

*Penwortham
Broad Oak
Primary School*

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Curriculum Policy

Policy



Penwortham Broad Oak Primary School

Teaching and Learning Policy

Date: September 2025

Review Date: July 2027

Approved by: Governing Body

Vision and Ethos

At Penwortham Broad Oak Primary School, we believe that every child has the right to an excellent education that inspires curiosity, builds confidence, and nurtures a lifelong love of learning. Rooted in our ethos of 'Believe and Achieve', we are committed to creating a safe, inclusive, and stimulating environment where all children are empowered to reach their full potential.

Curriculum Policy – Penwortham Broad Oak Primary School

At Penwortham Broad Oak Primary School, we are committed to delivering a broad, balanced and creative curriculum that inspires and challenges all pupils. Our curriculum is designed to meet the statutory requirements of the National Curriculum for England, while reflecting the unique character and values of our school community.

Guiding Principles

Our curriculum aims to:

- Promote high standards in reading, writing, and mathematics.
- Foster creativity, curiosity, and a love of learning.
- Develop pupils' knowledge, skills, and understanding across all subjects.
- Encourage personal development, resilience, and social responsibility.
- Prepare pupils for the next stage of their education and life in modern Britain.

This policy is designed to...

1. Define the School's Educational Vision

It sets out the intent behind the curriculum—what the school wants pupils to learn and achieve. This includes academic knowledge, personal development, and preparation for life beyond school.

2. Ensure Compliance with Statutory Requirements

It ensures the school meets the expectations of the National Curriculum and other statutory guidance, including:

- Core and foundation subjects
- Religious Education

- Relationships and Health Education
- Inclusion and equality

3. Align with Ofsted's Framework

The policy is structured around Ofsted's three pillars:

Intent: What is taught and why.

Implementation: How it is taught.

Impact: What pupils learn and how well they achieve.

4. Promote Consistency and Quality

It provides a consistent approach across year groups and subjects, guiding teachers in planning, delivery, and assessment. It also supports subject leaders in monitoring and improving curriculum quality.

5. Support Inclusion and Equity

The policy outlines how the curriculum is adapted to meet the needs of all learners, including those with SEND, EAL, or disadvantaged backgrounds, ensuring equal access and opportunity. It works alongside the SEND and adaptation policy.

6. Communicate with Stakeholders

It informs parents, governors, and inspectors about the school's curriculum approach, priorities, and values. It also helps build trust and transparency.

7. Guide Monitoring and Evaluation

It sets out how the curriculum will be reviewed and improved over time, including roles and responsibilities for staff and governors.

The policy takes account of...

- The nature of our school community and the context in which teaching for learning takes place
- The collective experience and expertise of both teaching and support staff
- Educational research, knowledge and understanding about children and education

Our primary aim is delivering a high-quality education to all children by providing teaching that:

- Is relevant to the needs and interests of all children giving them the opportunity to develop self-knowledge and self-esteem.
- Provide children with the essential basic skills and instils a love of learning
- Promotes high expectations celebrating both success and effort
- Challenges and supports to empower all children including those with special needs and the most able
- Enables children to take ownership of their learning with the confidence to question and be independent

- Uses the outside areas as a learning resource both at playtimes and also through classroom teaching.

SEN Supporting Statement for School Policies

At Penwortham Broad Oak Primary School we are committed to ensuring that all policies reflect our inclusive ethos and support the needs of every learner. In line with the Special Educational Needs and Disabilities (SEND) Code of Practice, we strive to:

Provide equal access to opportunities for all pupils, including those with SEND.

Ensure that reasonable adjustments are made to remove barriers to learning and participation.

Promote high expectations, independence, and achievement for all pupils, regardless of need or background.

Work collaboratively with families, external agencies, and staff to identify and meet the needs of pupils with SEND.

Embed a graduated approach to support, ensuring early identification, targeted intervention, and regular review.

This policy should be read in conjunction with our SEND Policy and Equality Policy, which outline our broader commitment to inclusion, accessibility, and the celebration of diversity.

Curriculum Design

Core and Foundation Subjects

English: Emphasis on phonics (using a validated SSP programme), reading for pleasure, and writing across genres.

Mathematics: Mastery approach using concrete-pictorial-abstract methods.

Science: Practical investigations and outdoor learning to develop scientific enquiry.

