Broomfield House School

CURRICULUM – TEACHING AND LEARNING POLICY

This Policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publicly available on the School's Website and, upon request, a hard copy, (also available in large print or other accessible format if required), may be obtained from the School Office.

Last reviewed: September 2026
Next review: September 2027

Introduction

Broomfield House School is characterised by academic excellence, expert pastoral care and inspiring education. Our four school values are Curiosity, Courage, Creativity and Kindness and our curriculum is underpinned by these values which we place at the very core.

We enable pupils at a formative stage in their development to experience the joy and excitement of learning in an environment which celebrates individual strengths and talents and allows pupils to develop the confidence, motivation and ambition that are the hallmarks of our school.

Our curriculum allows our pupils to pursue progress, attainment and achieve success with senior school applications, but above all it is very much the focus to inspire a life-long love of learning which equips all with the modern skills needed to be successful.

Our school aims to develop curious learners, independent thinkers and happy children and our curriculum is designed to both support and challenge pupils to allow all to fulfil their potential.

Our curriculum aims to ensure all our pupils receive education through the highest standards of learning, facilitated by excellent teaching.

Aims

The aims of the curriculum at Broomfield House School are to enable pupils to:

- develop curious, imaginative and enquiring minds with the ability to question, solve problems and argue rationally.
- develop a willingness to apply themselves and an aptitude for learning.
- acquire knowledge and skills relevant to adult life and employment in a world of rapid continuous change including technological change.
- develop sound literacy and numeracy skills.
- develop competence in the use of technology and enhance digital learning skills.
- develop creativity, critical awareness, empathy and sensitivity.
- recognise their own and other's achievements and aspirations.
- develop self-esteem, self-worth and self-confidence.

- develop personal and moral values, respect for shared values and for other cultures, religions and ways of life.
- develop skills and ability to work independently and as a member of a group or team.
- develop personal, moral and spiritual values and tolerance of others, to value each individual and learn to live together in an atmosphere of mutual respect.
- develop an awareness of their place in society as informed, confident and responsible citizens with opportunities for service to each other and the community.
- become confident, resourceful, enquiring, curious and independent learners.
- understand their community and help them feel valued as part of this community.

Main Principles

All pupils, regardless of ability, race, cultural background or gender have a right and entitlement to the highest quality of education we can provide.

We strive to ensure that:

- the curriculum has breadth, balance, relevance, differentiation, progression and continuity and coherence.
- the curriculum focuses on the development of knowledge, skills and character for all our pupils.
- the curriculum promotes knowledge and understanding and mastery of intellectual, physical, and interpersonal skills and personal qualities, values and attitudes.
- there is equality of access for all pupils to academic experiences.
- the school provides appropriate tasks and teaching techniques to support high expectations and appropriate challenges.
- the confidence, talent and high aspirations of our pupils.
- the enquiring atmosphere and enjoyment of learning which are a prominent feature of the school.
- the support given to pupils in and outside the classroom by well-qualified, enthusiastic and knowledgeable staff.
- all parents are provided with curriculum information relevant to their child and the curriculum is subject to regular planned evaluation and review.
- The written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan and do not undermine the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We adapt our teaching to ensure that all pupils are engaged in their learning, motivated and enabled to succeed. Teachers are expected to ensure that pupils who are experiencing difficulty or becoming demotivated are identified early and given necessary support, encouragement, guidance and, if necessary, different teaching styles and differentiated tasks. We do this through our ILE system, or our Broomfield Boost strategy for managing children's learning which offers a personalised approach to learning for all of children.

Values

The curriculum seeks to promote the reputation of Broomfield House School as a school with excellent standards of study, which prepares pupils for senior school and life-long involvement in learning.

- We value the way in which all pupils are unique, and our curriculum promotes respect for the views of each individual pupil, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each pupil in our school for whom they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the pupils in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
- Broomfield House School fully support out diverse community and includes aspects of cultural education in many specific and cross-curricular ways. All pupils are encouraged to develop an awareness of equality of opportunity.

High Performance Learning (From September 2025)

As part of our commitment to educational excellence, our school is adopting the High Performance Learning (HPL) framework, developed by Professor Deborah Eyre. Grounded in global research into how the most successful learners think and learn, HPL challenges traditional assumptions about fixed ability and instead asserts that high performance is achievable by all students. At its core, HPL is a whole-school approach that integrates the development of advanced cognitive skills (ACPs) and essential values, attitudes, and attributes (VAAs) into everyday teaching and learning. This approach equips students not only to achieve academic success but also to become confident, independent, and resilient learners, well-prepared for life beyond school. Through the use of a shared language for learning and a consistent focus on the key elements of high performance, we aim to build a culture where all learners are empowered to thrive and exceed expectations.

