

Britannia Primary School and Nursery



Curriculum Policy

‘Developing responsible citizens, confident individuals, and independent learners’

<i>Prepared by</i>	H Jordan
<i>Adopted by Governors on</i>	Autumn Term 25
<i>Committee</i>	LAB
<i>Signed by Chair of Committee</i>	K Smith
<i>Policy Number</i>	SAB7
<i>Review Date:</i>	Autumn Term 27

Table of Contents

Legislation and Guidance	3
Roles in Relation to the Curriculum	3
• The Governing Body.....	3
• The Principal.....	3
• Curriculum Subject Leads.....	4
• Class Teachers.....	4
• Phase Leaders.....	4
• Early Years Foundation Stage Leader.....	5
Our School Vision and Aims	6
Breadth	7
Knowledge	7
Community	7
Pedagogy	7
Capacity	8
Learning without Limits	8
Early Years Foundation Stage	9
Subjects	10
• English.....	10
• Mathematics.....	11
• Science and Foundation Subjects.....	12 & 13
Extra Curricular Activities	14
• After School Clubs.....	14
• Sports Teams.....	14
• School Visits and Visitors.....	14

Definition of a Parent

- All biological parents, whether they are married or not.
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

Legislation and Guidance

Our curriculum policy reflects the requirements of the National Curriculum programmes of study, which all academised schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Roles and Responsibilities (in relation to the curriculum)

The Governing Body

The governing body will monitor the effectiveness of this policy and hold the Principal to account for its implementation and impact. The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Appropriate provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in strategic decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

The Principal

The Principal is responsible for ensuring that this policy is consistently implemented, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have intent and implementation which reflect the vision of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the statutory elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the national curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in strategic decision-making processes that relate to the breadth and balance of the curriculum
- Appropriate provision is in place for pupils with different abilities and needs, including children with SEND
- To support the curriculum lead and teachers in shaping the design and provision of an engaging curriculum
- The school curriculum promotes pupils' spiritual, moral, social and cultural development.

Curriculum Subject Leads

All curriculum subject leaders will ensure their leadership is impactful by:

- Sharing their vision and expectations for the subject with teaching and support staff
- Supporting and offering advice to colleagues, including delivering training informally and/or as part of the school's programme of professional development
- Ensuring that there is an appropriate long-term plan to inform the medium-term planning and make this available on the online staff shared area within the 'Curriculum' folder
- Providing guidance and materials for assessment of knowledge and skills of their subject area
- Ensuring their subject area supports reading, writing and maths
- Actively promoting their subject area, e.g., during INSET, through planned events, display, the school's website, parent events
- Monitoring coverage and pupil progress within their subject area
- Liaising with Phase Leaders to monitor that the subject is being implemented and that there are suitable and sufficient resources to support it
- Liaising with the Senior Leadership Team to decide what, if any, CPD is required for the subject area.

Class Teachers

All class teachers:

- Teach all curriculum areas with the necessary frequency to ensure that the Curriculum Concepts and long-term plans can be delivered and age-appropriate objectives met
- Formulate a class timetable that supports the full coverage of the curriculum and that it is suitably flexible to allow for a broad and balanced curriculum, trips, visitors and special events
- Use the subject leaders' long-term plans and medium-term plans to ensure that provision is in place for children with different abilities and needs
- Contribute to the design and provision of an engaging curriculum – e.g. through the planning of events, by using a range of pedagogies including drama, inclusion of a variety of resources and materials
- Work collaboratively to help shape and develop how the curriculum is delivered, including the use of Curriculum Concepts
- Ensure that planning focuses on knowledge, as well as skills acquisition, and this is evident within pupils' work
- Give pupils regular and effective feedback, linking it to the learning objectives
- Ensure that coverage of knowledge and skills is explicit through the teaching of specific subject related vocabulary
- Use assessment materials and guidance when making summative judgements related to attainment and progress
- Use formative assessment to plan subsequent lessons.

Phase Leaders

Phase Leaders ensure curriculum implementation and impact within their phase teams by ensuring they:

- Take responsibility for monitoring that a broad and balanced curriculum is delivered within their phase, including ensuring timetables support coverage, trips, and special events.
- Ensure that teachers are clear about expectations (as made clear by the National Curriculum and subject leaders) for each subject area
- Ensure that all curriculum areas are taught with the frequency needed to teach the programme of study as specified in the National Curriculum and to evidence this
- Ensure that the Britannia Curriculum Concepts are used throughout their phase to promote the progression model of teaching
- Act as a point of contact for subject leaders and disseminate information as required.

