






The journey of Curriculum development at Brompton and Sawdon Community Primary School:

Brompton and Sawdon Community Primary School, its community, aspirations and challenges are unique. Our Curriculum has to be bespoke in order to reflect these, building upon the foundation of the National Curriculum.

The latest chapter of curriculum development started prior to 2019, with a **new whole-school curriculum being developed and then implemented from September 2020**. School Leaders have identified that this curriculum now needs to be reviewed in order to refresh and improve it, making it even more closely matched to the needs of our pupils and improve the retention of knowledge. It is intended that this revised curriculum will be ready for re-implementation from Summer 2022. We outline the journey of its development below:






- 1) We first needed to **identify the key drivers** that will underpin all of our work here at Brompton and Sawdon. The whole community was involved in the process of consultation through 2020, with the following Pillars being decided upon from April 2021:

Family	Respect	Nature	Rainbow	Ready to Fly
				

- 2) We also needed to identify the **key opportunities and challenges presented by our Catchment area**. Again, the whole community was consulted. Our key challenges were identified as:
- The low aspirations of a significant number of pupils (many were only aware of the future opportunities offered by the local area)
 - A lack of cultural diversity (the catchment area is predominantly white, British)
- 3) It would be vital that our Curriculum addressed these challenges, alongside promoting a love of reading at every opportunity. To articulate this, we developed **an over-arching Intent Statement for our Curriculum**. Our Curriculum is designed to develop the children's understanding of the local area and its heritage, with regular opportunities to work in the forest and local community, but then build upon this knowledge to develop a real understanding of the wider world – giving them the ability to then place that knowledge in context. It is important to us that the children are given those opportunities to then further develop these skills and knowledge through cross-curricular links. **The school's over-arching Curriculum Intent statement can be found in the curriculum tab on the website.**

		
Preparing the ground...	Growing...	Harvesting...
<ul style="list-style-type: none"> •The Values needed to contribute •The skills needed to succeed •The resilience needed to go the extra mile 	<ul style="list-style-type: none"> •Local knowledge into World Knowledge •Local skills –World Skills •Local Vocabulary –Word Vocabulary •Local ideas – Big ambitions 	<ul style="list-style-type: none"> •The knowledge, skills and vocabulary for the next term, every term

4) It was also important to **unpick how our pillars will shape our curriculum**, and every subject within it. Again, this involved consultation with staff and governors. This would give us the foundation for all subject leadership, monitoring and subject design:

Family	Respect	Nature	Rainbow	Ready to Fly
				
<p>Opportunities to...</p> <ul style="list-style-type: none"> collaborate contribute support others make a difference learn from a wide range of people in the community 	<p>Opportunities to...</p> <ul style="list-style-type: none"> collaborate listen and be heard use a range of equipment learn about the local and world communities hear from people from a wide range of backgrounds 	<p>Opportunities to...</p> <ul style="list-style-type: none"> enjoy Forest school observe and interact with nature learn about our global and local environment make a difference on a local and global scale 	<p>Opportunities to...</p> <ul style="list-style-type: none"> Learn about different people, places and outlooks. Learn about a wide range of religions and beliefs Visit a range of settings Learn about how to be a responsible member of society 	<p>Opportunities to...</p> <ul style="list-style-type: none"> show resilience be Independence take pride in everything we do ask questions and investigate be creative and imaginative present and challenge be challenged Show our best work

5) To effectively lead the different subjects, it was also important to give our **Subject Leadership** the knowledge, confidence and time to do their job well. As part of their role, all Subject Leaders:

- are part of the Esk Valley Alliance Peer to Peer programme for Subject Leaders
- received OfSTED training as part of the above
- get timetabled leadership time
- have opportunities to visit other settings
- have allocated leadership time during the school week.
- Are able to present at regular Staff and Governor Meetings

6) To effectively review and refresh all of the subjects, we needed a **plan of implementation** for the year, so that improvements are made at a reasonable pace. All subjects will be reviewed by Summer Term 2022.

7) With the framework of the school Pillars in place, and an understanding of the challenges facing the school, **bespoke Intent Statements could then be developed for each individual subject**. All future development and monitoring of the subjects will stem from these, asking the question: *“Are the children achieving and learning truly what we intend them to in this subject?”* **Intent Statements for each individual subject can be found in the curriculum tab on the website.**

8) Before refining each subject, **Subject Leaders needed the time and a structure in order to effectively monitor their subject**. New Auditing documents were developed and introduced at school, building on the training from the Esk Valley Alliance and giving subject leaders the tools to both review and develop teaching and learning. **Subject Leader monitoring is available for discussion in school.**

9) Monitoring of current teaching and learning (classes repeating concepts / missing concepts) informed us that the retention of prior knowledge would be improved learning would be more effective with easier to follow, **Long Term Overviews** for each subject – mapping out progression in skills, concepts and vocabulary through the school. These would also allow for easier monitoring by Leaders. It was found that the sequence of learning in the 2000 version of the Curriculum had probably been affected by teachers changing topic but not the long-term plan, or the physical layout of the Curriculum documents making it quite hard to track progression through the years. Subject Leaders will now be the ‘gatekeepers’ of these documents– no changes will be made to LTP unless implemented and authorised by them. **New Long-Term Curriculum overviews for each subject can be found in the**

curriculum tab on the website. Where that subject is in the process of being reviewed, the 2000 version of the Curriculum overview is available.

