



## The Curriculum at Burnley Brow Community School

*Learning is an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. In order to learn knowledge, pupils need to connect new knowledge with existing knowledge.*

*School Inspection Handbook 2019*

### **Intent**

We study the National Curriculum and add detail and context to encourage all our pupils to have high aspirations and prepare for the opportunities and challenges of life in the 21st century. Through well taught lessons from a knowledge-rich curriculum, pupils are equipped with the knowledge, attitudes and behaviours they need to become life-long learners who are able to take their equal place in society irrespective of background. The curriculum is designed to give our pupils the cultural capital they need to succeed in our diverse world.

Our curriculum is sequenced in logical progression, to allow learners to build on key knowledge and provides all pupils with the equity they need to have similar chances of success. All learners study the full curriculum throughout all year groups. Key knowledge is returned to throughout the year and links made in following years to ensure this knowledge is learned and remembered.

First hand experiences are essential for our pupils and are vital to our pupils' understanding of the world. Pupils need access to experiences they may not get without our intervention including poetry recital, classical music, theatre visits, art galleries and places steeped in history. These opportunities are funded in the main by school, so that all pupils have access to these experiences regardless of any barrier.

### **Implementation**

Teaching and learning is grounded in evidence based research and teachers continue to develop their subject knowledge through research and training. Subject leaders support other staff and monitor the provision for pupils. Teachers summarise and return to key information to ensure that new learning is embedded and learning is sequenced to allow new knowledge and skills to build on what has been taught previously.

Knowledge organisers are used to note key information and vocabulary and are shared with pupils and parents. Teachers refer to the organisers in teaching sessions and check for understanding and remembered learning. They are referred to throughout the year and beyond, to help embed key learning.

Assessment is used systematically to check for understanding, to identify misconceptions and to inform and adapt teaching. Feedback is 'in the moment' where possible and children are supported

to edit and improve their work and develop understanding of key knowledge and skills which allow for links to be made with previous learning whilst scaffolding future learning.

Our children are encouraged to work together and use coaching skills to help each other achieve an outcome. Teachers use cooperative learning structures to enhance learning and increase pupil interaction with the subject matter. The children in Nursery begin with some basic structures, which are gradually built upon in each year group. With a shoulder partner, face partner and team of 4/5, every pupil is able to discuss and share learning as well as working independently. Seating plans change every half term to avoid the children becoming too comfortable with their shoulder partners and team, and to challenge them to maximise their social and interpersonal skills.

Once per term, we have a week dedicated to a specific theme. During the week, we explore our learning behaviours in sequences of practical and themed lessons. Everything during that week, ties into the theme across the school, for example: Strictly Singing (music, drama, oracy, presenting), Where we live, (knowledge of Oldham and surrounding area including its people, traditions and history), Sports Week (health and wellbeing, equity, challenge and competition).

We also have Themed Days and events throughout the year, which may, for example, be focussed upon cultural, charity and sporting events, or themes such as peace and British Values.

There is rigorous teaching of phonics and reading across the school which aims for children to be reading confidently by the end of KS1 and fluent readers in KS2, who see reading as an integral part of their lives. Any pupil who needs support and intervention will receive this with extra reading and/or phonics sessions. All KS2 classes have whole class reading lessons where they unpick vocabulary and meaning, read together following the text and hearing intonation and reading aloud.

### Impact

The impact of our teaching is measured in what children know, remember and apply across all subject areas. Because pupils are retaining knowledge and skills, they achieve well. All children have access to cultural capital to help them to be confident in situations they will encounter in their lives.

Our curriculum supports pupils with their emotional health and mental wellbeing and aims to maximise pupils' social, moral, spiritual and cultural development; for example, through the study of diverse themes and using resources which promote inclusion, respect and community cohesion.

Our aim across our curriculum is to prepare our pupils for the next stage of their education and to equip them with knowledge and skills that will allow them to develop their interests and talents into adulthood.

