

Brant Broughton CE Methodist Primary School



All believe, All achieve, All create, All a family

Curriculum Intent, Implementation and Impact



School Vision

The Vision was chosen by Emily in Year 5. The school (pupils and adults) explored and developed each area together. It is based on the Methodist 'Four Alls'.

All believe

- In ourselves and each others' ability as human beings to have a positive effect on the school and community (locally and globally); that our faith strengthens us;

All achieve

- Our potential from our different starting points through positive experiences of learning; through outstanding relationships with our peers, adults in school and the wider community;
- A positive impact on our environment globally and locally;

All create

- Caring relationships within school and for others in our community (locally and globally);
- High quality learning outcomes demonstrating the very best that we can;

All a family

- Within our own classroom, school, village, country and within the world;
- That share and support each other through celebrations and struggles



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Curriculum Intent

School Aims:

Develop reflective learners with distinctive Christian Values.

Create a happy, healthy, safe environment where learners are encouraged to care for everyone.

Involve parents, carers, teachers, governors, pupils and other partners in making a positive contribution to the local and wider community.

Provide an exciting, stimulating and purposeful curriculum with extra-curricular opportunities where inspiring learning experiences enable children to exceed their own expectations through excellence and enjoyment.

Cultivate creative, resilient, self-aware, independent and active learners prepared for the wider world.

Nurture a culture of high expectations that enable each self-motivated learner to reach their full potential.

Our intention is to develop learners who are excited about, and well prepared for, the world around them.

We are determined that our surroundings affect the way we design our curriculum. We all learn in a small Lincolnshire village surrounded by beautiful countryside, remote from some of the problems affecting other towns in the area; big cities and other countries. For some of our learners, they have little experience of these places. For others of our learners, they come from homes where they experience the exciting side of city or international life on holidays and tourist trips. For a number of our learners, they are cut off from these exciting experiences, living in temporary housing with limited access to Wifi and cultural experiences.

The intent of our curriculum is to open up the wider world to our learners, specifically with reference to the 17 Global Goals of Sustainability, ensuring that our projects link to at least one of these goals. Each small term, at least one lesson will focus on the goals.

Our intent is that learning about a project is sustained over a longer term with the aim of producing usually three high quality outcomes that demonstrate children's determination to achieve their best; attention to detail and resilience in redrafting and editing work to achieve a quality outcome.

Our intention is also to include the local (and wider) community whenever possible, either through utilising skills; sharing our outcomes or creating community events or projects. Projects are led by a driving question to stimulate interest, discussion and lead to deep learning.

Our intention is that pupils focus on a range of skills and knowledge that they build upon during their learning journey at Brant Broughton School. The skills are divided into a 2 year rolling programme so that learning is planned and sequenced with new knowledge and skills building on what has been already taught and towards clearly defined end points.



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Curriculum Implementation

Project Learning

Beyond the skills designated by the 2-year rolling programme, projects are flexible in their precise nature to encompass learning needs for classes, interests of pupils and staff and to encompass local, national or global events. Projects are planned with all teaching staff supporting and developing ideas together using the 'Project on a Page' ideas sheet to shape the final project identifying a project launch, outcomes (mini and final), visit or experts, driving texts, essential question and which of the United Nations Global Goals of Sustainability are to be the focus.

Each outcome starts with a first draft. Critique, either by a peer or by a larger group such as the whole class, is used to identify strengths and areas to develop. The product is redrafted as many times as necessary to produce a final piece. With younger children, this could be one or two drafts, with older pupils, this may mean three or four pieces before the final product is completed. There are usually three mini outcomes and these lead to a final outcome for the end of the term where pupils present their work in some form perhaps as an exhibition or film or other final product. This strategy is used across the school to create reflective learners who demonstrate resilience and pride in their work.

Questions, outcomes and examples of mini outcomes completed are visible in all classrooms.