Early Years Foundation Stage Leader

The EYFS Lead promotes the learning and development of our youngest children and ensure they are ready for Key Stage 1 by ensuring that they:

- Share their vision and expectations for Early Years education with teaching staff
- Support and offer advice to colleagues, including delivering training informally and/or as part of the school's programme of professional development
- Ensure that there is an appropriate scheme of work to support the delivery of the Early Years Framework
- Provide guidance and support for the assessment of the Early Years Foundation Stage
- Actively promote Early Years, e.g. through planned events, display, the school's website, parent events
- Monitor coverage and pupil progress within the Early Years Foundation Stage, including links with science and all foundation subjects.

Our School Vision

Developing responsible citizens, confident individuals and independent learners

- Our curriculum shows a clear progression across all subjects that is woven together through our Britannia Curriculum Concepts. This research-based approach to our curriculum design encourages all pupils to become **independent learners**, regardless of their academic ability or special educational need, through repeated themes and threads.
- The repetitive nature of our curriculum inspires our pupils to become **confident individuals** with their approach to learning; they recognise the concept threads and revisit the skills and knowledge that they have previously acquired over periods of lessons, units of work or from year group to year group.
- Our curriculum promotes and teaches the importance of being **responsible citizens**, particularly through our unique curriculum design and the knowledge and skills taught in lessons such as philosophy and metacognition, RSHE, Forest Schools and Global Learning.

Aims

At Britannia, we believe that primary education should:

- Provide progressive, ambitious curriculum provision that is exciting and will inspire children to develop a passion for learning.
- Enable all pupils to become independent learners, regardless of their academic ability or special educational need, through repeated concepts, themes and threads.
- Enrich pupils' understanding of knowledge and skills through progressively studying key concepts in depth and from alternative perspectives.

Breadth

Rights: Every child at Britannia will receive a rich, ambitious and bespoke curriculum that develops his or her personality and talents to the full.

Needs: Children's development in the strands of: intellectual, linguistic, emotional, creative, social, moral and physical is embedded throughout our curriculum, in order to contribute to our pupils becoming rounded citizens of our school community.

Foundations: A broad, balanced primary education lays the foundations for lifelong learning and choices children must make in secondary education. Validly choosing between options requires understanding and experience of what those options are.

Standards: A focus on the basics to the exclusion of all else does not raise standards. We will deliver a curriculum with breadth and quality in all subject areas.

Transfer: Learning in one area enhances learning in others. Our rich curriculum strengthens learning in individual subjects, while encouraging the use of cross-curricular, transferrable skills.

Knowledge

At Britannia we recognise that children need a curriculum that develops knowledge. Episodic knowledge (memorable experiences) and procedural knowledge (also known as skills) are taught alongside semantic knowledge (which includes dates, facts, figures and other information). Our curriculum is organised into subjects with key concepts for each subject threaded throughout each year group to support the development of schema.

Community

The curriculum is more than the National Curriculum and we will develop a local curriculum, recognising the diverse culture, demographics, economics, linguistics and local environment of Britannia.

We work in partnership with local schools in Ipswich. We work with local business and community agencies, exploiting opportunities, resources, local talent and experiences to enrich children's lives.

Pedagogy

At Britannia, our curriculum is underpinned by a commitment to high-quality teaching and learning that nurtures the whole child. We believe that every child is entitled to a broad, balanced and ambitious curriculum that inspires curiosity, fosters creativity, and builds resilience.

Our pedagogical approach is rooted in:

- Child-centred learning: we place pupils at the heart of our curriculum, recognising their individual needs, interests, and starting points.
- Inclusive practice: we ensure that all learners, regardless of background or ability, have access to meaningful learning experiences that promote and celebrate diversity.
- Active engagement: we promote hands-on, collaborative, and enquiry-based learning that encourages children to think critically and solve problems.
- Knowledge-rich foundations: our curriculum is carefully sequenced to build deep understanding across subjects, enabling children to make connections and apply their learning in real-world contexts.
- Reflective teaching: our staff use formative assessment and reflective practice to adapt teaching responsively, ensuring progress for all learners.
- Values-led education: we embed our school values throughout the curriculum, helping children develop as responsible, confident and independent citizens.

