



Branston Junior Academy

Curriculum, Teaching and Learning Policy

Policy aims

- Provide an ambitious, broad, balanced and inclusive curriculum.
- Ensure pupils develop strong foundations in language and mathematics, disciplinary knowledge and the cultural capital they need to flourish.
- Promote regular, evidence-informed high-quality teaching, underpinned by effective assessment, feedback and targeted support.
- Ensure curriculum and teaching practice meet the needs of disadvantaged pupils, those with SEND, pupils who are in local authority care and other pupils who may face barriers to learning.
- Embed the 5Rs and the 4 Rights through curriculum intent and classroom practice.
- Ensure governance, leadership and staff monitor and continuously improve the quality and impact of curriculum, teaching and learning.

Principles

- Curriculum is the explicit planned sequence of learning: ambitious, coherently sequenced and focused on knowledge progression and skill development.
- Teaching is informed by robust subject and pedagogical knowledge and adapts to meet pupil needs.
- Assessment is used to check understanding, inform teaching and identify intervention needs; it is manageable and meaningful.
- Inclusion and high expectations for all pupils are central: reasonable adjustments and evidence-based strategies support access and progress.
- Professional collaboration and CPD enable continuous improvement.

1. Curriculum Overview

Curriculum Intent

At Branston Junior Academy, we aim to create a love of learning. We want to provide children with both the skills and knowledge to best prepare them for their next steps in learning, as well as for their lives as a whole.

We want our curriculum to create a sense of excitement, spark interest and allow children to reflect and share their learning and become active participants in what and how they learn.



Curriculum Implementation

Our curriculum is a 4 year rolling programme, with all year groups looking at the same topic at the same time (although Science is based on a two year rolling programme.)

Despite all year groups learning through the same topic matter, there is a clear progression in the skills children learn in different year groups- applying different skills within a topic, there is also progression in the subject-specific knowledge that they learn. The only element that does not progress is the topic-based facts.

Skills progression and subject-specific knowledge progress within non-core subjects is differentiated between year 3/4 and year 5/6, with additional ways to support and extend the skills learning further.

Curriculum Impact

Children take a central role in recording their own learning, through the use of the Skills Journal. This allows both pupil and teachers to identify gaps in learning and provides a structure in which to reflect on their learning.

As a result of this approach, we create a whole-school interest in a topic- allowing us to share our learning across the school, share exciting experiences and inspire children to learn more and share their learning with other pupils in other year groups.

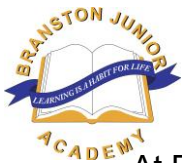
At the end of their four years, children leave BJA with the skills and knowledge required- alongside some incredible learning experiences and with an inquisitive mind to learn more, experience more and reflect more.

3. Equal Opportunities:

We value the diversity of individuals within the school. All children at Branston Junior Academy are treated fairly regardless of race, gender, religion, abilities or disabilities. We give our children every opportunity to achieve their best. We do this by taking account of our children's individual circumstances and range of life experiences when planning for their learning. We set realistic and challenging expectations that meet the needs of our children

Teachers set high expectations for all pupils. Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English.

4. British Values and Protected Characteristics



At Branston Junior Academy, we promote the fundamentals of British Values: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We also learn about Protected Characteristics within school and the importance of inclusivity. We learn about these aspects through assemblies and as part of the PSHE curriculum.

5. Planning

Planning at Branston Junior Academy is rooted in the expectations of the National Curriculum for Key Stage 2. Subject leaders are responsible for ensuring clear progression within their subjects, identifying key knowledge and the essential skills pupils need to retain and build upon over time. Subject leaders ensure that knowledge and skills are systematically developed through LKS2 and UKS2 so that pupils are well prepared for future learning. In some subject areas, subject leaders are supported by high-quality schemes of work and resources, including White Rose Maths, Talk4Writing, The Lincolnshire RE Syllabus, Complete PE, 3Dimensions PSHE, Project Evolve, Lightbulb Languages, . These are used to support consistency, subject knowledge and effective curriculum delivery. Where appropriate, meaningful links between subjects are made to deepen understanding. Teachers work collaboratively as a whole team to produce a termly overview, they then produce weekly short-term plans for English and Maths, alongside lesson overviews for other subject areas. Each topic area will also include a WOW day, designed to inspire learners and a celebration of learning day, to review and reflect on the learning from that term.

6. Questioning

- Questioning must be varied and used to support teaching and assessment for learning. Questioning should check for understanding, be tailored to different pupils, enable feedback.
- A variety of responses are used each lesson- call and response, cold calling, volunteers, turn and talk, everybody writes
- Think, pair, share should be used to enable thinking time and build confidence
- Classrooms should build a culture of error and praise risk taking.

7. Adaptive Teaching

A range of adaptative teaching approaches are used across all subject areas to support learners to access the curriculum. Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account, considering the cognitive load placed on individuals in lessons. We will differentiate or adapt learning to cater to the needs of all of our pupils. Details of appropriate and effective techniques for pupils will be included on our class on a page documents. Please refer to the SEND policy and information report, and statement of equality statement for further information

8. Pupil Premium, Service Premium and Disadvantaged pupils



- The pupil premium strategy will be evidence-led and precisely targeted to reduce barriers and accelerate progress.
- Monitor the impact of pupil premium spending on outcomes and experiences and report to governors.
- Ensure pastoral support, enrichment and access to curriculum experiences are available to reduce gaps in cultural capital.
- We will closely monitor the attainment and progress of these children within pupil progress meetings, to ensure our curriculum offer meets their needs.

9. Parental and Community Engagement

- Share the curriculum and learning pupils are involved in by sharing termly overviews with families.
- Hold curriculum evenings, learning showcases, parents evening and information sessions.
- Work with local infant school, secondary schools and local community organisations to broaden opportunities and ensure smooth transition.

10. Subject-specific Expectations

All subject-specific expectations, alongside impact, implementation and intent are set out in the subject on a page document below. These are designed to summarise the approach and methodology within the teaching of each subject.