



Brookland Junior School Curriculum Policy

Aims and Rationale

At Brookland Junior School, our curriculum is designed to be ambitious, progressively sequenced and inclusive ensuring that all pupils, regardless of background or starting point, are equipped with the knowledge, skills, and personal attributes to ***Be The Best That They Can Be***. We believe that every child deserves access to a high-quality education that nurtures academic excellence, personal development, and a lifelong love of learning. Our curriculum is underpinned by our Brookland Values and Brookland Learning Skills which provide a key foundation from which our pupils are able to thrive and flourish:

Brookland Core Values:

Aiming High, Caring, Respect, Responsibility, and Honesty

Brookland Learning Skills:

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.*

Our Brookland Curriculum aims to:

- Create an inspiring, supportive, and inclusive environment where every child is empowered to develop to the best of their abilities, creativity, and talents, and achieve their full potential.
- Provide a broad and balanced curriculum that builds cultural capital and prepares pupils for the next stage of education.
- Ensure inclusion for all and provide equity of access for disadvantaged pupils, those with SEND, EAL, and those eligible for pupil premium, adapting our curriculum to meet the needs of all our pupils, including our most able.
- Foster determination, creativity and evaluative critical thinking, develop enquiring minds and the ability and confidence to question and discuss.
- Ensure key knowledge and skills are secure and embedded into long-term memory through systematic recall and retrieval practice, supported by the progressive development of subject-specific vocabulary.
- Promote oracy as a fundamental skill across all subjects, enabling our pupils to articulate ideas, reason effectively, learn collaboratively and engage in meaningful discussion.
- Create memorable learning experiences by using cross-curricular links to deepen understanding and reinforce key knowledge and skills and enriching our curriculum through trips and visits.
- Champion personal development through mental and physical health as well as foster responsible, engaged citizenship.
- Promote diversity, ensuring our own diverse school community is reflected and celebrated.
- Work in partnership with members and groups in our local area, local community and beyond.



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Our curriculum design and implementation

Subject Coverage

Our curriculum is based on the National Curriculum and enhanced through our bespoke Brookland curriculum, which reflects the needs, interests, and context of our pupils.

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 use the new Barnet Agreed Syllabus for RE.

We promote our SMSC (spiritual, moral, social and cultural) education through our RE, PHSE and citizenship units, our Brookland School Values, including British Values and through the many activities and events described in our SMSC Audit.

The Brookland Toolkit

The Brookland Toolkit contains a set of teaching and learning 'tools' for teachers to use to deliver outstanding teaching and learning for all our pupils. It offers a consistent guide to our pedagogical beliefs, bespoke for our school context.

The teaching tools chosen in the Brookland toolkit are researched based, tried and tested approaches to teaching and learning. The toolkit provides a framework for ongoing staff professional development and an induction training tool to develop new staff quickly and effectively.

The toolkit will continue to grow and develop over time with new academic educational research and the latest pedagogical approaches. Teachers recognise that not all tools are needed all the time and use their professional judgement to pick the best tool to meet the pupils in their lessons. These teaching and learning tools can be adapted to meet the needs of all our pupils.

A sample of teaching tools used in the Brookland Toolkit

Peer talk and collaborative learning	AfL strategies	All pupil response	Modelling
Questioning	Pupil ownership	Vocabulary	Success Criteria
GPCs/Self-Assessment	Peer learning	Plenaries	Memory and recall of knowledge

All visuals used in lessons include our toolkit symbols, designed by Brookland children, which promotes consistent high-quality delivery of lessons to our pupils.



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Symbols act as teaching prompts on our visuals



Group Work



Vocabulary



Partner talk



Modelling



Self
reflection/thinking
time



Recall/retrieval



GPC



Whiteboards



Peer
Assessment



Key Learning

Adaptation and inclusion

Teaching staff work collaboratively to plan and teach to meet and adapt to 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 planning, ensuring the curriculum is exciting, challenging, creative and relevant and enables all our pupils to make the best possible progress. Teachers plan responsively using Assessment for Learning to adapt teaching for all learners.

SEND Brookland Offer

Our SEND Brookland offer allows all our SEND disadvantaged pupils to access the curriculum through our three-tiered support offer.

Ordinary and Available - high quality adaptive planning and teaching. For example, through scaffolding, vocabulary support, use of technology (e.g. dictation and word processing) and access to wider enrichment activities and cultural experiences

Targeted Interventions – strategic interventions to help narrow gaps and support pupils (e.g. phonics, timestables, motor skills groups, pre teach writing groups)

Specialist Support – working with specialist expert support and external agencies

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.

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.



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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 and knowledge 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. Strong cross curricular links are used to enhance depth of learning in each subject area and support practice, recall and development of key skills and knowledge.

Securing knowledge

We ensure all pupils successfully embed knowledge into their long-term memory through evidence-informed retrieval and recap activities embedded at the start of every unit and lesson. These activities are carefully paced to ensure accessibility for all pupils, particularly those with SEND, allowing new learning to build progressively on a secure foundation. Rather than relying on high-workload written loops, teachers utilize responsive, real-time assessment techniques—such as show-me boards and structured peer discussions—to actively capture the understanding of every learner and adapt teaching instantly. Every curriculum unit is explicitly linked to prior year frameworks, ensuring pupils systematically cultivate a deep, interconnected understanding across the key stage.

Vocabulary

Our foundation curriculum features a progressively mapped vocabulary maps that separates substantive knowledge from disciplinary skills. To manage cognitive load and ensure equitable access to the curriculum for vulnerable learners, teachers select a maximum of 3 key vocabulary terms per lesson. Pupils are routinely scaffolded to deploy this vocabulary accurately within structured talk tasks, collaborative learning, and independent outcomes. Curriculum leaders regularly evaluate the long-term acquisition of this subject-specific terminology through pupil bookwork and learner discussions.

Reading

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!

Oracy

We embed structured talk opportunities in every subject and place oracy and collaborative learning at the core of our lessons. We use strategies such as partner talk, group work, sentence stems, debate formats, and Philosophy for Children (P4C). Pupils are taught to listen actively, speak confidently, and reflect thoughtfully.

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:



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- 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 SEND, G and T or disadvantaged.

This policy is supported by the following documents:

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

Quality Assurance

- Year group teams, subject leaders and our senior leadership team monitor planning and delivery to ensure progression, consistency, and high expectations. Pupil voice is used every term through our Whole School Meetings to help subject leaders monitor the impact of their curriculum on learners.
- 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



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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.