Key Principles of HPL

- High academic performance is attainable for everyone.
- We can systematically teach students how to be 'intelligent' and how to succeed in school.
- There are 20 generic characteristics which students need to develop if they are to be high performers in cognitive domains (ACPS) and 10, values, attitudes and attributes (VAAs) that develop the wider learner dispositions needed for cognitive and lifetime success.
- Schools seeking these outcomes are aware there is no quick-fix, and instead they need to foster a professional community of practice among their educators.
- World class schools produce students that are both intellectually and socially confident.

Teachers

A culture of excellence and craftsmanship should be role-modelled by all staff in school as this is then mirrored in our expectations from our pupils.

Staff are expected to actively promote the curriculum aims by:

- having high expectation of pupils.
- employing a variety of learning and teaching methods.
- Having excellent knowledge and understanding of the subject matter being taught.
- ensuring that pupils are enabled to access the curriculum and given opportunities to be successful.
- having a good understanding of the aptitude, needs and prior attainments, of the pupils and ensuring that these are considered in the planning of these lessons.
- delivering lessons which build upon previous experience, providing continuity and progressions;
- providing learning opportunities which offer depth and challenge and motivate and inspire pupils;
- utilising effective classroom resources of a high quality, quantity and range appropriate to the learners needs.
- involving pupils in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment and marking, negotiating targets and encouraging pupils to evaluate their personal achievements.
- Using effective high-order questioning to enhance and encourage pupil understanding and reasoning skills.
- developing skills to become independent learners.
- encouraging, reward and value achievement and effort, both formally and informally, through praise in the learning environment.
- working in partnership with pupils, staff and parents to achieve shared goals;
- Keeping parents/carers regularly and fully informed about the progress and achievements of their pupils through reports and parents evenings.

Pupils

The pupils are encouraged to:

- have confidence in who they are as individuals, identifying courage as a worthy attribute.
- stand up for the positive values that engender meaningful loyalties and strong communities including humility, dignity, compassion and integrity.
- promote supportive relationships, and a respect for diversity and difference;
- be self-disciplined, self-directed, and demonstrate self-control.
- participate in the transformation of their society through reflection, sensitivity and action.
- Fully embrace the school's core values.

Parents

We believe that parents and guardians have a fundamental role to play in helping pupils to learn. We do all we can to inform parents and guardians about what and how their pupils are learning by:

- holding class parents' evenings to explain our school strategies at the start of the Autumn term.

- holding a formal parents' evening in the Autumn term and Spring term, including a meeting with the headteacher as well as the class teacher.
- sending information to parents and guardians, through a weekly newsletter, in which we outline the main events happening in school and highlight particular themes or achievements of individuals or classes.
- sending regular reports to parents and guardians in which we explain the progress made by each child and indicate how the child can improve further through clearly articulated and regularly reviewed targets.
- explaining to parents and guardians how they can support their pupils with homework. We suggest support for older pupils with their projects and investigative work.
- being available - we have an open-door policy.

We believe that parents and guardians have the responsibility to support their pupils and the school in implementing school policies. We would like parents and guardians to:

- ensure that their child has the best attendance and punctuality record possible;
- do their best to keep their child healthy and fit to attend school.
- inform the school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- promote a positive attitude towards school, staff and learning in general.
- support their children in their homework and reading.

Procedures

Planning

We plan our curriculum in three phases. We agree a long and medium term plan (our curriculum) for each year group. This indicates what topics are to be taught in each term, and to which groups of pupils. We review our long and medium term plan (curriculum) on an ongoing and annual basis. With our medium-term plans, we give clear guidance on the teaching strategies that we use when teaching each subject. Our short-term plans are those that our teachers write on a weekly basis for Maths and English. We use these to set out the lesson objectives for each session, and to identify what resources and activities we are going to use in the lesson. We plan the curriculum carefully, so that there is coherence in our coverage of the curriculum and the early learning goals, and there is planned progression in all curriculum areas. At Key Stage 2 the core and foundation subjects are taught separately.

Long and medium term planning

Our curriculum gives an annual overview of what will be taught by the teachers. The Head of School is responsible for ensuring that our long and medium term plan is in place as our agreed curriculum and this enables pupils' skills, knowledge and understanding to develop progressively. Assessment strategies are built in. All staff follow an agreed marking policy. Teachers plan individual lessons and include the Learning Objective and Success Criteria for every lesson.

