Castle Bromwich Junior School

Where together we can learn, work and succeed.

Castle Bromwich Junior Curriculum Policy

Date – October 2026

Reviewed by – Mrs C. Harley

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At CBJS we aim to teach the children to do the best they can, so that they learn the most they can, and develop academically, socially and physically to be as happy and as healthy as they can.

Updated October 2026

At Castle Bromwich Junior School, we believe that the curriculum is a powerful tool that promotes a love of learning, willingness to explore, the opportunity to have rich memorable experiences and develop an inner confidence that will support our children to succeed. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged. Our curriculum underpins all the learning that takes place and appreciates that an engaging and inspirational curriculum can foster curiosity and a passion for learning so that children may develop into life-long learners.

Castle Bromwich Junior School Curriculum

Our curriculum ethos is based upon:

I hear and I forget. I see and I remember. I do and I understand. [Confucius]

Intent

At CBJS, the curriculum is designed to be creative and active, promoting a love of learning and a willingness to explore. It will provide the opportunity to have rich memorable experiences alongside opportunities for children to demonstrate their retention of learnt knowledge and skills. We aim to be consistent across the school with the use of retrieval and retention strategies so our pupils recognise when they are using these skills and applying their knowledge.

Our intent for each subject is discretely mapped out in our subject progression documents- they clearly detail the skills and knowledge we expect our pupils to have by the end of each year group as well as highlighting the individuality of each subject. Our key learning statements also detail the key objectives that pupils must know within each foundation curriculum subject, and are used to support consistent pupil voice. We will develop our children's knowledge and vocabulary as well as their skills – academic, personal and life skills. This will create well rounded individuals who take ownership of their learning and who develop high aspirations and ambitions. At CBJS, we teach all the curriculum subjects as detailed in Appendix 1. Our wider curriculum offer is as listed in Appendix 3.

The ability to learn is underpinned by a culture that is designed to encourage creativity, resilience and active learning- based on the cone of learning. At the planning stage, staff ensure they give due consideration to this, thus ensuring learning is engaging. At this point, staff also reflect back on previous learning to ensure our learning has coherence and clear sequencing. Planning shows a clearly planned and cohesive learning journey that is progressive throughout each unit. The promotion of a safe environment [high challenge and low threat] where

learning is seen as a journey both in and out of the classroom, is supported by the collaborative approaches alongside opportunities for children to investigate, challenge their thinking and be physically active.

We strongly believe that as well as academic achievements, we need to nurture the whole child – socially, emotionally and spiritually. Our SMSC document details where staff have identified SMSC links. We provide enhancement opportunities [including trips, visitors, clubs and practical sessions] to give pupils memorable experiences that will capture and inspire imaginations and spark interest and curiosity. We make links with events locally to enhance our curriculum as well as signposting families to additional opportunities to extend their learning. Our wide curriculum gives all pupils the opportunity to develop characteristics of resilience, confidence and independence. Such opportunities include; Flourishing Futures, opportunities to hold positions of responsibility, mental health and well-being support, opportunities to perform, career development and volunteering.

We want pupils to leave CBJS with a passion for learning and memories that have equipped them to know their strengths and to be resilient and engaged learners: with the skills and knowledge to embrace any challenges and opportunities that await them. They will be successful and confident learners with a positive attitude to learning, ambition and high aspirations. They will be confident individuals who are prepared to take risks, to try out new things and prepared to push and challenge themselves. Finally, they will be responsible citizens with a sense of pride in the local community and wider world- knowing and understanding their responsibilities.

Implementation

In order to successfully deliver a structured, rich curriculum with clear progression of skills, we follow the statutory requirements of the National Curriculum 2014 and draw from a varied selection of teaching and learning resources. Our progression documents, detail the skills, knowledge and vocabulary expectations for each subject across our school to prepare children for the next stage in their learning and their futures. Staff assess the progress and level of knowledge attained by the pupils as they teach each lesson based on the skills identified on the progression documents. At the end of each term, these are recorded as a level of attainment. As units of work progress, staff support pupils to recall and deepen their level of knowledge and understanding.

Our differentiated objectives and resources ensure all pupils are able to access our curriculum and make progress. The nature of activities in the foundation curriculum, with active involvement and the opportunity for children to talk to each other, ensures all pupils can succeed regardless of Maths or English ability. It is here that many of our vulnerable children really shine.

We currently teach our subjects as discrete subjects i.e. the Ancient Egyptians is a History unit. Natural links are explored with other subjects, including the cross curricular use of Maths and English where relevant. We are conscious however to maintain the unique qualities of each subject.