Projects generally encompass Geography, History, Science, Music, Art, DT and ICT. Classteachers in conjunction with the Curriculum co-ordinator ensure that there is a balance of project focuses. In some terms, there is a greater focus on one or two curriculum areas according to the project nature. In some cases, subjects are taught separately to the project where content is not a natural fit.

Reading

Phonics teaching is daily and children are split into 3 phonic groups following the Phonics Bug programme. The Year 2 pupils begin 'No Nonsense Spelling' used by Key Stage 2. Children are taught to read using phonic strategies and have individual reading books based on the phonic phase they are studying. They are heard reading individually once or twice a week (more if they are experiencing difficulties). Guided reading led by the teacher or TA takes place for all children at least weekly. Children use the Phonics Bug reading books which reinforce their phonic learning. Once children reach the Spring Term of Year 2, they are assessed using Accelerated Reader STAR Reading Assessment to check whether they are able to progress to this system. If not, they continue reading mainly Oxford Reading Tree Phase 5 and 6 books until they have a reading age of 7 years. Once pupils have achieved this they begin their Accelerated Reader journey and progress through this system for the rest of their time with us. They are assessed half termly using STAR reader with progress monitored by the class teachers. SEND pupils may have a different reading journey that is individually designed by the SENDCo and classteacher so that it is appropriate for them.

Within Key Stage 2, whole class/reciprocal reading approaches are used at least three times a week with a text chosen specifically to broaden children's vocabulary and enrich their experiences of language while extending their project learning. Texts are studied by the whole class with the teacher guiding further understanding of comprehension and inference. Children develop their skills of predicting, clarifying, questioning and summarising.

Writing

In the Early Years, writing is taught using pre-cursive handwriting. This is taught during Phonics lessons and children are encouraged to use this from the start. Pre-cursive is continued into Years 1 and 2 where children begin to join letters.

At all stages of writing throughout the school, there is a strong emphasis on modelling by the teacher or teaching assistant and frequent (weekly) opportunities for children to write independently. Children are encouraged to revisit and edit their work. Critique is used from the Early Years onwards to develop children's ability to think critically about their own, and others, work and to seek ways of improving it in the light of feedback. Seeds and Weeds is used progressively from Key Stage 1 as a way of self-evaluating writing.

Learning is sequenced carefully so that grammar, spelling and punctuation skills are developed along with vocabulary and sentence structure, with these skills being heavily modelled and interspersed with shorter independent tasks before a final whole piece is written.



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Curriculum Implementation

Maths

School is gradually implementing a Mastery approach to maths from Year 1 onwards. Currently the Year 1/2 teacher is part of the Mastery Teacher Programme and is implementing elements of this in her classroom including... Aspects of this have been adopted across school such as the 'Catch the Bus' strategy where pupils difficulties or misconceptions are identified early and intervention support is used before the beginning of the next lesson. We believe all children can achieve in mathematics, and teach for secure and deep understanding of mathematical concepts through manageable steps.

We use mistakes and misconceptions as an essential part of learning and provide challenge through rich and sophisticated problems.

Problem solving, fluency and relational understanding are at the heart of the scheme. It uses the Concrete, Pictorial, Abstract approach and allows pupils to spend enough time to fully explore a topic, reinforcing it with practice, before moving onto the next one. All ideas are built on previous knowledge and pupils have ample opportunity to develop relationships between topics. When teaching, teachers consider key questions and mathematical vocabulary relevant to each lesson.

Power Maths in Reception supports us in delivering teaching for mastery and covers the current and pilot Early Learning Goals, ensuring a smooth transition to KS1 and a consistent approach across the whole school. It combines short ten-minute bursts of maths teaching each day with plenty of practice through guided activities and independent play through the provision.

