



CURRICULUM POLICY



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Next review	Autumn Term 2025	

Introduction

Our school's curriculum is all the planned activities that we organise in order to promote learning, personal growth, and development. It includes the formal requirements of the National Curriculum and a range of co-curricular activities that the school organises to enrich the learning experience of the children.

The curriculum provides a broad and balanced academic curriculum for all children, with an emphasis on achieving the best academic standard whilst developing the 'whole child.'

It is important that we ensure our pupils love being at school and love to learn. Our classrooms and outdoor spaces are friendly and stimulating and we always endeavour to make learning engaging and fun.

We want to ensure our pupils can learn for themselves, can improve their skills, as well as knowing how to practice, set targets and continuously adapt. We are firm believers in promoting 'Growth Mindset' and actively encourage perseverance, learning from mistakes and being receptive to feedback in all its forms.

Our broad curriculum draws on a deep well of knowledge, a vast array of skills, set in meaningful contexts.

Aims

- To enable all pupils to learn and develop their knowledge and skills to the best of their ability
- To promote positive attitudes towards learning so pupils become lifelong learners
- To develop a 'Growth Mindset'
- To teach pupils the basic skills of literacy, numeracy, ICT, and communication (including a modern foreign language)
- To encourage pupils to be creative and develop their own thinking
- To help children understand Britain's historic and cultural heritage
- To appreciate and value the contribution made by all ethnic groups in our multi-cultural society
- To enable pupils to have respect for themselves and others and build positive relationships (in line with our PSHE/RSE curriculum)
- To develop an understanding and tolerance of religion and religious beliefs
- To encourage pupils to reflect and understand their strengths, weaknesses, and interests
- To help pupils become happy, confident, and well-rounded human beings

At Brackenfield we have 4 Missions Areas:

- **Curriculum and Learning**
- **Activities:** A vital part of a Brackenfield pupil experience is to become immersed in the performing arts, sports, or various other enriching activities. We offer many co-curricular activities which are run by teachers and outside specialists.
- **Outdoor Learning:** We ensure a strong sense of balance is retained for our pupils towards human connection, nature and the outdoors. Outdoor Education takes place

both within and beyond our school site. Through this emphasis, we promote resilience, collaboration, and leadership.

- **Community:** Brackenfield has a strong family ethos that has permeated our history. We understand our place by developing a deep knowledge of the world around us and we encourage our pupils to serve and support our local community. We understand, respect, and embrace the diversity of our community through learning opportunities in our curriculum and our behaviour outside of school.

At Brackenfield we have 6 Values

Our school curriculum and Mission Areas are underpinned by our Brackenfield Values. These values have been created in collaboration with the children, teachers and parents and are embedded into every day Brackenfield life. They are:

- Kindness
- Honesty
- Respect
- Confidence
- Initiative
- Perseverance

Planning

We plan our curriculum in three parts.

1. Long term planning (Curriculum Maps): These are created by each subject leader. They include termly topics/units of work and corresponding national curriculum objectives. They show the outline curriculum plan for each subject for the whole year.
2. Medium term planning (MTP's): These are created by each class teacher. They include details on activities/context, national curriculum objectives and 'sticky knowledge.' This is the knowledge we want pupils to know and remember. They show the curriculum plan for each year group.
3. Short term planning: These are the plans that teachers write on a weekly/daily basis and take into consideration the needs of the individual. As teachers often short-term plan in different ways, this last stage of planning is at the teacher's discretion.

Meeting the needs of children

At Brackenfield we recognise that all pupils have special skills, abilities and aptitudes, and have an entitlement to access a broad, challenging and inspiring curriculum. We keep a talents and Interests Register so that all teachers are fully aware of each pupil's strengths and interests inside and out of school. With this in mind, teachers are encouraged to cater for a

variety of learning styles and academic abilities so that all pupils are challenged to meet their own individual potential.

