

Brownlow Fold Curriculum Statement



Our mission at Brownlow Fold is to improve educational outcomes for all pupils and to ensure that pupils leave us well prepared academically, socially and emotionally for the next stage of their education.

Our aim is to:

- Provide a stimulating, child-centred curriculum, which inspires pupils to learn.
- Promote challenge in a safe and nurturing environment.
- Develop pupils that are confident, resilient, self-assured learners with excellent attitudes to learning.
- Work collaboratively with all stakeholders (home / school / child / governors / community).
- Ensure that pupils are safe and feel safe at all times.
- Encourage curiosity, enthusiasm and independence.
- Engender within school a caring and sharing ethos where children, parents and staff feel welcome, valued and respected.
- Teach children to respect each other and themselves.

At Brownlow Fold, we want our pupils to:

- Love the challenge of learning and develop resilience.
- Be curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
- Thrive in lessons and regularly take up opportunities to learn.
- Recognise the difference between right and wrong.
- Discuss and debate issues in a considered way, showing respect for different ideas and points of view.
- To make informed choices about healthy eating, fitness and their emotional and mental well-being.
- Make consistently high rates of progress in relation to their starting points.

To achieve all of the above we must engage with those in the school community, and beyond, to build a learning community which supports achievement and attainment because:

Together we Fly

Brownlow Fold Curriculum

Intent – Implementation – Impact

Brownlow Fold Curriculum Intent

The Brownlow Fold curriculum is ambitious and promotes our mission statement in improving educational outcomes for all pupils. We give our pupils the best possible start to their education by developing their independence, curiosity, imagination and desire to learn. We provide stimulating learning environments and offer a variety of exciting learning opportunities. The curriculum promotes our common values, whilst valuing our differences within the school and the wider community.

Brownlow Fold Empowered Learner Values and Behaviours					
Self Manager	Effective Participators	Resourceful Thinker	Reflective Learner	Independent Enquirer	Team Worker
Ability to organise themselves and work out goals and priorities Show personal responsibility, initiative, creativity and enterprise Anticipate, take and manage risks Commit themselves to learning and self-improvement Respond positively to change	Engage actively with issues that affect them and those around them. Play a full part in the life of the school Take responsible action to bring improvement for others as well as themselves Discuss issues of concern, seeking resolution Present a persuasive case for action Propose practical ways forward Try to influence others, negotiating and balancing diverse views	Think creatively by generating and exploring relevant ideas, and making original connections Find links and see relationships Explore and experiment with resources and materials Ask 'why', 'how' and 'what if' questions Apply imaginative thinking to solve a problem Try different ways to tackle a problem Work with others to find imaginative solutions and outcomes that are of value	Evaluate their strengths and limitations as learners Review their work and act on outcomes Set themselves realistic goals and criteria for success Monitor their own performance and progress Invite feedback and deal positively with praise, setbacks and criticism. Make changes to improve their learning Communicate their learning in relevant ways to different audiences	Gather, process and evaluate information in their investigations Plan what to do and how to go about it Draw conclusions and evaluate outcomes Take informed and well-reasoned decisions, recognising that other have different beliefs and attitudes Use range of techniques to collect and organise information	Work confidently with others, adapting to different contexts and taking responsibility for their own role Listen and take account of others' views Form collaborative relationships, resolving issues and reaching agreed outcomes Adapt behaviours to suit different roles and situations Show fairness and consideration towards others

We provide opportunities for children to develop as independent, confident, successful learners with high aspirations. The well-being agenda is at the heart of the Brownlow Fold curriculum. We promote positive mental health and well-being for our whole school community and recognise how important mental health and emotional well-being is to our lives in just the same way as physical health. At Brownlow Fold, community involvement is an essential part of our curriculum as we celebrate local traditions, learn new skills and focus on developing our children's moral, spiritual, social and cultural understanding, thus ensuring that children are well prepared for life in modern Britain. Essential key knowledge has been carefully selected and spaced retrieval practice has been carefully planned for, and embedded into practice to ensure pupils know more and remember more as they progress in their learning. The curriculum supports future learning and is coherently planned to build substantive knowledge towards endpoints.