Computing: Coding, digital literacy, and online safety.

History & Geography: Topic-based learning with local history and fieldwork.

Art & Design: Skills progression in drawing, painting, sculpture, and mixed media.

Design & Technology: Projects involving food, textiles, mechanisms, and structures.

Music: Weekly lessons including singing, percussion, and instrumental tuition (e.g. piano/keyboard/guitar/violin).

Physical Education: PE taught by specialist coaches, including swimming (KS2).

Languages: French taught from Year 3 to Year 6.

Whole-School Initiatives

Forest School: Weekly sessions for EYFS, KS1 and ks2 to promote outdoor learning, resilience, and teamwork. (See Forest School Policy)

Eco-Schools Programme: Pupil-led environmental projects and sustainability education.

Mindfulness and Wellbeing: Daily check-ins, yoga sessions, and mental health awareness sessions. Access to Learning mentor and outside agencies as needed.

Librarians: Pupil leadership roles promoting reading across the school.

STEM Week: Annual themed week with visiting speakers, experiments, and cross-curricular links.

Cultural Capital Projects: Trips to museums, theatres, and local landmarks to broaden experiences.

Charity and Community Links: Fundraising events, care home visits, and local partnerships.

Digital Leaders: Pupils trained to support peers and staff with technology and e-safety.

Planning

Long & Medium Term Plans

- Broad Oak Curriculum Documents – Yearly overview and subject booklets – this acts as a long term plan for all foundation subjects.
- Teacher will record which lessons have been taught when in a planning folder/books to ensure continuity if a teacher is absent.

Short Term Plans

- The Literacy company – Pathways to write Scheme planning – this document can be annotated and adapted to suit the needs of the children but ultimately acts as the short-term plan for Literacy
- White Rose Unit Plans – this document guides the current unit of mathematics that is being taught
- Twinkl planning will be used to ensure coverage of the national curriculum objective for each year group
- Kapow – RE, Art, Design Technology and History – The online planning and sessions are the basis for the short term planning
- John Murray guided reading will be used as the basis for guided reading short term planning. These will be used alongside the Broad Oak guided reading timetable
- Language angels planning will be used for Modern Foreign Languages
- Lancashire PE scheme of work Physical Education
- Charanga planning and resources will be used to aid teachers with the teaching of Music

Teachers record which session/lesson/step they are teaching in the subjects below – these are not moderated but are essential to ensure continuity if a teacher is absent.

How is the Curriculum Monitored/Assessed?

The Broad Oak Curriculum Document will be used by each year group to ensure coverage and progression. Subject leaders will use part of the subject leader time to carry out Pupil Book Studies to monitor coverage, standards and retention on knowledge/skills.

Each half term year group teacher will send their timetables and half term subject overviews to the Head teacher and Curriculum Lead. Teacher will also upload these documents to their class seesaw account for parents.

At the end of each term, teachers will assess and record assessments on the Lancashire Tracker. All lessons should be assessed following our Marking and Feedback Policy.

How is English Taught?

Guided Reading at Broad Oak Primary School – John Murray Approach

At Broad Oak Primary School, we use the John Murray guided reading approach to foster a love of reading and to develop pupils' comprehension, vocabulary, and critical thinking skills. Guided reading sessions follow the mastery approach, allowing teachers to provide focused support using high-quality fiction, non-fiction and texts that are appropriately challenging. Each session is structured to include pre-reading activities, modelled reading, and in-depth discussion, with a strong emphasis on inference, deduction, and vocabulary development. This approach ensures that all pupils are actively engaged, make sustained progress, and are equipped with the skills needed to become confident, independent readers.

English

Writing

We follow a Mastery approach to English through the programme 'Pathways to Write.' Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

For further detail on the skills that your children are learning on a termly basis, please contact your class teacher.

Handwriting

In the Read Write Inc. (RWI) programme, handwriting is taught systematically alongside phonics. Children are introduced to letter formation through mnemonics and visual cues that link each sound (phoneme) to a memorable image and phrase. For example, the letter 'a' might be taught with the phrase "around the apple and down the leaf."

Pupils practise writing letters as they learn them, ensuring correct starting points, orientation, and joins. Handwriting sessions are short, frequent, and embedded within daily phonics lessons, helping children develop automaticity and fluency in writing as they progress through the programme.

