



# CURRICULUM POLICY



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## Introduction

At Brackenfield School, we aim to provide opportunities for the development of the whole child, through the delivery of carefully planned, engaging lessons and a wide range of extra-curricular activities, in a structured and supportive environment. Teaching is dynamic and aims to harness children's natural curiosity and desire to achieve.

We have high expectations for our pupils and prepare them for their next schools through stimulating classwork, independent study, practice exam papers and a range of activities that increase resilience, determination, independence and leadership.

We operate a varied curriculum which ties together elements of many different subjects under a theme, encouraging children to develop a love of learning and a thirst for knowledge. This integrated approach across subjects, with teaching input from music, language and sports specialists, allows all the children the opportunity to demonstrate their strengths. Positive experiences in the classroom deepen children's understanding and support progression across the rest of the curriculum.

The academic curriculum is divided into three main stages: Early Years (Age 2-5) Infants (Age 5-7) and Juniors (Age 7-11)

Each child enjoys lessons in maths, English, science and the humanities as well as opportunities for French, music, drama, PSHCE, art, design technology and sport within the normal teaching timetable.

We encourage all teachers and pupils to understand and promote 'The Brackenfield Learner':

1. Pupils know what they are learning and why
2. Pupils know how to be successful in their learning
3. Pupils know how they can help themselves to learn
4. Pupils are aware that sometimes they are practising while other times they are being challenged
5. Pupils are aware of their targets and how well they are achieving them

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 four 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.
4. Sticky Knowledge: This is the declarative knowledge we want children to remember throughout their primary journey.

## 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.

### Curriculum Plan

#### BRACKENFIELD SCHOOL DAY

<b>7.30am</b>	Breakfast Club begins
<b>8.20-8.35am</b>	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)
<b>8.30am</b>	Registration
<b>8.45am</b>	Assembly (Fri), Junior Choir practice (Wed)
<b>9.00am</b>	EYFS, Infants & Junior lessons start
<b>10am -10.30am</b>	Infants & Junior morning break
<b>11.45am</b>	Infants and EYFS lunchtime
<b>12.30pm</b>	Junior lunchtime

<b>13.00pm</b>	Infants & EYFS resume lessons
<b>13.30pm</b>	Junior lessons resume
<b>14.50pm</b>	Infants afternoon break
<b>15.30pm</b>	School finishes for the day
<b>15.30pm</b>	Afterschool Care begins (ASC)
<b>15.35pm</b>	Afterschool activity clubs begin (including Homework club)
<b>16.30pm</b>	Afterschool activity clubs finish
<b>17.55pm</b>	Afterschool care finishes

### Lesson allocation

Juniors (Yrs3-6)		Infants (Yr1&2)	
Hours per week		Hours per week	
Registration/ Assembly/EMT	2.5	Registration/ Assembly/EMT	2.5
Maths	5	Maths	5
English	5	English	5
Topic (Yr3 only)	6	Science	2
Science	Yrs 4-6 = 2	French	0.5
Humanities	1	Music	1.5
French	Yr 3 =1, Yr 4, 5 &6 =2	Games/PE	1.5
Music	Yr 3 =2 Yr 4, 5 &6 =1	PSHCE	0.5
Drama	Yr5/6= 0.5	Art/DT	1.5
Games	3	Topic (inc RE)	2.5
PE	1	ICT	1
RE	0.5	Show & Tell	0.5
PSHCE	1	Story Time	1
Art	1	Infant assembly	0.5
DT	1	Golden Time	0.75
ICT	1		

### 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

<b>Name of policy</b> Curriculum Policy	<b>Policy reviewed/amended date</b> September 2023 (V2) September 2024 August 2025
<b>Original policy date</b> September 2021 (V1)	<b>Current version</b> V4
<b>Date of new review</b> August 2026	