

Burrowmoor Primary Academy



Primary Curriculum Policy

Date policy last
reviewed:

July 2024

Signed by:

_____ Headteacher

Date: _____

_____ Chair of governors

Date: _____

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Statement of intent

At **Burrowmoor Primary Academy**, 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 and school community, 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 knowledge-engaged curriculum, as well as the provisions surrounding its creation. This policy applies to all teaching staff and stakeholders involved in delivering the curriculum and is compliant with the legal framework and DfE Status.

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 (2026) The White Paper: Every Child Achieving and Thriving
- DfE (2014) 'The National Curriculum in England'
- DfE (2026) 'Statutory Framework for the Early Years Foundation Stage'
- DfE (2023) 'Development Matters'
- DfE (2026) 'Working Together to Improve School Attendance'

This policy operates in conjunction with the following school policies:

- Homework Policy
- Primary Assessment Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- PSHE and RSE Policy
- Extended Services Policy
- Relationships and Health Education Policy
- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and responsibilities

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher, SLT, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring the curriculum follows the Legal Framework and is compliant with DfE Statutes.

The headteacher and curriculum lead is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Developing subject leaders to implement their lead subject area and understanding their roles and responsibilities within it.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- 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 the intended curriculum is delivered.
- 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.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher and curriculum lead.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher, curriculum lead and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.

- Understand that supporting those with additional needs is the responsibility of the teacher and they are supported through adaptation.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.
- Providing pupils with feedback to accelerate progress and follow the school's marking and feedback policy.

Subject leaders are responsible for:

- Working collaboratively with the curriculum leader.
- Providing strategic leadership and direction to their team.
- Create an action plan to focus on the key drivers for the subject annually and review these regularly.
- 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 the headteacher.
- Pupil Book Study to be completed to support assessment and monitoring
- Monitor curriculum coverage of the intended curriculum and ensure it is being delivered.
- Providing efficient resource management for their subject area.
- 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 SENCO is responsible for:

- Collaborating with the headteacher, curriculum lead 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. School Ethos and Aims

Overall Ethos statement

We aim for our children to leave with their “life skills” bag as full as possible. Their learning dispositions are key to success during their school journey, in later life and in employment opportunities in the future. These evolve through the high expectations and tailored support children receive whilst in our school. They learn to become resilient, resourceful, collaborative and reflective learners and people. These skills are first applied to learning and then children are taught to apply them to a wider context of life. The development of these skills allows children to be able to approach their mental health challenges with a more knowledgeable and positive mindset.

We working in partnership with parents to ensure consistent engagement; encourage family learning opportunities and provide a curriculum that is relatable for parents, children, and local families. Opportunities to be part of different exciting and engaging experiences are used to add to the learning experiences of our children.

The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to become knowledgeable in all areas of the curriculum and be confident in their mental models in linking prior learning to current and future learning to ensure their knowledge is flexible.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Enable pupils to be computer literate in an ever-changing world of technology and to be knowledgeable and confident to keep themselves safe online.
- Help pupils understand the fundamental British values and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the locally agreed syllabus for Religion and Worldviews.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.

- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.
- Teach pupils Personal, Social, Health and Economic education, including RSE frameworks and a specific behaviour curriculum, designed by Cambs/Fenland SEND Services.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes with long-term intrinsic motivation.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Becoming responsible and knowledgeable and how to keep safe online.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

4. Curriculum Intent

At Burrowmoor Primary Academy our knowledge-engaged curriculum is designed to immerse pupils with knowledge and ignite curiosity, whilst providing and equipping them with the fundamental skills to be lifelong successful learners. We recognise children's prior learning and have explicitly ensured that the curriculum is designed to be progressive and provides opportunities to ensure learning from their short-term working memory becomes long-term, allowing sustained learning and flexible mental models for success. The curriculum is driven through our connected learning journeys and golden threads which children travel through.