We teach subjects using a wide range of stimulating resources to spark curiosity. For pupils, these include artefacts, maps, film clips, the use of technology and other concrete resources. To continue to spark excitement,

engagement and curiosity all year groups plan and attend at least one out of school educational trip linked to the curriculum. As well as this, staff are encouraged to make use of the environment around us, for example conducting local field studies, using the on-site pond, taking the lesson outdoors when appropriate.

Our foundation curriculum long term plan shows the suggested content covered by each year group. Some units of work are intended to be longer and others shorter. All units of work detail clear objectives and intended learning outcomes linked to the national curriculum, whilst also reflecting our curriculum intent. In order to ensure lessons are active and engaging, staff adapt the generic plan to suit the interest and needs of their individual classes.

Most lessons are taught by the class teachers. We also buy into the Solihull Music Service to deliver wider opportunities to our pupils - ensuring all have the chance to learn a musical instrument. Additionally, we can use our teacher specialisms i.e. French where a certain teacher may plan and teach more of this subject area.

We know some of our pupils' struggle to retain knowledge and hence, retention activities are built into lessons to allow pupils to reflect on previous learning before moving to new learning. Progress [knowing more and remembering more] is monitored through our progressive curriculum that allows pupils to build on learning. Opportunities to recap and revisit knowledge are also used through lessons, knowledge organisers, working walls and school assemblies. The aim is to put our pupils' learning into their long-term memory through spaced repetition. To further build upon retention, staff maximise the opportunities to re-visit subjects e.g. weekly comprehensions to teach Reading skills are based on topics previously covered to re-visit key learning taught in the foundation curriculum.

We respond to local and national events to ensure pupils have a broader, relevant understanding of the world around them.

Impact

The impact of our curriculum is evidenced throughout our school ethos, the variety of outcomes in pupils' books and displays, and the pupils' ability to talk about what they have learnt and how they can use and apply it.

Pupil voice is crucial in determining if the curriculum is engaging and in assessing pupil progress. Staff teams regularly review the outcomes in books and the views of pupils. Subject leaders and the senior leadership team carry out learning walks to ensure the outcomes in books are in line with our curriculum long term overview and to seek pupils' opinions on their learning and assess their knowledge.

Pupils know and remember more across the curriculum as a result of regular opportunities to recall their prior learning. Working walls within classrooms document key knowledge, skills and vocabulary that the pupils have learned.

The use of ongoing online assessment trackers, in conjunction with our progression documents and termly data analysis in each subject area, enables teachers and leaders to identify pupils achieving well, as well as those in

need of additional support. As a result, provision can be adapted proactively and swiftly ensuring that all pupils are having equal opportunity to succeed.

Spiritual, Moral, Social and Cultural

The curriculum at Castle Bromwich Junior School aims to promote and reflect our school values of the 3 As:

- Aspire
- Accept
- Adapt

These values are based upon:

- Developing children as individuals, including spiritual, moral, social and intellectual growth and promoting personal development and aspiring to achieve goals, equality of opportunity, a safe and healthy life style as well as an understanding and appreciation of others.
- Developing relationships, being able to get along with other, celebrating similarities and differences in order to live happy and healthy lives to the good of the community and our society, which is shaped by the contributions of a diverse range of people, cultures and heritages.
- An appreciation of our environment as a source of wonder and inspiration that needs to be protected.

There are numerous opportunities for supporting the pupils' SMSC development through all areas of the curriculum as detailed in our SMSC guidance document.

Roles and responsibilities

The curriculum leader maintains an overview of the curriculum provided by the school and works in partnership with the senior leadership team on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors. The curriculum leader represents subject leaders at senior leadership meetings and keeps the senior leadership team informed of the provision of each subject across the school. Subject leaders update the curriculum leader to discuss the provision of their subject once per term as part of school self-evaluation. At this point, the findings of their monitoring will be shared along with any needs that they have identified for their subject. The curriculum leader will then ensure that these issues are shared with the senior leadership team and influence school improvement priorities.

Subject leaders ensure that all the aspects of the national curriculum content are identified within the curriculum overviews. In our school, we use our own progression documents to identify the objectives from the national curriculum which will be covered and assessed in each year group. Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Subject leaders review progress and the progression documents to ensure that pupils' learning becomes increasingly more challenging as they move through the year groups, and to maintain an overview of standards within their subject. They also produce annual implementation plans for their subjects, a termly subject on a page document, support the writing of medium-term plans of class teachers, analyse the standards and data

within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues.