Continuous cursive script (Twinkl) is then taught, when the child is ready, from Year 2 onwards.

How is Maths Taught?

At Broad Oak Primary School, teachers will use the Maths Units which have been set out using the White Rose Maths Scheme. These units all start with Place Value, moving into Calculation and then Measurement. Units must be taught in this order so that the children will have a solid understanding of the value of numbers before applying this knowledge to calculate and in measuring. Geometry units are stand alone and are taught in Spring and Summer Terms. Many of the unit include "recap" sessions at the beginning of the unit. It is advised that teaching staff use their professional discretion when using these sessions as their class may or may not need to do them depending on the ability of their children. Equally, teaching staff can supplement any teaching unit with additional activities if they feel that any groups, or their class in general, require extra time and teaching input to understand a concept.

Differentiation/Adaptive teaching

It is intended that the complete White Rose materials for a lesson are not used for every child in a class. Each lesson has a sheet of activities that are designed to be used in co-ordination with any teaching slides as well as other Reasoning style activities. It is ideal that the materials be tailored for the child based on their ability. Some children may require more of the Reasoning style activities and others will require more Fluency based activities. Each lesson may not require formal written work and practical activities are actively encouraged.

Photographs are encouraged and will be added to children's books. It is also encouraged that practical moments in maths are demonstrated. Each lesson is provided with a presentation for the class teacher to use to demonstrate concepts to their class. Teaching staff should also supplement these slides by modelling any concepts that are needed and not rely solely on the slides. This would be up to the teacher's discretion depending on their class's needs.

Use of CPA and Practical Equipment

All staff have been trained in the "Concrete, Pictorial and Abstract" approach and this teaching method should be used across all year groups.

Teaching staff should start with "Concrete" methods of teaching with practical equipment being used. Teaching staff should demonstrate to their class how to use the equipment and which problems or activities are best suited with a particular method.

Teaching staff should then move to a "Pictorial" stage, where the practical equipment will be replaced by pictures or symbols.

Finally, the "Abstract" stage should be taught and used to apply the skills taught in the previous two stages. How long each class needs to spend on each stage is up to the teacher's judgement i.e. Key Stage One staff will spend a significant amount of time using equipment compared to Upper Key Stage Two.

Each class has a selection of boxes of suitable equipment for every child to use. These boxes will be on their table and once the children have been taught how to use the equipment, it will be up to the child to use it. In Key Stage One and Year Three in particular, the use of equipment is actively encouraged, however if a child does not need to use equipment to complete an activity, they should be able to solve it using pictorial methods or mentally.

Mental and Oral Starters

Mental and Oral Starters should still take place in a lesson. Each White Rose scheme includes a "Flashback 4" which teachers can use to pre-assess or assess after a unit. There are four short questions for the children to solve. These should take place twice a week. Mental and Oral Starters are also an ideal time for teaching staff to practice and consolidate arithmetic methods that they have taught to their class. Arithmetic starters should take place at least twice weekly so that the children have a solid understanding of arithmetic.

Teaching of Reasoning

Reasoning is embedded within the White Rose curriculum. Each lesson and activity from the Scheme of Learning have many Reasoning activities which should be modelled to the children so that they know the best way to tackle a problem during their independent work. White Rose has a set of Reasoning and Problem Solving activities for each unit and teaching staff should use these regularly for all children where appropriate. Teaching staff should use their professional judgement for the level of difficulty and support for the children of the Reasoning tasks they complete.

Assessment of Mathematics

White Rose has a set of termly summative assessments which will be completed by the class.

Teachers in Year Two and Year Six should use the SATs for Key Stage One and Key Stage Two along with Teacher assessment.

Each unit has a short assessment which teachers use once the teaching sequence has come to an end. These contribute to ongoing formative assessment by teaching staff.

Teaching staff record these shorter assessments in their assessment files/books.

How are Foundation Subjects taught?

Science:

- Should be taught for a minimum of 90 minutes per week – the playground and cross curricular opportunities should be maximised as much as possible
- Should involve a practical experiment as frequently as possible

Physical Education:

- Should be timetabled for 2 hours per week.