- **Specialist teaching:** Pupils receive specialist teaching in French, PE/Games and Music from Nursery through to Year 6. In Juniors, pupils experience more specialist teaching in all subjects.
- **Pupils who are Gifted and or Talented:** Our curriculum is designed to meet the needs of able pupils and to provide appropriate challenge for all pupils.
- **Pupils who need extra support:** Our curriculum is designed to meet the needs of pupils who need extra support. Class teachers and Teaching Assistants differentiate learning to cater for all abilities (including any pupils with an EHCP). In addition, the learning support team run learning intervention sessions. These sessions are overseen by the SENCO and Deputy Head.
- **Early Years Foundation Stage:** The curriculum meets the requirements of the EYFS Framework. Curriculum planning focusses on the Early Learning Goals and although units are planned and organised in advance, teachers are prepared to follow children’s interest for ‘child led’ learning.

Behaviour (Please see our Behaviour Policy)

Every pupil will:

- be helped to recognise their role as an active learner with opinions, skills and knowledge that can be developed and respected
- be helped to recognise their role as a member of the whole school/class group who respects the person, opinions, ideas, skills, and knowledge of others
- be helped to recognise their “responsibilities” as a member of the school community in preparation for later life in the community at large
- be helped to develop their self-esteem and recognise that they are a valued member of the school community. All pupils will be encouraged in a positive fashion to achieve a responsible attitude.

Monitoring and Review

The Deputy Head is responsible for the monitoring and implementation of the curriculum on a day-to-day basis, which is overseen by the Headmaster.

This policy is reviewed annually.

Name of policy Curriculum Policy	Policy reviewed/amended date September 2023 (V2)
Original policy date September 2021 (V1)	Current version V3
Date of new review Autumn Term 2025	

Appendix 1

Curriculum Plan

BRACKENFIELD SCHOOL DAY

7.30am	Breakfast Club begins
8.20-8.35am	Gate opens, children go to classrooms (opportunity for parents to speak to teachers, unless the school is operating revised procedures such as the case in a global pandemic)
8.30am	Registration
8.45am	Assembly (Fri), Junior Choir practice (Wed)
9.00am	EYFS, Infants & Junior lessons start
10am -10.30am	Infants & Junior morning break
11.45am	Infants and EYFS lunchtime
12.30pm	Junior lunchtime
13.00pm	Infants & EYFS resume lessons
13.30pm	Junior lessons resume
14.50pm	Infants afternoon break
15.30pm	School finishes for the day
15.30pm	Afterschool Care begins (ASC)
15.35pm	Afterschool activity clubs begin (including Homework club)
16.30pm	Afterschool activity clubs finish
17.55pm	Afterschool care finishes

Lesson allocation

Juniors (Yrs3-6)	Hours per week
Registration/ Assembly/EMT	2.5
Maths	5
English	5
Topic (Yr3 only)	6
Science	Yrs 4-6 = 2
Humanities	1
French	Yr 3 =1, Yr 4, 5 &6 =2
Music	Yr 3 =2 Yr 4, 5 &6 =1
Drama	Yr5/6= 0.5
Games	3
PE	1
RE	0.5
PSHCE	1
Art	1
DT	1
ICT	1

Infants (Yr1&2)	Hours per week
Registration/ Assembly/EMT	2.5
Maths	5
English	5
Science	2
French	0.5
Music	1.5
Games/PE	1.5
PSHCE	0.5
Art/DT	1.5
Topic (inc RE)	2.5
ICT	1
Show & Tell	0.5
Story Time	1
Infant assembly	0.5
Golden Time	0.75

Lesson timings

Juniors		Infants	
8.20-8.30	Enter	8.20-8.30	Enter
8.30-9	Registration/Assembly/EMT	8.30-9	Registration/Assembly/EMT
9-10.00	Session 1	9-10.00	Session 1
10-10.25	Break	10-10.25	Break
10.30-11.30	Session 2	10.30-11.45	Session 2
11.30-12.30	Session 3	11.45-12.30	Lunch-eat
12.30-1	Lunch-eat	12.30-1	Lunch-play
1-1.30	Lunch-play	1-2.50	Session 3
1.30-2.30	Session 4	2.50-3	Break
2.30-3.30	Session 5	3-3.30	Session 4
3.30	Home/Club/Homework	3.30	Home/Club/ASC