Through this pedagogical approach, we aim to equip our pupils with the knowledge, skills, and attitudes they need to thrive academically, socially, and emotionally—both now and in the future.

Capacity

Capacity means the human, material and online resources provided to ensure we can deliver a high-quality curriculum. We give close attention to curriculum leadership, management and expertise. Teachers' depth of understanding and engagement in subjects they teach is of critical importance to ensuring high expectations of children and a high quality curriculum. There is an expectation that primary teachers are able to teach generally across all subjects. However, we recognise that specific subject expertise may be valuable in some areas and therefore endeavour to provide this in the form of subject specialist teachers.

Learning without Limits

We believe that ability is not fixed and that all children are capable of flourishing, being resourceful and active learners, given the right conditions. It is therefore our policy not to ability label children. We challenge the notion of 'gifted and talented' as being equally damaging to children as this is also a 'fixed mindset' term. Children can attain at a high or low level at any given time but, with the right support, they will attain and progress. We reject the concept of fixed ability and instead promote a 'growth mindset' with all our staff and pupils.

Early Years Foundation Stage – EYFS

At Britannia, our Early Years Curriculum aims to lay a secure foundation for future learning. We engage children in learning from the very start and expect our children to transition to Year 1 as happy, confident and independent learners.

Our curriculum is a carefully planned learning experience. During their nursery and reception years, our children follow the Early Years Foundation Stage Framework.

To assist us in delivering the Early Years Foundation Stage statutory framework, we also use the non-statutory guidance material, which supports us to implement the statutory requirements of the EYFS: Development Matters in the Early Years Foundation Stage (EYFS).

Our EYFS team have worked closely with all subject leaders to ensure that our bespoke EYFS curriculum is part of a clear progression in all subject areas across the core and foundation curriculum. This prepares and enables our EYFS pupils to transition to our Key Stage 1 curriculum fluidly and with confidence.

Through our curriculum, our children learn about risks and safety, how to make good choices, and gain an understanding of boundaries. We encourage children to develop their imaginations, to get actively involved in learning and to make decisions. Through their play, our children will:

- Explore, develop and represent learning experiences that help them to make sense of the world
- Practise and build up ideas, concepts and skills
- Learn how to understand the need for rules
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems.

Our EYFS Curriculum Themes

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Amazing Me & Traditional Tales	Celebrations	Animals and Dinosaurs	Space	Growing and Changing	Seaside and Pirates
-The Three Little Pigs -The Gingerbread man	-Owl Babies -Meg and Mog -Whoops-a-daisy Angel	-The Monkey Puzzle	-Whatever Next? -Aliens love underpants	-Jack and the Beanstalk	-Billy's Bucket -Captain Yellow Belly

For further information about our EYFS curriculum, including medium term plans and examples of work, please refer to the EYFS Curriculum page of our school website.

<https://britannia-primary-school-and-nursery.secure-primariesite.net/eyfs-curriculum/>

Subject Areas

English

At Britannia, we aim to develop our pupils' English through an integrated program of spoken language, phonics, reading, writing and spelling. Pupils are given opportunities to integrate the requirements within a broad and balanced approach to teaching across the curriculum, with opportunities to consolidate and reinforce taught English skills.

By the end of their time at Britannia, we aim for each pupil to be able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor, edit and improve
- Have an interest in books and read for enjoyment
- Have had a minimum of 49 books read to them
- Have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms
- Understand and use a range of genres for different purposes
- Develop the powers of imagination, ability to play with language and to edit and improve writing.

We teach reading and writing through the 'Talk for Reading and Writing' approaches across the whole school. Pupils in EYFS and KS1 also follow Read Write Inc phonics. Further information about planning, teaching and learning can be found on our English website page and in our English policy.

<https://www.britannia.suffolk.sch.uk/english-reading-and-writing/>

Further information about marking and feeding back to children can be found in our Marking and Feedback policy.

<https://www.britannia.suffolk.sch.uk/policies/>

Mathematics

At Britannia, we aim to develop and nurture Mathematics skills which will be beneficial in future years. We understand that Mathematics is a tool for everyday life and it is used to analyse and communicate information and ideas to tackle a range of practical tasks and real life problems. We strive for all pupils to be confident mathematicians and develop an enjoyment and curiosity about Mathematics that will last for a lifetime.

