



Brookland Junior School Curriculum Intent

Brookland Junior School champions:

- Reflecting and evaluating
- Pupil Voice
- Brookland Values and Learning Skills
- Celebrating our differences
- Key skills and deep marking
- Collaborating
- Local area and community
- Wellbeing and safety

At Brookland Junior School we strive for every child to be the best that they can be academically and personally. We enjoy celebrating all aspects of achievement. We:

Create a safe and positive community.

Nurture the wellbeing of children, families and staff.

Support and include each and every family to ensure that children achieve their full potential.

Provide a supportive and motivating learning environment where all children can achieve their best.

Fully develop children's abilities, creativity and talents within a broad and challenging curriculum.

Meet individual needs and provide equality for all members of our community.

Champion high expectations for the achievement of SEN, vulnerable and disadvantaged pupils.

Foster a love of reading and ensure high levels of achievement in reading across the curriculum through our Brookland Reading Skills (Its).

Develop skills, knowledge and strategies of mental wellbeing and resilience.

Promote an active lifestyle and provide opportunities for all children to improve their physical health

Promote our Brookland core values of Aiming High, Caring, Respect, Responsibility and Honesty.

Foster spiritual and moral values and a sense of citizenship within and beyond our school.

Actively explore the impact of environmental issues locally and globally.

Develop enquiring minds and the ability and confidence to question and discuss.

Work in partnership with all members of the school and wider communities.

Value the contribution of all members of staff and to support their professional development.



Brookland Junior School Curriculum Intent

Our Brookland Learning Skills prepare our children for life long learning:

- Listening – We listen to others and respect different ideas
- Teamwork – We join in with others and work together to achieve.
- Determination – We learn through challenges and show resilience.
- Quality – We always try our best.
- Evaluation – We reflect on our work and identify next steps.

The governing body and teaching staff carry out their responsibility to ensure the National Curriculum is taught throughout the school according to statutory requirements and this commitment is shared with parents through the school brochure, website and parent meetings. Our curriculum includes the formalised plans for each National Curriculum subject, around which we base our teaching, as well as the broader curriculum encompassing the development of the whole child and life skills.

The subject based curriculum

Content

Our subject planning is based on the National Curriculum for English, mathematics, science, computing, history, geography, PSHE, music, PE, French, art and design & technology. Using the key objectives provided in this curriculum, we create our own Brookland curriculum, taking into account the needs of our pupils. We continue to use the Barnet agreed syllabus for RE and we promote SMSC (spiritual, moral, social and cultural) education through our PHSE and citizenship units, our Brookland School Values, including British Values and through the many activities and events described in our SMSC Audit.

Meeting all needs

Teaching staff work collaboratively to develop these frameworks to meet the needs of all pupils, taking account of different abilities, gender, background, interests, learning styles, prior experiences and individual needs. We continually review and improve these plans, ensuring the curriculum is exciting, challenging, creative and relevant and enables pupils to make the best possible progress.

Flexibility

As they are implemented, curriculum plans are adapted in response to Assessment for Learning outcomes. This may be to reinforce less secure concepts, to further extend elements where the children are already confident or to respond to children's particular interests.

Quality

We provide consistency of content and expectations within year groups and continuity over the Key Stage. Subject leaders and Senior Leadership monitor planning with the expectation that it will support high quality teaching, learning and assessment. This includes ensuring progression of skills from year to year and within each unit of work, a wide range of teaching and learning approaches, appropriate tasks to teach the learning objectives, consideration of different learning needs, styles and interests as well as coverage of skills, knowledge and understanding in each curriculum area. Where appropriate, a cross curricular approach is used to enhance learning in each subject area and support practice and development of key skills.

Reading



Brookland Junior School Curriculum Intent

As a reading school, our children love to read and discuss books to inspire and engage with a range of texts. Our Reading Skills underpin our teaching and learning throughout the school:

- Find It!
- Predict It!
- Understand It!
- Summarise It!
- Evaluate It!
- Infer It!
- Connect It!
- Compare It!

The broader curriculum

We place much emphasis on providing a broad, balanced learning experience for our pupils and in developing and educating the whole child. For example, we do this through:

- A whole school focus on Brookland Values, including British Values through assemblies, reward systems and PSHE lessons.
- Our Brookland Learning Skills of Teamwork, Determination, Quality, Listening and Evaluation.
- Careful provision for broader life skills such as- being healthy, staying safe, enjoying learning, recognising their own and others' achievements, making a positive contribution to the community within and beyond our school and preparation towards secondary school and adulthood.
- To enable all pupil groups to access a wide range of cultural, social and life experiences to broaden their knowledge of the world around them and their place within it.
- Providing a range of contexts for children to develop thinking and problem solving skills, teamwork, independence and creativity.
- Celebration of the different backgrounds of our pupils, for example through assemblies and sharing key festivals.
- Supporting the development of social and friendship skills, empathy and concern for others, for example; through P4C (Philosophy for Children), Circle Time, assemblies, individual and group support, charity events, buddies and peer mediation.
- Encouraging a sense of citizenship, for example through Whole School Meetings, school council, peer mediation, peer reading, whole school events, as well as membership of a wider community, for example through charity events, focus weeks, visits and visitors.
- Providing opportunities for children to feel a sense of awe and wonder, time for reflection and discussion in assemblies, RE, whole school music and within the subject based curriculum.
- Promoting moral standards such as honesty, caring, fairness, respect and personal responsibility.
- Our school ethos: all staff place very high importance of children being confident and happy at school. They provide good role models, listen to and address concerns, support and encourage children as individuals and celebrate their progress and many achievements.
- Focus weeks e.g Literacy Week, Healthy Schools Week, Arts Week, Black and Asian History Week, Anti-Bullying Week and Investigations Week.
- Providing a wealth of extra curricular opportunities, for example; schools visits, visitors, theme days, trips, clubs and teams for the whole school, year groups or specific pupil groups such as SEN, G and T or pupil premium.



Reviewed by staff: December 2022
Agreed by Governors: November 2021

Brookland Junior School Curriculum Intent

Additional Educational Needs

All teachers and teaching assistants work to enable each pupil to access the curriculum at a level appropriate to their stage of learning and development. All statements in this policy apply to pupils with additional needs or disadvantage, whether that be gifted and talented, special education needs, physical disability, English as an additional language, pupil premium families, looked after or vulnerable children.

The following policies and documents are used to describe how we implement the curriculum:

- Teaching and Learning Policy
- Assessment Policy
- Marking and Feedback Policy
- SMSC audit
- Subject Overviews
- Individual Subject Policies