

Brooklands Primary School

Curriculum Policy



Written by	Mike Waddell	Role	Deputy Headteacher
Approved by	Katie Puls	Role	Chair of Governors
Date issued	June 2026		
Review by	June 2028		

1. Purpose of this policy	3
2. Curriculum vision	3
3. Curriculum architecture: how the Brooklands curriculum is organised	3
4. CUSP and the knowledge-rich curriculum	3
5. Subject-specific curriculum approaches.....	4
6. Early Years Foundation Stage	5
7. Mathematics through White Rose Maths	6
8. Language, vocabulary and oracy across the curriculum.....	6
9. PSHE, wellbeing and personal development through Jigsaw PSHE	7
10. Religious Education and worldviews through Jigsaw RE	7
11. Computing and digital literacy through Purple Mash.....	7
12. PE, physical development and PE Hub	7
13. Learning outside the classroom and enrichment.....	8
14. Use of technology across the curriculum.....	8
15. Inclusion, SEND, accessibility and adaptive teaching	8
16. Assessment, feedback, retrieval and responsive teaching	8
17. Home learning and parent communication	9
18. Roles and responsibilities	9
19. Monitoring, evaluation and improvement	9
20. Links with other policies.....	10
21. Review and publication	10

1. Purpose of this policy

This policy sets out the principles, structure and responsibilities that guide curriculum design, delivery, assessment and review at Brooklands Primary School. It explains how the school provides a broad, balanced, ambitious and inclusive curriculum for all pupils, and how key curriculum programmes, digital platforms and learning approaches work together as one coherent offer.

The policy should be read alongside subject pages and progression documents on the school website, as well as the linked policies listed at the end of this document.

2. Curriculum vision

At Brooklands, our curriculum places children at the HEART of the school. We aim for pupils to have **high expectations** of themselves, **enjoy** learning, **aspire** to be the best they can be, show **respect** for themselves and others and challenge themselves to **try new things** with confidence. Our curriculum is designed to help pupils know more, remember more and be able to do more over time.

The Brooklands curriculum is designed to be:

- ambitious, broad and balanced, meeting the requirements of the Early Years Foundation Stage and the National Curriculum;
- knowledge-rich and carefully sequenced so that pupils build secure understanding over time;
- language-conscious, with explicit attention to vocabulary, oracy and communication;
- inclusive, enabling pupils with SEND and disabilities to access the same ambitious curriculum through appropriate adaptation;
- digitally enabled, using technology purposefully to strengthen teaching, learning, feedback and access;
- rooted in personal development, wellbeing, relationships, safeguarding and citizenship;
- enriched by outdoor learning, visits, visitors, clubs, community links and local opportunities.

3. Curriculum architecture: how the Brooklands curriculum is organised

Brooklands combines the coherence and ambition of the Curriculum with Unity Schools Partnership (CUSP) with carefully chosen specialist programmes and local enrichment. This ensures that the curriculum is sequenced and consistent, while also reflecting the distinctive opportunities available to Brooklands pupils.

We use Read, Write, Inc. for early reading and Phonics, White Rose Maths to support a mastery-based mathematics curriculum, Jigsaw PSHE to support personal development and wellbeing, Zones of regulation and TGMC to support behaviour and regulation, Jigsaw RE to support Religious Education and worldviews, Purple Mash to support computing, PE Hub to support physical education, Chatta to strengthen oracy, and vocabulary and Showbie to support access to learning across the curriculum.

4. CUSP and the knowledge-rich curriculum

Brooklands uses CUSP as the foundation for the curriculum in reading, writing, science, history, geography, art and design, music and French. CUSP provides carefully sequenced programmes of study that support pupils to build knowledge, vocabulary and subject understanding over time.

Through CUSP, teachers focus on:

- clear curriculum sequences that build on prior learning;
- explicit vocabulary teaching and repeated use of key language;
- regular retrieval and opportunities to strengthen long-term memory;
- disciplinary knowledge, so pupils learn how subjects work as well as what they contain;

- high expectations for all pupils, including pupils with SEND;
- assessment and review that identify what pupils have understood and what needs to be revisited.

Brooklands local curriculum experiences enhance, rather than replace, the planned CUSP sequence. Visits, visitors, outdoor learning and community links are selected because they broaden horizons, increase cultural capital and help pupils make meaningful connections, strengthening knowledge, understanding, vocabulary, confidence or personal development.