At Britannia Primary School we use the following features to mathematical learning:

- We follow the mastery approach to mathematics through the 'White Rose' scheme, which values deep understanding of content taught in small steps rather than accelerating through content.
- Pupils who grasp a concept quicker will be given the chance to explore and understand at a deeper level but all pupils achieve and master the content before moving on. This means that children will move through the age-related curriculum at broadly the same pace.
- Pupils are not set by "ability" as we do not feel that mathematical ability is a fixed state and that all children are able to achieve at a high level through carefully planned teaching, based on the requirements of the learners at the level demanded by the curriculum.
- Pupils across the school will use a range of manipulatives, such as base ten equipment, multilink, place value counters and Cuisenaire rods, to reveal and illustrate concepts and will be shown a wide variety of models and images to enable them to view and work with mathematical ideas flexibly.
- Pupils are required to know all of their multiplication tables, up to 12 x 12 by the end of Year 4 and will complete the National Multiplication Check (this is a statutory requirement). We use Times Tables Rockstars throughout KS2, alongside classroom based learning, to help the pupils gain a secure knowledge and fluency of times tables facts including related division facts.
- Using formative assessment gathered through the practice tasks, teacher questioning and other formative assessment methods, any pupils who have not grasped the concept or who have misconceptions will have a rapid intervention to ensure that they are ready for the next step of learning.
- Teachers use formative assessment on a daily basis to inform their planning.

Further information about planning, teaching and learning can be found on the mathematics page of our website and within our Mathematics policy.

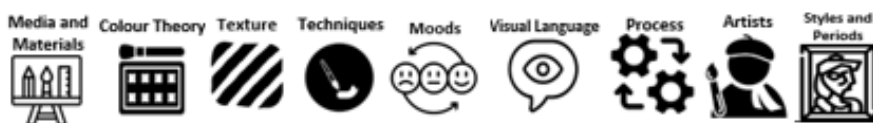
<https://www.britannia.suffolk.sch.uk/maths/>

Science and Foundation Subjects

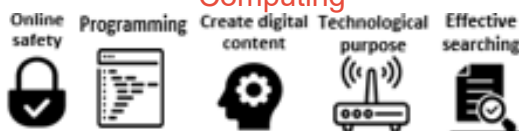
At Britannia, our science and foundation subject curriculum shows a clear progression across all subjects that is woven together through our Britannia Curriculum Concepts. Our subject leaders have designed our bespoke curriculum and curriculum concepts to suit the needs of our pupils and we strive to ensure that we provide a broad and balanced science and foundation subject curriculum, that teaches knowledge, skills, understanding and vocabulary progressively from EYFS to Year 6, preparing the children for life beyond primary school:

- Our curriculum team of subject leaders have developed our own bespoke curriculum that aims to inspire and engage our pupils, whilst enabling them to discover cross-curricular learning and build their knowledge and skills in each subject area.
- We have developed our science and foundation subjects curriculum to have a clear progression of knowledge, skills, understanding and vocabulary throughout the school.
- In order to promote maximum progression, we are focused on the retention of this learning from year to year and our curriculum is centred around the research-based approach of repeated curriculum concepts. We aid and test retention through ‘Flashback Fridays’ in all year groups.
- We teach science and many of the foundation subjects in blocks of approximately two weeks, allowing a real depth of learning, engagement with resources and excellent quality outcomes.
- Our Britannia Curriculum Concepts run as threads through our curriculum and help piece together pupils’ learning through their journey with us, always working towards the bigger picture of achievement at the end of each year group, phase or key stage.
- Each subject has a set of concepts, which appear on all planning, resources and displays. These are the key threads that will be referred to repeatedly throughout the school to instill these core ideas and themes within each subject - please see our Britannia Curriculum Concepts below:

