.*

Enrichment Activities:

The school promotes a number of out of school study support activities, some of these are subsidised by the school budget and others are funded from a variety of sources. The school reviews its programme each year and introduces new or popular activities for pupils. The activities range from sport, gym, football, drama, music and art. The school promotes a number of educational visits each year. These visits include day trips and residential visits. All visits are planned well in advance and appropriate risk assessments and permissions are sought.

Parents:

The school values parental involvement and makes every effort to include parents where possible. The school has 3 drop in / parent target setting meetings a year and issues its annual report in July, with interim reports on progress published after each assessment period in Autumn and Spring. School consults 3 time a year with parents about leadership and management, pastoral and behaviour matters, and communications and relationships.

Quality Teams:

The school has adopted a quality team structure in order to give all staff a voice in the implementation of its whole school curriculum and to ensure that all staff see the school curriculum (relative to their responsibility level) as an integral part of their role. It is a supportive model in which experienced and in experienced subject leaders work together to manage a range of subjects. This is to ensure efficiency, manageability and impact; Families of subjects are grouped together, common developmental themes are identified and 1 action plan is written with 3 targets, one per term to be actioned and be acted on. Team meetings are timetabled termly in staff meeting directed time. All teams are released one day per term to complete a subject SSE on activity of teaching and learning. This comprises monitoring and planning, workbooks, pupil outcomes and discussions with pupils. Teams will update action plans and will write a small commentary for governors after each SSE cycle.