5. Subject-specific curriculum approaches

Curriculum area	Brooklands approach	What this means
Early reading and phonics	Read Write Inc. (RWI)	RWI provides a systematic synthetic phonics programme for early reading, helping pupils learn phonemes, grapheme-phoneme correspondence, blending, segmenting, fluency and early comprehension. Pupils are grouped according to their stage of reading development and receive regular practice so that they become accurate, fluent and confident readers.
Reading comprehension and fluency	RWI and CUSP Reading	RWI supports early decoding, fluency and confidence in reading. As pupils become secure with phonics, CUSP Reading supports the development of comprehension, vocabulary, fluency, background knowledge and engagement with high-quality texts. Reading is taught explicitly so that pupils learn to retrieve, infer, summarise, explain vocabulary and discuss texts with increasing confidence.
Writing	CUSP Writing	CUSP Writing provides a carefully sequenced approach to writing, supporting pupils to develop transcription, composition, grammar, punctuation, vocabulary and authorial choice. Writing is linked to high-quality models and structured teaching so that pupils learn how to plan, rehearse, draft, edit and publish for different purposes and audiences.
Mathematics	White Rose Maths	White Rose Maths supports a mastery-based mathematics curriculum using carefully sequenced small steps, concrete-pictorial-abstract approaches, fluency, reasoning and problem-solving. Teachers adapt learning to address misconceptions, provide challenge and ensure pupils develop secure mathematical understanding.
Science, history, geography, art and design, music, French,	CUSP	CUSP provides ambitious, carefully sequenced programmes of study that build knowledge, vocabulary, retrieval and progression over time. Pupils revisit key concepts and develop subject-specific understanding through coherent curriculum planning.
Personal, Social, Health and	Jigsaw PSHE	Jigsaw PSHE supports pupils' emotional literacy, relationships, wellbeing, mindfulness, resilience, citizenship, anti-bullying education, equality and

Economic education (PSHE)		personal development. It links closely to safeguarding, behaviour, inclusion and the wider life of the school.
Religious Education (RE)	Jigsaw RE	Jigsaw RE supports pupils to learn about and from religion and worldviews. It helps pupils develop knowledge, respect, reflection and understanding of different beliefs, practices, values and traditions, while supporting Brooklands' wider commitment to inclusion, respect and personal development.
Computing	Purple Mash	Purple Mash supports progression in computing, including coding, digital literacy, online safety, creative technology and data handling. Showbie is used across the curriculum to support digital literacy, pupil portfolios, pupil feedback and provide access to scaffolds and alternative recording methods.
Physical Education	PE Hub	PE Hub supports structured PE planning, progression, assessment, inclusive participation, physical literacy and skill development. This is enhanced through clubs, competitions, outdoor learning and wider sporting opportunities.
Behaviour and Regulation	Zones of Regulation and TGMC	Zones of Regulation and TGMC support pupils to understand emotions, recognise body signals, develop self-regulation strategies and build positive learning behaviours. It links closely to PSHE, SEND, safeguarding, behaviour, anti-bullying and the wider pastoral offer.
Oracy and language access	Chatta	Chatta supports vocabulary development, oral rehearsal, sequencing, memory, modelled language, oral composition and inclusive access to learning, particularly for pupils who benefit from visual and spoken scaffolds before recording their ideas.
Outdoor learning and enrichment	Forest School, Beach School, Farm School, visits, visitors and wider opportunities	Brooklands enriches the planned curriculum through outdoor learning, local community links, educational visits, visitors, clubs and experiences that develop confidence, resilience, curiosity, teamwork and cultural capital.

6. Early Years Foundation Stage

In the Early Years, the curriculum follows the statutory Early Years Foundation Stage framework and provides rich opportunities for children to learn through play, adult-guided activities, talk, exploration, stories, number, creativity, movement and first-hand experiences.

In EYFS, children are introduced to rich language, vocabulary and story structures through **CUSP Structured Storytime**. This supports early communication, listening, attention, comprehension, vocabulary development and a love of reading. Carefully chosen texts are used to expose children to high-quality language and repeated story patterns. It also supports pupils' personal, social and emotional development by encouraging discussion, imagination, empathy and shared enjoyment of books. It provides an important foundation for later reading, writing, oracy and wider curriculum learning.

Early Years provision builds foundations for the wider Brooklands curriculum by developing communication and language, personal, social and emotional development, physical development, literacy, mathematics, understanding the world and expressive arts and design.

Adults use observation, interaction, modelling and responsive teaching to support childrens next steps. Digital tools and visual/oral approaches, including Chatta where appropriate, may be used to support language, sequence, memory and communication.

7. Mathematics through White Rose Maths

Brooklands uses White Rose Maths to support the planning and delivery of mathematics across the school. White Rose Maths provides a carefully sequenced scheme of learning built around small steps, helping teachers break mathematical learning into manageable stages so pupils can develop secure understanding before moving on.

The mathematics curriculum at Brooklands is designed to help pupils become fluent, confident and flexible mathematicians. Pupils are supported to develop:

- secure number sense and recall of key facts;
- fluency with efficient written and mental methods;
- mathematical reasoning and explanation;
- problem-solving skills and resilience;
- accurate mathematical vocabulary;
- confidence in using representations, manipulatives and diagrams;
- understanding of connections between mathematical ideas.