Lessons from Year 1 to Year 6 are **typically** broken into four parts: **Discover** – the lesson is introduced with a practical, real-life problem that arouses curiosity and enables the children to explore different methods. **Share** – the teacher introduces and explains the new learning for the lesson and shares the children's methods. **Think Together** – children practice new learning in groups, pairs or individually guided by the teacher. **Independent Practice** – Once children have mastered the concept they use their reasoning and problem-solving skills to develop their depth of learning independently in their practice books

PSHE is taught sometimes separately and sometimes as part of the project following a 2 year rolling programme using materials from the PSHE Association. Outdoor Learning is also a feature of our Curriculum Implementation with each class in Key Stages 1 and 2 having an afternoon a week for a term to work in conjunction with the Forest Schools Tutor. Where possible this is related to the focus of the project and also aspects of the PSHE programme.

RE is taught for an hour a week in Key Stages 1 and 2 following a 2 year rolling programme using units of study from the Local Syllabus. This has been developed in conjunction with Lincoln Diocese Educator Advisor. Knowledge Organisers are being trialled in Key Stage 2 to further the self assessment of learning that is a feature of our learning. Assessment is through open-ended questions with reference to the End of Key Stage Expectations documents produced by the Diocese.



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Curriculum Development

From September 2020, a rolling programme of detailed focus on all subjects will begin. Each year, a small number of subjects will be developed by the whole staff with one member as the Lead.

The object will be:

To develop the Key Intentions of the subject ensuring clear end points for each Key Stage;

To map the development of learning in this area for each cohort of pupils identifying their specific journey;

To moderate examples of pupil work at, above or below expectations;

To ensure a balance of mini-outcomes and curriculum time for the subject;

To ensure links with the Curriculum Intent

Each subject will have an Intent and Implementation Statement by the end of the focus year.

2020/21

Maths

Music

ICT

MFL

RE

2021/22

Science

Geography

History

Art

Writing (2019/20)

2022/23

RE (started 2019/20)

PSHE (started 2019/20)

PE (started 2019/20)

DT

Reading (started 2019/20)



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Curriculum Impact

Main sources of evidence are our pupils!

A new child to Year 6 started in October of his final year. Having worked with another child to plan and deliver his own Collective Worship using Wesley's text, "Do all the Good..." (which was their own idea), he said to me, "I would never have believed I could do that when I was at my old school."

A parent told me about a fire they'd had in one of the outbuildings attached to their home recently. It was a scary experience for a Year 3 child to witness. Mum turned to comfort him as the fire service arrived and found him praying to God for support. The family have never attended church as a family.

During our Fairtrade audit at the start of the school gaining their Fairtrade awards, pupils in Key Stage 2 were asked to comment on, "I have nothing in common with someone living in a poor country." In 2016, 33% of the pupils agreed with this statement. By 2020, only 20% agreed and 60% disagreed compared with 38% in 2016. It demonstrates a growing awareness of the understanding our pupils have of other children in the world and how they can relate to them.

During 2018/19, the school role increased from around 85 to over 100 for the first time. Some of these children had significant social issues including one with behavioural problems resulting in the involvement of external agencies and three Fixed Term Exclusions. At the height of these problems, a child in the same class who had never experienced disruptive issues in school such as this said to a parent, "Well, he's dealing with his own issues," to demonstrate their willingness to accept everyone's differences. Support from all staff and other pupils ensured that this pupil achieved significant emotional and academic success following support from staff following an intervention programme and by engaging support from home.

<https://www.compare-school-performance.service.gov.uk/school/120594/brant-broughton-church-of-england-and-methodist-primary-school/primary>

3 year improving trend for **KS2** progress scores in reading and maths.

Three year average figures have been compared with those of Lincolnshire and Nationally and show that school has consistently been above these for % of GLD pupils in **EYFS**. It has been above Lincolnshire for **Year 1** Phonics and more or less in line with national figures (school: 81%; nationally 81.9%). At **KS1** school is above for Expected and Greater Depth in reading and writing. In maths school is above Lincs and at the same level nationally but above both for Greater Depth.

Gold PE Mark awarded for 2019/20; 2018/19; 2017/18

Music Mark Awarded 2019/20 and 2018/19

Fair Achiever Award May 2020—highest of the 3 FairTrade Awards for Schools