Art



Computing



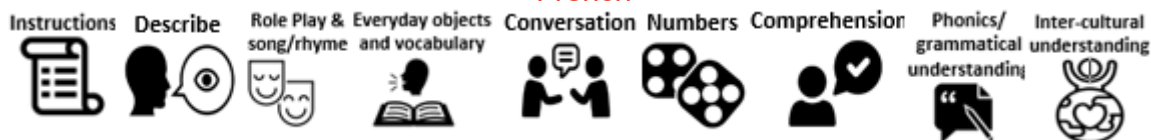
Design and Technology



Forest School



French



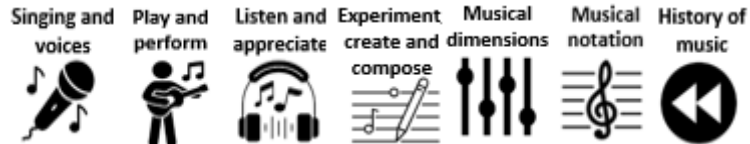
Geography



History



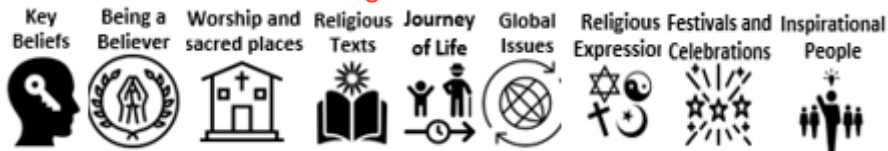
Music



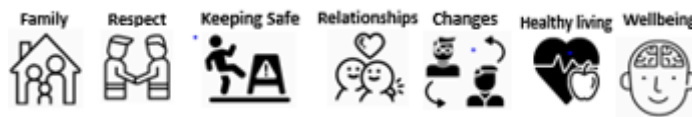
PE



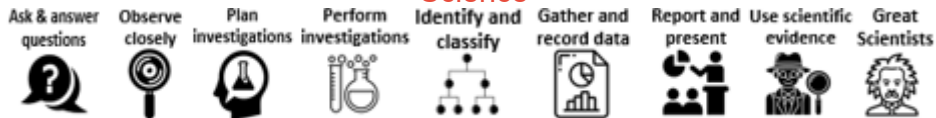
Religious Education



RSHE



Science



Further information about planning, teaching and learning can be found on the curriculum pages of our school website.

<https://www.britannia.suffolk.sch.uk/topic/curriculum>

Extra-Curricular Activities

After School Clubs

At Britannia, we offer a wide-range of clubs and extra-curricular activities to extend pupils' learning and contribute to supporting the children's physical and mental well-being. The majority of our extra-curricular provision takes place after school. Clubs are either delivered by Britannia staff or we use our Sports Premium funding to hire specialist coaches to deliver certain sports. Extra-curricular activities change from term-to-term. Parents pay £5.00 per term for the club – in a typical term this works out at approximately 35 pence per session. The money is used for equipment and consumable resources.

Sports Teams

Britannia has a great sporting tradition, being crowned champions of Suffolk in indoor athletics, Quadkids, boys' football, girls' table tennis, rounders and netball over recent years. We try to offer as many sporting opportunities to our pupils as possible, in a wide range of sports. In the past, pupils have represented Britannia in local and county level competitions in football, netball, rounders, tag rugby, cricket, basketball, hockey, table tennis, indoor athletics, Quadkids, cross-country and swimming. We have also trained and performed in dance shows at Dance East, hosted by our academy partner Copleston High School. We take pride in our high level of sportsmanship as a school and thoroughly enjoy taking teams to participate in as many events as possible each year.

School Visits and Visitors

Pupils generally remember their experiences of school visits vividly and we endeavor to provide a range of school visits, including residential trips, to pupils across their education with us at Britannia. All educational visits and activities support and enrich the learning we do in school.

Our Year 5 and Year 6 pupils have the opportunity to take part in residential visits, which enable them to take part in a variety of activities while developing personally and socially out of the school environment. Any specialist activities are undertaken with qualified instructors. Written permission, including medical information, is required from parents before a child can take part on a residential visit. The school endeavours to plan residential trips that are beneficial and accessible to all pupils, irrespective of their physical or academic profile. There may be circumstances in which the school seeks to work with parents in order to ensure that pupils' well-being and ability to cope independently on a residential trip are secured: in certain circumstances, individual pupils may require the support of additional adult. The school is entitled to inform parents of pupils for whom it is felt that the trip may place undue pressure on their well-being, or the well-being of others within the residential group, based upon their maturity and ability to cope effectively being away from home. To ensure that all pupils in Year 5 and Year 6 are given the same opportunity, a series of activity days are arranged for children not wishing to take part in a residential trip.

We also invite visitors to the school to support and enrich our learning, in order to enhance and add the 'wow factor' to the children's academic experiences. In addition, we have regular visits from our neighbourhood police officer and representatives from the local community. These visitors support the personal, social and health education of our pupils.

All possible precautions are taken, regarding pupil safeguarding, when any visits take place or visitors are invited into school.