White Rose Maths supports a mastery approach to teaching and learning. Teachers use the scheme as the core structure for sequencing mathematics, while adapting teaching where necessary to revisit prior learning, address misconceptions, provide additional practice or deepen understanding. Pupils are given opportunities to work through concrete, pictorial and abstract representations and to apply learning through fluency, reasoning and problem-solving.

8. Language, vocabulary and oracy across the curriculum

Language development is central to curriculum access. Brooklands recognises that pupils need repeated opportunities to hear, say, practise, retrieve and apply subject-specific vocabulary and sentence structures.

Chatta is used as an inclusive approach to strengthen oracy, vocabulary, oral sentence composition, sequencing, memory and writing. Through audio-visual storyboards, live modelling and oral rehearsal, pupils are supported to talk about learning before recording it in writing or other forms.

Teachers plan opportunities for pupils to:

- learn and revisit key vocabulary;
- use sentence stems and modelled language;
- explain their thinking orally before writing;
- sequence events, ideas and explanations;
- listen actively and respond respectfully;
- develop confidence in speaking across the curriculum.

9. PSHE, wellbeing and personal development through Jigsaw PSHE

Jigsaw PSHE supports pupils personal development, emotional literacy, relationships, health education, citizenship and wellbeing. It links directly to the schools Behaviour Policy, Anti-Bullying Policy, Safeguarding Policy, Equality information and wider work on wellbeing and mental health.

Through Jigsaw PSHE and wider school life, pupils learn about:

- healthy relationships and friendships;
- anti-bullying, including how to report concerns and be an active bystander;
- self-esteem, emotional regulation and resilience;
- equality, respect, inclusion and protected characteristics;
- health, safety and wellbeing;
- citizenship, responsibility and community participation.

10. Religious Education and worldviews through Jigsaw RE

Jigsaw RE supports the planned teaching of Religious Education and worldviews across the primary age range. It uses an enquiry-based approach that encourages pupils to ask thoughtful questions, explore religious and non-religious worldviews, and develop respect for people whose beliefs, cultures and experiences may be similar to or different from their own.

At Brooklands, RE contributes to pupils spiritual, moral, social and cultural development. It supports pupils to develop empathy, curiosity, critical thinking, respectful discussion and understanding of how beliefs and values influence individuals, families and communities. Leaders ensure that RE provision is inclusive, balanced and appropriately sequenced.

11. Computing and digital literacy through Purple Mash

Digital technology is used purposefully to support learning, not to replace high-quality teaching. Brooklands 1:1 iPad approach and digital strategy support curriculum access, creativity, practice, feedback and evidence of learning.

Purple Mash supports computing knowledge and skills, including digital literacy, creative computing and online safety. Online safety is taught explicitly through PSHE and embedded into Computing and reinforced through assemblies, events, acceptable use expectations and daily routines.

12. PE, physical development and PE Hub

PE is an essential part of the Brooklands curriculum. PE Hub supports the planning and delivery of high-quality PE lessons, progression of physical skills, assessment and inclusive participation.

Through PE lessons and wider physical activity, pupils develop:

- fundamental movement skills and physical competence;
- confidence, resilience and enjoyment in physical activity;
- teamwork, cooperation, leadership and fair play;
- understanding of health, fitness and active lifestyles;
- experience of competition, performance and personal challenge.

This planned curriculum is enhanced by clubs, tournaments, enrichment opportunities, Sports Day, outdoor learning and links with local providers where appropriate.

13. Learning outside the classroom and enrichment

Brooklands values learning beyond the classroom. Forest School, Beach School, Farm School, educational visits, visitors, community links, clubs and the wider 50 Things offer provide experiences that broaden pupils' horizons, develop cultural capital and help them connect learning with the world around them.

Enrichment is most effective when it is purposeful. Leaders and teachers consider how experiences deepen curriculum knowledge, support personal development, promote language, build confidence and help pupils understand their community and environment.

14. Use of technology across the curriculum

Showbie is used to support the organisation of digital learning including: resource sharing, adaptive teaching and scaffolding of tasks, alternative ways of recording and pupil work submission. It enables teachers to give timely feedback, capture evidence of learning and support pupils to revisit and improve work.

15. Inclusion, SEND, accessibility and adaptive teaching

All pupils, including those with SEND and disabilities, are entitled to an ambitious, broad and balanced curriculum. Teachers adapt how the curriculum is taught so that pupils can access key knowledge, vocabulary and concepts.

Adaptations may include:

- scaffolding, pre-teaching and overlearning;
- visual support, practical resources and worked examples;
- assistive technology and alternative ways of recording;
- Showbie resources, audio, images or digital supports;
- Chatta storyboards, modelled language and additional oral rehearsal;
- adult support, targeted intervention or carefully planned small-group work;
- adapted feedback, reduced cognitive load and feedback focused on one priority at a time.

