The journey of Curriculum development at Brompton and Sawdon Community Primary School:

Brompton and Sawdon Community Primary School, its community, aspirations and challenges are unique. Our Curriculum has to be bespoke in order to reflect these, building upon the foundation of the National Curriculum.

The latest chapter of curriculum development started prior to 2019, with a new whole-school curriculum being developed and then implemented from September 2020. School Leaders have identified that this curriculum now needs to be reviewed in order to refresh and improve it, making it even more closely matched to the needs of our pupils and improve the retention of knowledge. It is intended that this revised curriculum will be ready for re-implementation from Summer 2022. We outline the journey of its development below:

1) We first needed to identify the key drivers that will underpin all of our work here at Brompton and Sawdon. The whole community was involved in the process of consultation through 2020, with the following Pillars being decided upon from April 2021:

Family	Respect	Nature	Rainbow	Ready to Fly

2) We also needed to identify the key opportunities and challenges presented by our Catchment area. Again, the whole community was consulted. Our key challenges were identified as:
   - The low aspirations of a significant number of pupils (many were only aware of the future opportunities offered by the local area)
   - A lack of cultural diversity (the catchment area is predominantly white, British)

3) It would be vital that our Curriculum addressed these challenges, alongside promoting a love of reading at every opportunity. To articulate this, we developed an over-arching Intent Statement for our Curriculum. Our Curriculum is designed to develop the children's understanding of the local area and its heritage, with regular opportunities to work in the forest and local community, but then build upon this knowledge to develop a real understanding of the wider world – giving them the ability to then place that knowledge in context. It is important to us that the children are given those opportunities to then further develop these skills and knowledge through cross-curricular links. The school's over-arching Curriculum Intent statement can be found in the curriculum tab on the website.

Preparing the ground…	Growing…	Harvesting…
•The Values needed to contribute •The skills needed to succeed •The resilience needed to go the extra mile	•Local knowledge into World Knowledge •Local skills –World Skills •Local Vocabulary –Word Vocabulary •Local ideas – Big ambitions	•The knowledge, skills and vocabulary for the next term, every term

4) It was also important to unpick how our pillars will shape our curriculum, and every subject within it. Again, this involved consultation with staff and governors. This would give us the foundation for all subject leadership, monitoring and subject design:

Family	Respect	Nature	Rainbow	Ready to Fly
Opportunities to… • collaborate • contribute • support others • make a difference • learn from a wide range of people in the community	Opportunities to… • collaborate • listen and be heard • use a range of equipment • learn about the local and world communities • hear from people from a wide range of backgrounds	Opportunities to… • enjoy Forest school • observe and interact with nature • learn about our global and local environment • make a difference on a local and global scale	Opportunities to… • Learn about different people, places and outlooks. • Learn about a wide range of religions and beliefs • Visit a range of settings • Learn about how to be a responsible member of society	Opportunities to… • show resilience • be Independence • take pride in everything we do • ask questions and investigate • be creative and imaginative • present and challenge • be challenged • Show our best work

5) To effectively lead the different subjects, it was also important to give our Subject Leadership the knowledge, confidence and time to do their job well. As part of their role, all Subject Leaders:
- are part of the Esk Valley Alliance Peer to Peer programme for Subject Leaders
- received OfSTED training as part of the above
- get timetabled leadership time
- have opportunities to visit other settings
- have allocated leadership time during the school week.
- Are able to present at regular Staff and Governor Meetings

6) To effectively review and refresh all of the subjects, we needed a plan of implementation for the year, so that improvements are made at a reasonable pace. All subjects will be reviewed by Summer Term 2022.

7) With the framework of the school Pillars in place, and an understanding of the challenges facing the school, bespoke Intent Statements could then be developed for each individual subject. All future development and monitoring of the subjects will stem from these, asking the question: *"Are the children achieving and learning truly what we intend them to in this subject?"* Intent Statements for each individual subject can be found in the curriculum tab on the website.

8) Before refining each subject, Subject Leaders needed the time and a structure in order to effectively monitor their subject. New Auditing documents were developed and introduced at school, building on the training from the Esk Valley Alliance and giving subject leaders the tools to both review and develop teaching and learning. Subject Leader monitoring is available for discussion in school.

9) Monitoring of current teaching and learning (classes repeating concepts / missing concepts) informed us that the retention of prior knowledge would be improved learning would be more effective with easier to follow, Long Term Overviews for each subject – mapping out progression in skills, concepts and vocabulary through the school. These would also allow for easier monitoring by Leaders. It was found that the sequence of learning in the 2000 version of the Curriculum had probably been affected by teachers changing topic but not the long-term plan, or the physical layout of the Curriculum documents making it quite hard to track progression through the years. Subject Leaders will now be the 'gatekeepers' of these documents– no changes will be made to LTP unless implemented and authorised by them. New Long-Term Curriculum overviews for each subject can be found in the curriculum tab on the website. Where that subject is in the process of being reviewed, the 2000 version of the Curriculum overview is available.

10) **To ensure that the reviewed Subject Curriculums are effective, and that the pupils can therefore retain and recall the things that they have learnt, we had** to review how we built on prior learning **in our teaching. This led to several key improvements in our planning and teaching:**

- Each lesson starts with reference made to previous lessons or topics**, developing the pupils' ability to retrieve facts and knowledge, and also make connections between subjects**.
- Medium Term Plans were also adapted to include a reference to prior topics **covered– informing teachers and allowing them to better assess and draw upon this prior knowledge in lessons.**
- **Rather than all of the children's work being in one exercise book,** subjects were separated into different books**, allowing the pupils to more easily look back and refer to prior learning**
- **Knowledge Organisers were introduced in each class, again used as a constant point of reference in order to reinforce and build on prior learning.** See examples in class pages on the website
- **A consistent** Cohesion Document **(an overview of how the learning in each subject is linked within the topic) was also developed for parents** See examples in class pages on the website – **again revisiting and deepening learning by planning for the children to link their learning in each subject wherever possible.**

11) **It was also important to develop challenge and progression within each subject, especially given our mixed age classes.** Milestones for each class were developed**, allowing teachers to differentiate and challenge individuals and groups.** See Subject pages on website**. These are also referenced on the new Medium-Term Plans for each class. Milestones are also used to assess Foundation subjects, teachers identifying pupils exceeding their class milestones or working towards them in order to inform transition and future planning.**

Next steps:
- **Complete the Curriculum review of each subject**
- **Ongoing Subject Leader monitoring, support and review in order to continuously look for ways to develop teaching and refine learning.**