Short term planning

Short term plans are on a weekly basis which detail the lesson objectives, strategies, activities and identify the resources we are going to use in the lesson.

These plans may include individually planned lessons as well as a weekly overview and are concerned with what the child is:

- *to know (specific facts)*
- *to be able to do (skills)*
- *to understand (concepts)*
- *to be aware of (attitudes, values, etc.)*

Teachers are encouraged to be reflective practitioners and to annotate planning in a reflective nature. Some year groups may additionally do daily planning through written or digital means but these do not need to be formal.

Assessment and Reporting
Assessment is an essential part of the teaching process. Regular assessments are made of pupils' work to establish a level of attainment and to inform future planning. Teachers use assessment information to track the progress of individual pupils and use it to monitor how effective the teaching and the curriculum is.
Record-keeping and assessment procedures are defined in the Assessment Policy and in department handbooks. Reports to parents give clear, accurate and useful information on their child's progress. Report Evenings take place each term to allow teachers to give individual and value-adding feedback to parents.

Monitoring the quality of teaching and learning

Learning reviews are carried out by the leadership team as part of termly Academic and Pastoral review meetings, in-lesson learning observations, analysis of progress data, a review of pupil work and a pupil voice survey.

Attainment

We carry out data analysis on an ongoing bases and formally each term and use the data provided to demonstrate progress.

We analyse the statistics to help answer the following questions:
- Do pupils perform better in some subjects than others?
- Are there significant differences between boys' and girls' performances?
- How well are the more able pupils doing, and do enough pupils achieve the higher levels?
- Can we identify any groups of pupils who may be underperforming?
- Can we identify any groups of pupils who are gifted and talented?
- Comparing expectations and estimates with final results.

Curriculum Content

In Key Stage 1 and 2 the following subjects are offered:

English, Mathematics, Science, Computing, Spanish, History, Geography, Religion, Philosophy and Ethics, (RPE), Physical Education (PE), PSHEE, Art, Music, Drama and Dance.

The Early Years Foundation Stage (EYFS

We use the non-statutory guidance "Birth to Five Matters" to inform our curriculum which is split into 7 areas of learning.

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Physical Development
- Expressive Arts

We believe learning is holistic and none of the mentioned areas of learning can be delivered in isolation from the others. All areas are delivered through a balance of adult-led and child-initiated activities. One experience will provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. We provide a rich curriculum that allows children to gain a multitude of skills. Each area of learning works towards a number of relevant (statutory) Early Learning Goals, which most children are expected to achieve by the end of the Foundation Stage

Religious education

Religious Education is incorporated into distinct lessons and assemblies available to all pupils. We celebrate a wide range of religions during our assemblies to ensure pupils have a broader understanding of the diverse world that they are living in.

Spiritual, Moral, Social and Cultural Development (SMSC)

In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHEE and religious education make a strong contribution.

Please see PSHEE and SMSC policies for further detail

How our school actively promotes fundamental British Values

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our pupils. Our range of artistic, sporting and other cultural opportunities available to pupils through the curricular and extra-curricular programme, enables opportunities for their participation. We plan our, personal, social and health education and citizenship through, tutorials, assemblies and 'circle time' to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. Evidence of our commitment to promoting British values can be seen across the school, including our School website, Prospectus and other documentation.

Please see fundamental British Values document for further detail

Personal, Social, Health, Economic Education (PSHEE) and Citizenship

Broomfield House School is committed to providing a comprehensive programme of PSHEE for all its pupils, which is appropriate to their age and needs. This is completed in line with the schools Jigsaw program.

Please see PSHEE education policies for further detail

Sex and relationships education

In accordance with updated DfE 2025 guidance legislation Broomfield House School covers the statutory relationship requirements as part of our PHSEE curriculum.

Please see RSHE Policy for further detail.

PE and Swimming

All pupils are expected to take part in the school's Physical Education programme. Pupils can only be excused from PE and Swimming lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

English as an Additional Language (EAL)

We are committed to providing pupils with the necessary support and teaching who require English as an additional language. Where this is required an appropriate programme will be implemented. This is also monitored by an EAL trained member of staff and within our ILE programme.

Enrichment

Broomfield House School has an extensive programme of enrichment activities that are designed to enhance the already broad curriculum. This program is review annually and focus on offering pupils experiences which offer additional opportunity to enhance knowledge, skills and character.