At Burrowmoor Primary Academy we ensure that we provide first hand learning experiences, allowing the children to develop interpersonal skills, build resilience and become creative, critical thinkers. We challenge the children with high expectations in all areas of learning and in the development of life skills. Every child is recognised as a unique individual. We celebrate and welcome differences within

our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives. Children leave the academy with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become aspirational learners.

The curriculum at Burrowmoor Primary Academy is one that complies with the duties of the Equalities Act 2010 and the Special Educational Needs and Disability Regulations 2026 - our curriculum is accessible for those with disabilities or special education needs. We engage with parents; encourage family learning opportunities and provide a curriculum that is relatable for parents, children and local families. Opportunities to be part of different exciting and engaging experiences are used to add to the learning experiences of our children.

We use our learning dispositions to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. Community involvement is an essential part of our curriculum as we embrace local history, traditions and lifestyles, whilst ensuring that aspirations for the future are promoted. We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.

5. Teaching and Learning, Curriculum Design, Organisation and Planning

The school's curriculum has been designed to be progressive and has been sequenced from EYFS to Year 6 using the EYFS Framework and the National Curriculum. Please see EYFS Curriculum policy for further guidance on how we achieve this progression at Burrowmoor. Our foundation curriculum has been designed using Kapow as the core guidance and has been explicitly mapped to ensure knowledge and skills can be built upon year after year and is progressive and comprehensive for our pupils. We use a range of schemes to support our core curriculum, and these have been carefully thought out and have considered the needs of the school-community to ensure we have the right provision for our pupils.

- English Writing: School Approach – links with Grammarsaurus and Pathways to Write
- English Spelling: Spelling with Grammarsaurus (Morphology)
- English Handwriting: Twinkl PlanIt Handwriting
- English Grammar: PVPG and Grammarsaurus.
- English Reading: The Christopher Such Approach
- Phonics: Floppy's Phonics.
- Maths: Oak Academy
- PE: PE Planning and POSH

- History, Geography, DT, Art, PSHE, Religion and Worldviews, Computing, PSHE, Music: Kapow
- EYFS (Reception and Nursery): United Curriculum.
- Behaviour Curriculum: CAMBS/Fenland SEND Services

The curriculum will be delivered over 190 days and will be delivered equally throughout the school week. It has been designed to support our mixed-age classes, with explicit teaching in some subjects, where appropriate.

In general, lessons will be separated into three core stages but are flexible to adapt to the needs of the children:

- **Introduction to the topic and thinking time** – this is the time where the learning objective or learning question (foundation) will be set, and the success criteria shared. The children will spend time revisiting past learning to recall knowledge and encourage retention. At the end of this stage, pupils will be ready for the main lesson.
- **A main teaching event** – this will vary day-to-day based on the teacher's plan. Throughout the lesson there will be several mini plenaries or check ins with teachers addressing misconceptions in a timely manner. During this time, knowledge will be shared, skills will be applied, metacognition strategies and oracy will be promoted, and challenges will be evident to deepen pupils learning and understanding. This will be achieved through the use Think, Pair, Discuss, Share.
- **Plenary** – this will summarise what pupils have learnt in the lesson and will address what will be covered in the next lesson. This will share the learning question again and pupils will be given an opportunity to articulate the outcome, promoting their oracy skills. Here, pupils will assess and complete a step for depth task to show application of their knowledge.

Teachers are expected to plan lessons which are challenging and inclusive for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers. The Teaching and Learning expectations document will be followed by all teachers, including expectations for purposeful learning environments.

Teachers will plan lessons to accommodate for pupils of mixed ability, ensuring flexible groupings are used in all subjects as part of the everyday lessons.

Teachers will link in computing opportunities into lessons. Visualisers will be used to support modelling and an iPad is used for promoting forward-facing teaching.

Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons. Lessons, teaching inputs and tasks will be suitable adapted to meet the needs of all pupils.