- 10) To ensure that the reviewed Subject Curriculums are effective, and that the pupils can therefore retain and recall the things that they have learnt, we had to review how we built on prior learning in our teaching. This led to several key improvements in our planning and teaching:
- Each lesson starts with reference made to previous lessons or topics, developing the pupils' ability to retrieve facts and knowledge, and also make connections between subjects.
 - Medium Term Plans were also adapted to include a reference to prior topics covered— informing teachers and allowing them to better assess and draw upon this prior knowledge in lessons.
 - Rather than all of the children's work being in one exercise book, subjects were separated into different books, allowing the pupils to more easily look back and refer to prior learning
 - Knowledge Organisers were introduced in each class, again used as a constant point of reference in order to reinforce and build on prior learning. See examples in class pages on the website
 - A consistent Cohesion Document (an overview of how the learning in each subject is linked within the topic) was also developed for parents- See examples in class pages on the website – again revisiting and deepening learning by planning for the children to link their learning in each subject wherever possible.



- 11) It was also important to develop challenge and progression within each subject, especially given our mixed age classes. Milestones for each class were developed, allowing teachers to differentiate and challenge individuals and groups. See Subject pages on website. These are also referenced on the new Medium-Term Plans for each class. Milestones are also used to assess Foundation subjects, teachers identifying pupils exceeding their class milestones or working towards them in order to inform transition and future planning.

12) Our successful Ofsted in October 2022 informed our next steps:

- We further enhanced our long-term plans for each subject by making the key facts/knowledge that we want the children to retain more explicit. We also clarified the key skills that the children will practice to secure this knowledge. This will allow any staff, new or old, to more easily see the exact learning expected of the children. Cohesion documents were therefore vastly improved and more focussed for parents.
- The information on these enhanced plans will also better inform enhanced Pre and Post assessments at the beginning and end of each unit
- The amount of vocabulary for each subject/topic has also been reduced, in order for the pupils to take more ownership of the most important words and phrases. Ultimately this will help to improve their use of, and understanding of, this vocabulary.
- Key vocabulary will now also form part of the Pre and Post Assessments, again raising the profile of the importance of this for staff and pupils alike.



13) 2023

Our Curriculum remains influenced by the school Pillars. It is now time to review if those other **key drivers** of *Diversity* and *Rural Aspirations* are still relevant as our catchment area has changed and expanded. It was felt that we could be more explicit with these, splitting them further into **Diversity**, **Global awareness** and **Rural Aspirations**.

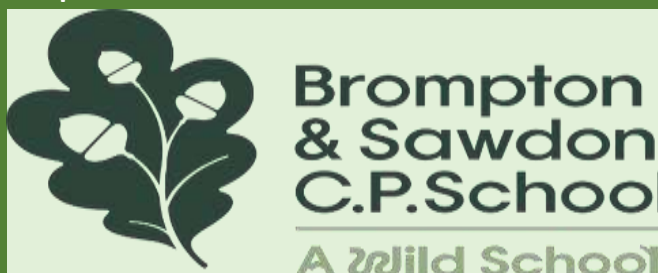


The next challenge was 'So what?'. These are how drivers but how do they really impact on learning beyond assemblies etc?

-Each long term subject plan was then reviewed to ensure that these 3 strands were entwined through every subject. Additional resources were provided in some subjects by Subject Leaders to facilitate this.

Diversity		• Compare art by artists from different backgrounds, beliefs and countries	
Global awareness		• Compare art from different place around the world.	•Locate these countries / places on a map and identify key features of them
Rural Aspirations		• Explain the pros and cons of digital and other art forms • Know what AI is and how it can be used to create art	•Compare 3d printing with traditional sculpting •Know that being an artist can be a job

The creation of **Wild School** through 2023-24 further underlined just how much we are inspired by nature here at Brompton and Sawdon Primary School. Staff are encouraged to take every opportunity to be inspired by nature whatever the subject. We take every opportunity to be inspired by nature, whatever the subject. The might be reflected through resources used, media explored, or linking learning to local and global issues regarding the environment. Opportunities are grasped to celebrate and explore nature in all its guises, from ecosystems to microhabitats, from the smallest organisms to giants of natural world - at all times looking for ways to learn from it. Further Curriculum refinement will involve auditing resources, objectives and lessons to ensure that this has the maximum possible influence and impact.



14) At the same time it was important to **review our Intent Statements** for each subject, to ensure that we were clear what we wanted to achieve in each subject before we further developed them.

15) At the same time it was also important to revisit and re-establish **key, fundamental features of teaching** across the school: **Behaviour / Adaptation / Vocabulary / Questioning / Feedback / Retrieval** -within this we also had to consider our children with SEND and those on the monitoring list (a considerable number of children) so that all children can better access learning.
-these would form an updated Teaching and Learning Policy
-these would form the basis for any further monitoring of any subjects by Governors or any staff

16) Staff changes has historically meant that subject leadership could change regularly, making consistency and ongoing relentless improvements hard to maintain.

- **New Subject Action plans and monitoring documents** were developed so that consistency was maintained across school
- These include the key fundamentals of teaching and well as non-negotiables
- Rolling subject Action Plans are also incorporated, meaning that anybody taking responsibility for a subject can continue with ongoing developments as well as see those previous