Learning outside the classroom - educational visits/off-site activities

Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom door. Broomfield House School curriculum offers a series of educational journeys and visits that deepen the pupils' understanding of the world around them. Trips extend pupils' knowledge of past and present. In Key Stage Two, pupils have the opportunity to go on a residential trip and an overseas trip. Our experience is that pupils forge strong bonds of friendship during the trips, and their respect for one another grows as a result of sharing the experiences.

Homework and Inclusion

We recognise the importance and value of homework as an extension and consolidation of classwork and is given to pupils at different stages of their development. We have a separate Homework Policy and parents have access to a homework timetable. Homework assignments are differentiated as required.

Please see our Homework Policy for further detail.

Technology

Please see our technology strategy for further detail.

Transition Support

We ensure all pupils are prepared for their transition from EYFS into Key Stage1, the next academic year and Key Stage 2. We have a transition afternoon each end of year, where pupils spend the afternoon with their new teacher and parents have the opportunity to meet with them after school.

Senior School guidance

Pupils at Broomfield House School are supported in their preparation for formal examinations at various stages of their education. The Head, senior teachers and our 11+ coordinator provide parents with a series of guidance meetings both individually and in groups in order to support the preparation of their children for senior school examinations. A framework for predicting pupils' pass rate into senior schools is in place and this informs the school's guidance given to parents. This prediction framework has proven reliable over a period of more than a decade and is an essential tool for supporting the measured approach we take to preparing for Year 6 senior school examinations.

While we do not specifically instigate careers advice, we provide opportunities for pupils to understand the world of work, and the promotion of their economic wellbeing. In Year 4, children do a specific entrepreneurship project aimed at introducing them in practical way to the world of business. This project is led by the class teacher and is supported by the school's catering team as well as parents and enables children to begin their understanding of many aspects of business life and the demands and opportunities of gainful employment.

Pupils receive interview training prior to attending selection assessments at senior schools.

In our Year 6 curriculum there is an extensive Leavers' Programme which underpins our preparation of our pupils as they make their transition to senior school. This embraces a wide variety of activities and themes from self-defence and puberty education, to citizenship and understanding the personal values they have learned at Broomfield. These are all ways in which they are prepared for the future beyond Broomfield House School.

Concerns

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the class teacher. If the issue is not resolved parents should contact the Headteacher.

Professional Learning – Staff Development

Broomfield House School is very much a learning organisation. The school aims to inspire and encourage a learning climate amongst all staff to ensure all have a sound understanding of all areas highlighted within this policy. Subject expertise, an real focus on teaching and learning, along with a consistent application of this policy is supported through regular shared professional development (SPD) and transparent, supportive and collaborate observation and review of individuals performance. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively.

Monitoring Quality of Work

Broomfield House will monitor quality of pupil work through regular teaching and learning reviews, which ensures that:

- ✓ The Lesson Objectives have been made explicit to the child
- ✓ The teacher has given helpful guidance as to how the child can improve his/her work
- ✓ There is evidence to show the pupil has responded independently to the teacher's guidance
- ✓ There is evidence of a teacher/child dialogue
- ✓ The content of the child's work, and the output, have met expectations
- ✓ The child's presentation of work remains consistently high, according to expectations
- ✓ Marking recognises achievement, praises effort and encourages a growth mindset.

Where there is no evidence of progress, the teacher must take appropriate action.

Broomfield House will monitor and record each pupil's progress by a work sampling procedure.

- ✓ Maths and English will be monitored regularly with a targeted focus for each scrutiny.
- ✓ Other subjects will be monitored regularly with a more general focus for scrutiny.
- ✓ All books will be submitted to the designated senior members of staff responsible for assessing on a specified date.
- ✓ A random selection of books will be checked, with samples taken from a range pupils.
- ✓ The senior member of staff responsible for the work scrutiny will feedback on their findings to the class teacher responsible for the marking of the books sampled.
- ✓ The class teacher is expected to act on the guidance and instructions given in the aforementioned feedback in order to ensure marking is consistent with the school's policy and pupils make optimum progress through responding to the teacher's written feedback on their class work and homework.

Please see the following related policies:

Appendices to the Teaching and Learning - Curriculum Policy:

- Differentiation in the Curriculum
- Assessment, Recording and Reporting Policy
- Gifted and Talented Policy
- Special Educational Needs Policy
- Subject Policies including, where relevant, Schemes of Work (Programmes of study)

Other Related Documents Include:

- The School Aims and Ethos
- EYFS - Curriculum
- Homework Policy
- Educational Visits and Off-site Activities Policy
- Appropriate plans, schemes of work and/or programs of study.