- Objective and themes should be taken from the Broad Oak Curriculum Document and supported by the Lancashire PE App.
- Observations and assessments will be recorded on the IPAD APP
- Assessments should be added to the Lancashire Tracker at the end every term

History:

- Objectives and themes should be taken from the Broad Oak Curriculum Document and used in conjunction with the Kapow scheme of work to ensure progression of skills and knowledge
- Assessments should be added to the Lancashire Tracker at the end every term

Geography:

- Objectives and themes should be taken from the Broad Oak Curriculum Document
- Assessments should be added to the Lancashire Tracker at the end every term

Computing:

- Objectives and themes should be taken from the Broad Oak Curriculum Document and supported by Teach Computing
- Cross Curricular opportunities should be embraced
- Assessments should be added to the Lancashire Tracker at the end every term

Music:

- Objectives and themes should be taken from the Broad Oak Curriculum Document alongside the Charanga scheme of work
- Each class completes the Glockenspiel unit of work to ensure that each class learns a musical instrument
- Assessments should be added to the Lancashire Tracker at the end every term

French:

- Objectives and themes should be taken from the Broad Oak Curriculum Document and supported by Language Angels
- Assessments should be added to the Lancashire Tracker at the end every term

Design Technology:

- Objectives and themes should be taken from the Broad Oak Curriculum Document and supported by Kapow
- Assessments should be added to the Lancashire Tracker at the end every term

ART:

- Objectives and themes should be taken from the Broad Oak Curriculum Document and supported by Kapow
- Assessments should be added to the Lancashire Tracker at the end every term

PSHE:

- Objectives and themes should be taken from the Broad Oak Curriculum Document and supported by SCARF
- A minimum of 1 hour per week should be timetable to focus on PSHE objective but this

time can be divided throughout the week and be included in class assemblies

- Whole School assembly will take place once per week (Friday Celebration). KS2 assembly (Tuesday). KS1 assembly (Wednesday).
- Class assemblies will take place twice a week

RE:

- Objectives and themes should be taken from the Broad Oak Curriculum Document and support by Kapow
- A minimum of 1 hour per week should be timetabled

How are support staff deployed?

The Senior Leadership Team (SLT) use current data to deploy Support staff. However, it is up to the classroom team to use their staffing to support the children. Deployment and effectiveness on this resource is monitored by SLT. Support staff who are 2Bs+ are used to cover classes for both PPA and illness. 2A's+ are also used to deliver effective support and interventions within EYFS, KS1 and KS2.

How the Curriculum monitored and reviewed?

Throughout the year, regular lesson observations, book and lesson plan scrutiny will be carried out by SLT as well as individual subject leaders. Individual subject leaders are responsible for having clear and shared intentions for their subject as well as driving improvement.

We have an open door policy and welcome members of our school team to observe, talk to pupils and look at books informally at any time.

Regular reviews ensure the curriculum remains relevant, effective and aligned with national guidance and school priorities.

Roles and responsibilities

Head Teacher – Sarah Barton - Assessment

Deputy Head Teacher – Sarah Meredith - Year 6 teacher, Teaching and Learning with Curriculum

EYS Teacher – Emma Bentham - PE

Year 1 Teacher – Louise Bush - Maths and English

Year 2 Teacher – Alex Suttong - SENCO and Read Write Inc lead

Year 3 Teacher – Leanne Chambers - Computing

Year 4 Teacher – Sophie Newton - Art and Design Technology

Year 5 Teacher – David Bromley - Geography and Climate/Net Zero

Year 6 Teacher – Rebecca Benton - English and MFL

EYS, Year 2 and 5 teacher – Nicola Sheffield – Music, PSHE, RE

EYS and Year 1 Teacher – Louise Rostron - Science

Learning Mentor – Kelly Dytham – Pastoral

Forest School – Tom Petersons (L3) Nicki Lawless (L3) Christine Scanlon (L2) Alison Roberts (L2)

Eco Club – Jane Taylor

School council – Ellie Hodson

Home School Communication

Communication with parents and the community is important and therefore we offer (as a Minimum) the following:

All Parents/Carers will:

- receive curriculum information each half term via Seesaw .
- annual opportunity to offer opinions and feedback on their school experience.
- access homework for their child
- provided with a verbal report twice a year regarding progress in a wide range of different learning areas
- receive a written report on their child's progress on an annual basis
- informal meetings regarding their child's progress when requested by them
- Staff will add pictures/information to their class Seesaw