Substantive Knowledge: This refers to specific facts to be learned, such as, for example, the names of the countries in the United Kingdom (Geography), or in History key facts about a historic event such as World War 1. In our Knowledge Organisers, we have included examples of the substantive knowledge that pupils need to know and remember at each stage in their learning in each subject. Substantive knowledge refers to knowing 'what' specific facts need to be remembered.

Disciplinary Knowledge: Disciplinary knowledge is about knowing 'how'.

We have identified the specific substantive knowledge and disciplinary knowledge we want our children to know, remember and use over time.

Substantive Knowledge	Disciplinary Knowledge
What we know: Facts	How we know it: Developing the skills of the subject discipline

Our curriculum has been carefully designed so that pupils gain more knowledge over time. Some knowledge is very important, and we return to this regularly to help it ‘stick’ in pupils’ memory. What we know allows us to read and understand what we have read. Knowledge learned across the wider curriculum facilitates comprehension. It also helps our pupils gain a broader vocabulary. We know that children are exposed to a richer **vocabulary** base when they access a broad curriculum, and this is very important to their future success. In our curriculum plans we have outlined the specific vocabulary children need to know, use and remember at each stage in their learning. In designing our curriculum, teachers and learners use a **prime learning challenge**, expressed as a question, as the starting point. Using the information gained from **pre-learning tasks** and our school context, a series of **subsidiary questions** are then asked. **Pre-learning** tasks ensure that our pupils are given the opportunity to share what they think they already know about a particular topic. Well-planned pre-learning tasks inform teachers of any misconceptions pupils may have.

We know that knowledge ‘sticks’ when links are made between subjects. Webs of knowledge are created in our memories (schema) when we create meaningful links between learning. The more we introduce pupils to related content, the deeper knowledge will be. **Key concepts/knowledge** in each subject are revisited over time. We use the ten evidence-based Principles of Direct Instruction (Rosenshine) to build schema through carefully sequenced **component tasks** leading to **composite tasks**. **Retrieval practice** provides opportunities for pupils to practise applying the knowledge they have understood to consolidate understanding and strengthen recall. Within each unit of work, we include a **Green for Growth post learning check**. This task is designed to enable pupils to showcase all the knowledge they have acquired and demonstrate their depth of understanding. This knowledge is then **applied** to future learning across the curriculum.

Link	Learn	Know	Retrieve	Apply
				
Focus on prior knowledge through pre learning questions ▪ Within the same subject ▪ Within another subject ▪ From personal experience	Use the prime learning challenge, expressed as a question. Use the information gained from pre-learning tasks and our school context, to answer the subsidiary questions	Use the Knowledge Organisers and the Green for Growth Check	Link ideas to existing knowledge and organise into mental models/schemata	Apply knowledge to future learning

Our curriculum planning starts in the Early Years. We begin to lay the foundations of the wider curriculum through our Early Years curriculum offer. In Knowledge of the World, for example, children learn about the layout of school and their immediate environment when they start to understand early map work (the foundations of the geography curriculum). We start this journey in early years for two main reasons:

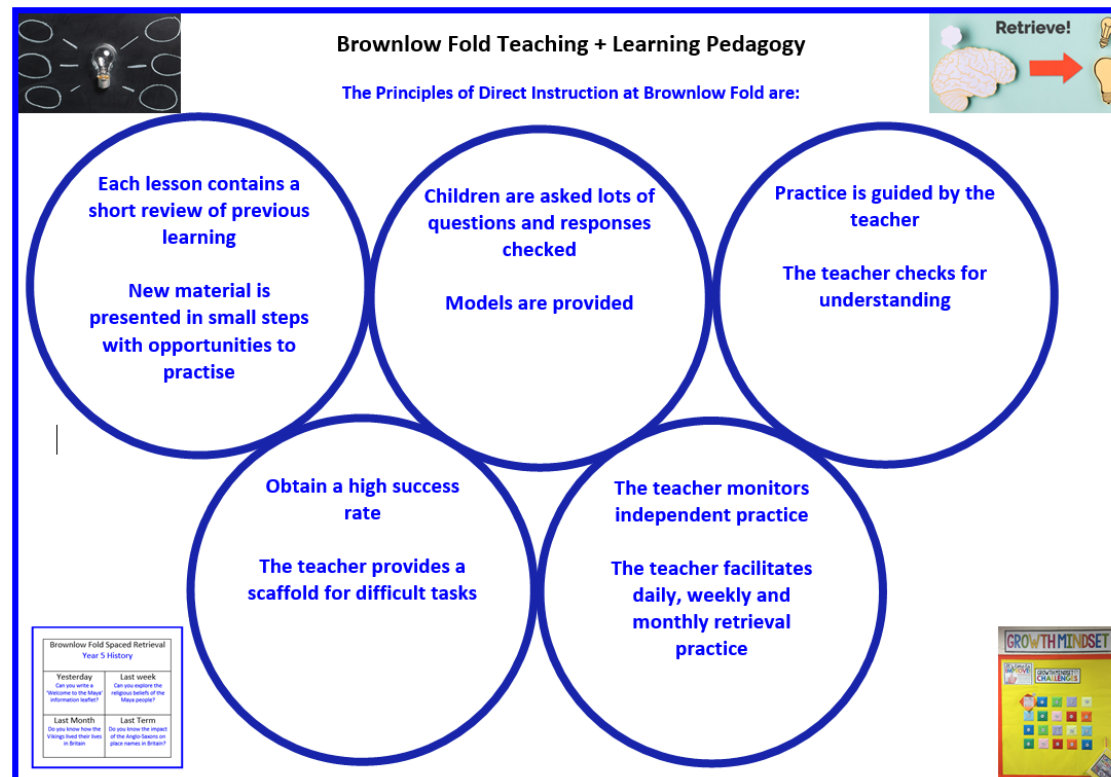
- Access to a rich curriculum broadens children’s exposure to a wealth of vocabulary, which we know to be of crucial importance in the early years.

- Laying the foundations for the wider curriculum prepares children for transition to Year One.
- Making sure knowledge is sticky:

At each stage in the school journey, teachers make sure that they understand what prior learning has taken place and how well children have remembered it. They revisit prior learning, particularly at the start of a unit of work but also at other stages in the learning process, to make sure that they are building new learning on secure foundations.

Brownlow Fold Curriculum Implementation

Our curriculum incorporates the statutory requirements of the National Curriculum as well as various other experiences and opportunities which meet the learning and developmental needs of children in our school. All subject leaders have been involved in successfully adapting, designing and developing our curriculum at Brownlow Fold. Consequently, there is a shared understanding of how our curriculum is implemented as all staff have created it collectively. This has ensured consistently good practices are implemented across school. The curriculum is robustly sequenced so that new knowledge and skills build on what has been taught before to clearly defined end points. Our curriculum approach allows children to explore links across the curriculum, across subjects and across themes, thus enhancing and enriching their learning. By providing a range of memorable learning experiences, in addition to diverse and rich opportunities, children can learn and develop a range of transferable skills. Staff training on retrieval practice and development of long-term memory approaches within pedagogy helps learning to stick so children know and remember more as they move through school. A strategic approach to knowledge retrieval integrates new knowledge into existing ideas to build schema.



Brownlow Fold Primary School provides a stimulating, learning environment; we are incredibly proud of our school and our displays, in both classrooms and communal areas, which facilitate pupils to enjoy their education. Key vocabulary for each unit of work is used effectively to develop subject specific vocabulary and knowledge as evidenced in planning, pupils' books, learning environments, pupil voice discussions and monitoring records over time. Pupils at all levels are helped to achieve their potential. Those who are most able are challenged by being encouraged to expand their skills and knowledge through varied curriculum opportunities and the 'Green for Growth Challenges' that are set for each unit of work. Those who find learning more difficult are encouraged and given targeted support to embed skills in order to support them to develop at their own pace and to learn in a style that best suits their individual needs. Children at Brownlow Fold are also involved in whole school issues, which make a difference to their daily lives in school. For example, the School Council share in the decision making of new appointments and are an integral part of the interview process. Our Head girl and Head Boy and deputies are involved in showing new parents/carers and visitors around the school.