Disadvantaged pupils and those with SEND and EAL will receive work that is further adapted but not limited to ensure it is accessible in line with the SEND Code of practice. Our EAL children will also receive daily speaking times with our EAL support worker.

TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help but are also able to minimise disruptions where necessary. They are expected to work with all pupils over the course of a week.

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

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 during and or at the outset of work.

Classrooms will be tidy and organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities. In Maths, enable tables are used to ensure pupils have access to manipulatives at any given stage and can choose to use these independently.

6. Remote learning

Attendance at school is mandatory for all pupils; however, there may be circumstances where in-person attendance is either not possible or contrary to government guidance.

The school's Remote Education Policy sets out how education will be delivered if pupils cannot attend school in person.

7. Subjects Coverage

At Burrowmoor Primary Academy we will always have due regard to the national curriculum 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
- Religion and Worldviews
- Relationships and Health Education
- PE

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

- Art and Design
- Computing
- Design and Technology
- MFL - Spanish (at KS2)
- Geography
- History
- Music

Details of what is included in the curriculum for each subject can be found in a specific curriculum policy for that subject. All of these policies are accessible via the www.burrowmoor.net

8. Enrichment and Extra-curricular activities

At Burrowmoor Primary Academy, we offer pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development and ensure that learning is promoted beyond the curriculum. Extra-curricular trips and activities may occur outside school hours and can include overnight stays in the UK. All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

We also encourage links within the local community and provide opportunities where visitors and collaborative projects take place within school and around the local authority. We also promote competitions in the Fenland area and within Trust schools. We feel these opportunities complement the formal curriculum and provide our pupils with fundamental life skills.

At Burrowmoor Primary Academy, we are proud and delighted to be able to offer our pupils the opportunity within Forest School. Our sessions at Burrow Wood Forest School are paved by our children's interests and each session is reflected upon to help plan future sessions. Forest school practice has the learner at the heart of their learning experience. Our children are given the opportunity to learn tool use, fire lighting and den building amongst lots of other skills.

In forest school the children have the freedom to guide their own learning while they develop skills that are transferable in the classroom. It is vital to increase the confidence of our children through being challenged and through supported risk taking. Our children are given the opportunity to experience a positive and rich time within a natural space on our own forest school site. It is crucial that we encourage children to enjoy their time outdoors as this is proven to be beneficial to mental health and well-being.

All extra-curricular activities and trips will be planned and executed in accordance with the school's Extended Services Policy.

9. Reporting and Assessment

Formative assessments are carried out by teaching staff. These inform the day-to-day learning of pupils, allow for flexible groupings and are adapted to the needs of the pupils. Revisit and recall daily opportunities also promote deepened learning and long-term, sustained learning. Teachers also make informal judgements as we observe them during each lesson, in all subjects. Misconceptions addressed by the class teacher. The feedback and marking expectations will be adhered to and used to give purposeful feedback to pupils. All aspects of assessment will support teachers when reporting to parents. All forms of assessment are used to give an accurate, triangulation of pupil outcomes.

Summative assessments will be carried out **termly** to measure pupil progress in all subjects. For years 1-5, NFER paper will be used for Reading, Maths and Spelling, Grammar and Punctuation. Raw scores and standardised scores are recorded through Insight and analysed by subject leaders, SLT and the headteacher. The results of the assessments will be used to inform future planning and target setting. Results of assessments will be recorded and reported back to the headteacher, pupils and pupils' parents.

Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents. These include Early Years Baseline, Phonics Screening Check, Year 2 (Non-Statutory SATS), Multiplication Check and KS2 SATS. We will also conduct regular in-house and external moderation of writing and engage with the local authority with moderation training, guidance and protocols. Writing used to inform assessments are independent and stem from half-time and full-time writes.

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

Access arrangements 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. The criteria for access arrangements in all year groups will be aligned with those access arrangements outlined by the DfE for KS2 Outcomes.