In mathematics, White Rose Maths supports adaptive teaching through small-step progression, concrete resources, pictorial representations and abstract recording. Teachers may adapt tasks, provide manipulatives, pre-teach vocabulary, reduce cognitive load, use worked examples, offer additional rehearsal or provide targeted support so that pupils with SEND can access the mathematics curriculum.

In RE and PSHE, Jigsaw materials are adapted where necessary so that all pupils can access discussion, reflection and learning about relationships, beliefs, identity, wellbeing and respect. Adaptations may include visual supports, simplified language, adult facilitation, oral rehearsal or alternative recording.

The curriculum policy links closely with the SEND Policy, SEN Information Report and Accessibility Plan. Subject leaders and the SENDCo work together to ensure curriculum ambition is maintained while teaching approaches are adapted to pupils needs.

16. Assessment, feedback, retrieval and responsive teaching

Assessment is embedded throughout the learning process – enhanced by our use of technology. Teachers use retrieval quizzes, hinge-point questions and exit tickets to gather evidence of learning and make informed instructional decisions. Questioning, discussion, retrieval, low-stakes checks, pupil work, Showbie evidence and observation are all used to identify what pupils know, what they can do and what needs to be revisited. Every child is heard, and

teaching is adapted based on the evidence collected. Teachers use evidence from lessons to adapt teaching, revisit misconceptions, provide additional practice or move children on and to plan future learning.

17. Home learning and parent communication

Parents and carers are important partners in supporting the curriculum. The school website, class communication, home learning, reading expectations and parent information should help families understand what pupils are learning and how they can support learning at home.

Where appropriate, digital platforms may support home learning, practice, retrieval or communication. The school will ensure that expectations are clear, proportionate and accessible to families.

18. Roles and responsibilities

Role	Responsibilities
Headteacher and senior leaders	Set curriculum vision, ensure statutory requirements are met, support staff development, monitor impact and report to governors or trust leaders.
Curriculum lead	Oversee curriculum coherence, implementation, review cycle, subject leader support and alignment with school priorities.
Subject leaders	Develop subject knowledge, monitor curriculum implementation, support colleagues, review pupil outcomes and maintain subject documentation.
Class teachers	Teach the curriculum effectively, adapt learning for pupils, assess understanding, provide feedback and use evidence to plan next steps.
Teaching assistants	Support access, independence, language development, intervention and pupil confidence under teacher direction.
SENDCo	Advise on curriculum access, adaptive teaching, SEND provision, reasonable adjustments and support for pupils with additional needs.
Digital learning leads	Support safe and effective use of digital technology across the curriculum
Governors/trust leaders	Hold leaders to account for curriculum quality, inclusion, statutory compliance and impact.

19. Monitoring, evaluation and improvement

Curriculum monitoring focuses on the quality and impact of the curriculum. Leaders use a range of evidence to evaluate whether the curriculum is being taught effectively and whether pupils are learning the intended knowledge, skills and understanding.

Monitoring may include:

- professional discussion with staff;
- pupil book study
- lesson visits and learning walks;
- review of pupil work, including digital work on Showbie where relevant;
- subject leader reports;
- assessment information and intervention review;
- review of provision for pupils with SEND and disadvantaged pupils;
- governor visits and reports linked to curriculum priorities.

Evaluation should consider whether pupils know more, remember more and can do more over time, and whether all groups of pupils have meaningful access to the curriculum.

20. Links with other policies

Linked document	Why it matters to curriculum
SEND Policy and SEN Information Report	Ensure all pupils access an ambitious curriculum with appropriate support.
Accessibility Plan	Supports access to curriculum, environment and information.
Marking and Feedback Policy	Explains how feedback strengthens learning and informs next steps.
Assessment Policy	Clarifies how assessment supports curriculum planning and pupil progress.
Behaviour Policy	Supports learning behaviours, routines and classroom climate.
Anti-Bullying Policy	Links to PSHE, relationships, safety and personal development.
Safeguarding Policy	Links to online safety, relationships education and protective curriculum.
ICT and Internet Acceptable Use / Online Safety Policy	Supports safe and responsible digital learning.
Equality information and objectives	Ensures representation, inclusion and respect for difference.
Home Learning Policy	Clarifies how learning may be practised or extended at home.
Educational Visits / Learning Outside the Classroom procedures	Support enrichment, risk management and curriculum purpose.
Religious Education / collective worship guidance where applicable	Supports statutory RE, SMSC, respect, worldviews and links with Jigsaw RE.

21. Review and publication

This policy will be reviewed every two years, or sooner if national guidance, school curriculum systems, digital platforms or local priorities change.