All subject leaders have played a crucial part in the success of our curriculum by each leading a regular programme of monitoring, evaluation and review. All subject leaders collate evidence in subject leaders' files and regularly hold pupil interviews in order to check on knowledge and skill acquisition. Subjects are planned to ensure progression of knowledge and skills across school. The curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first teaching, supported by targeted, proven interventions where appropriate.

By adopting the 'Empowering Learning' skills, we recognise the impact that well-developed personal skills can have on the academic success and well-being of our children. They play a vital role in developing the ability of learners to enjoy and reflect on their learning across the curriculum. The six areas for personal development - Self-Management, Effective Partnership, Resourceful Thinkers, Reflective Learners, Independent Enquirers and Team Workers - form what we class as personal skills, which are worked upon throughout a child's time at Brownlow Fold Primary School. Each of these skills have links to the Early Years Foundation Stage and National Curriculum. To further promote the importance for pupils to look after their own mental well-being, Brownlow Fold follows the 'HeartSmart' programme to build pupils' character, emotional health and resilience. Endorsing a 'Growth Mind-set' theory at Brownlow Fold has proven a great way to help our pupils become engaged with subjects and activities that they try to avoid through fear of getting things wrong or "not being good enough." We teach the children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning, even when they find work challenging.

The love of reading is promoted through high quality reading areas, our library, investment in high quality texts and staff development opportunities such as work with an English Hub and RWI specialist. The reading curriculum is complemented by the explicit teaching of vocabulary, which considers the varying language profile of our children. A sharp focus on phonic knowledge ensures gaps are addressed and progress is good. English Hub has validated that implementation of phonics programme is consistent. Reading books connect closely with pupils' phonic knowledge. Reading interventions and the teaching of reading is prioritised with our most skilled staff offering support and coaching across school. We use the principles of direct instruction to ensure a consistent approach to pedagogy across school, this is reinforced through coaching and joint practice development between staff.

We provide our pupils with the experience of working with professional practitioners. These experiences enrich and extend our curriculum entitlement and provide a rewarding opportunity for pupils to gain an insight into the way artists of all disciplines approach their work. The involvement of artists, dancers, musicians, poets and performers is used to introduce new art forms and skills or support activities already undertaken in specialist arts areas, in other subjects or as cross-curricular initiatives. Sport remains crucial to both our curriculum and extra-curricular provision; emotional and mental well-being is also greatly enhanced by sport and all school stakeholders feel this is hugely beneficial to all our children.

A varied timetable of extra-curricular activities is offered by the school, with clubs that support the core curriculum offer as well as those which develop specialist skills, whilst also extending the range of children's experiences. There is something for everyone, such as Mindfulness, Football and a Maths Club to name a few. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement and provide a purpose and relevance for learning.

Brownlow Fold Curriculum Impact

Pupils at Brownlow Fold develop detailed knowledge and skills across the curriculum and, as a result, the quality of teaching and its impact on learning is improving as reflected in school results from both internal data and national tests. Pupils from most groups are making good progress from their starting points as evidenced in school-held data, pupils' workbooks and lesson observations. Where this has not been the case then appropriate action has been put in place to address this. In order to further develop this judgement, we are focused on ensuring that all teaching continues to be at least consistently good with elements that are outstanding.

Leaders scrutinise pupils' work and talk to pupils frequently. The impact of this is that leaders are able to gauge both their understanding and their engagement in learning, and obtain pupils' perceptions of the typical quality of teaching at Brownlow Fold in all subjects. This can be seen in the evidence relating to the achievement of specific groups of pupils and individuals, including disadvantaged pupils, the most able pupils, and pupils who have special educational needs and/or disabilities.

All pupils are developing detailed knowledge and skills across our curriculum and are achieving well, preparing them for their next stage of learning, year groups and key stage. This is evidenced in improving outcomes over time. Rigorous assessment structures and summaries of outcomes in all year groups show pupils achieve well across the curriculum. Children leave Brownlow Fold with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, make connections and become life-long learners.