All reporting and assessments will be conducted in line with the school's Primary Assessment Policy. Specific details around assessments are outlined in the Assessment Policy and within Subject Expectation Documents.

10. Inclusion: Equal opportunities and Supporting Pupils with SEND

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 reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

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. Units have been specifically designed to promote diversity and themed assemblies are carefully planning to promote and celebrate differences.

The school will have due regard for the Pupil Equality, Equity, Diversity and Inclusion Policy at all times when planning and implementing the curriculum.

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, the SEND code of practice and Individualised learning plans.

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

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and adaptation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We recognise the fact that in all classes there are children of widely-different abilities across different aspects of the curriculum and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child, whilst still ensuring they can work towards being successful learners. We achieve this by:

- ❖ Setting tasks that are open-ended and can have a variety of responses, whilst ensuring pupils think like the discipline of the subject. E.g. historians, writers, scientists.

- ❖ Setting tasks of increasing difficulty. Not all children complete all tasks.
- ❖ Providing children with the opportunities to not only work with their ability group, but having the experiences of working in mixed ability pairings to ensure all pupils have the chance to strive.
- ❖ Providing resources of different complexity depending on the ability of the child.
- ❖ Ensure all pupils have first class quality teaching provided.

11. Monitoring, Review and Evaluation

The headteacher, curriculum lead, senior leaders and subject leads are responsible for monitoring their subject and ensure the curriculum and legal framework are adhered to. Monitoring of the standards of children's work and undertaking pupil conferencing to assess of the quality of teaching and learning are undertaken regularly with a full monitoring scheduled identified. We also have two half-termly visits from our Academy Challenge Partner.

Long-term, medium-term and weekly plans are also accessible through teams to ensure the subject lead can monitor the teaching and learning of their subject. The teaching team are responsible in ensuring the intended curriculum is delivered with high-quality, first-class teaching. This will also be monitored by subject leaders, SLT, the curriculum lead and the headteacher.

Subject leads are specially allocated time in which to fulfil their role by and work in unison with the curriculum lead and headteacher. This allows quality assurance and ensures high standards are maintained in curriculum delivery and outcomes.

Procedures for gathering feedback are used from all stakeholders, including pupils and parents and is used to drive improvements within the curriculum. The effectiveness and relevance of the curriculum, including evaluation are conducted half termly and are used to review and are refined to meet legal frameworks, DfE Statutes and to ensure the curriculum continues to be well-thought out, comprehensive and adaptable to meet the needs of the school community.

12. Training and Development

At Burrowmoor Primary Academy, we support the continuous professional development of all members of staff. We strongly feel that we want to empower staff and give them opportunities to learn and apply new knowledge and skills that can help them to develop in their current and future role. We understand that in a rapidly changing environment, professional development helps individuals ensure their knowledge and skills remain current and applicable to all statutory guidance.

Teaching staff attend weekly staff meetings that are carefully thought out and are in line with our whole-school priorities. Teaching assistants are also encouraged to attend these when they feel they are applicable to their role. As well as this, both

Assistant Heads lead team meetings for their key stages, and these are also driven to improve standards and promote high-quality teaching and learning. Teaching Assistants are also provided with regular training and attend training fortnightly. Updates are provided to all staff on curriculum content, pedagogy and assessment methods.

Subject leads are expected to provide CPD opportunities through training and delivery of staff meetings, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Being part of the Diamond Learning Partnership Trust provides further professional development opportunities. Staff are encouraged to attend network meetings, training sessions and regular CPD. All staff have access to SMARTLOG training, Anspear and the Discover Platforms.

Staff also attend local training within Cambridgeshire and the Fenland Hub and we work in collaboration with partnership schools and schools within the local area.

13. Policy Review

This policy is reviewed **annually** by the headteacher, curriculum lead and the governing board.

Any changes made to this policy will be logged and communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is **July 2027**.