Teaching staff assess the progress and level of knowledge attained by the pupils as they teach each lesson based on the knowledge and skills identified on the progression documents. At the end of a unit of work, these are recorded as a level of attainment. As the units of work progress, staff support pupils to recall and deepen their level of knowledge and understanding.

Class teachers have the final responsibility to produce class specific, medium and short term planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. Class teachers should ask for guidance from Subject Leaders when appropriate and are required to ensure all provision promotes an 'Inspirational Learning Community'.

Our school local advisory board is responsible for monitoring the way the school curriculum is implemented. Governors from our school local advisory board monitor subjects in relation to the school improvement plan by conducting their own visits, inviting subject leaders to meetings, speaking to pupils and looking at outcomes in books. Subject leaders attend governors' meetings to update them on changes in their subject.

Parental involvement

We understand the importance of parental involvement and the impact that support from home can have on a child's education. Our LPPA (Leading Parent Partnership Award) recognises our commitment to involving parents in their child's education. Therefore, we strive to maintain good communication with parents, keeping them informed of what the children will be learning and how they can support this at home. A termly year group newsletter, compiled by year teams, informs parents of what the children will be learning during the next term. Parents are invited into school for reading sessions, INSPIRE workshops, concerts, assemblies, Flourishing Futures events, Christmas performances and productions, with the intention of sharing and celebrating the work that has happened in school.

Progression

Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the national curriculum, and that progression is planned into schemes of work. Together, staff have produced and used progression documents for each subject to ensure that the lessons they are planning for each subject are age and level appropriate. Subject leaders monitor the outcomes to ensure that teachers are providing appropriate challenge across the curriculum. As part of our school evaluation cycle, subject leaders request samples of work from each year group (through planning, books or electronic evidence such as video recordings) to ensure that there is a progression in skills taking place as the children progress through the year groups.

Additional Educational Needs and Inclusion

The curriculum in our school is designed to provide access and opportunity for all children. Differentiation and adaptive teaching is a key aspect of the curriculum, and all lessons are suitably challenging for able, gifted and

talented children and suitably supported for children with special educational needs. If we think it is necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

Appendix 1 – teaching of curriculum subjects at CBJS Maths

At CBJS, we are dedicated to teaching high quality Maths that develops and stimulates curiosity and interest for our learners. As part of our Maths curriculum, calculation is taught, revised and practised as our children move through our key stage. We strive to equip children with the necessary skills that will allow them to become mathematically fluent, thus allowing them to reason and solve more complex problems involving number, measurement, geometry and statistics. These skills are transferrable to everyday situations where Maths can be applied to real and unfamiliar situations within and beyond the classroom. The use of concrete resources and visual representations is also an integral part of our teaching and is used to foster a high standard of achievement for all abilities.

English

Writing is taught through exciting stimuli to instill curiosity and interest, including: books (sometimes audio) and film clips. We strive to equip children to develop rich vocabulary, which can help them to bring their writing to life. Basic skills and non-negotiables (class and year group determined) underpin writing in all areas of the curriculum. Teachers use a balance of strategies to teach writing, including: shared, modelled and guided writing and demonstrate the ambitious, high standards expected of all children. Every child is encouraged to let their imagination and personality shine through in their writing.

Reading is a fundamental part of CBJS. Children are exposed to progressive, high-quality texts - across the curriculum - and reading skills are taught explicitly in all year groups. A focus on phonics (for those that need it), as well as, a focus on support for the lowest 20% of readers is prioritised to ensure progress for all. Alongside the skills of decoding and comprehension, book talk encourages each child to: think as a reader; develop reading behaviours, such as, visualisation, questioning and activating prior knowledge, and discuss their preferences, as well as, their likes and dislikes. Reading for pleasure is a cornerstone of our approach, with a well-stocked and well-organised school library, which the children access both within the timetable and in their own time. Through a number of initiatives, children are motivated to read for pleasure and progress. The Bookworm award, decorate a door competition, celebration of World Book Day and assembly themes play a big part in the children's motivation to read.

Science

The planning and delivery of the Science curriculum will challenge and broaden all pupil's thinking around concepts through practical science lessons and individual learning styles. At CBJS, we provide a stimulating Science curriculum that nurtures children's natural curiosity and their on-going intellectual development. Through a hands-on, enquiry-based curriculum, children will experience the joy of having wonderful ideas, exploration and investigation. There are high expectations for all pupils' outcomes, which are at the heart of

teacher assessment, and good practice in Science is consistent across all year groups. Children will develop working scientifically skills that will be built on progressively through their time at our school.

P.S.H.E

P.S.H.E is taught as a subject at CBJS through the Jigsaw scheme of work. Through these lessons, we develop the children's individual self-esteem, leading to self-confidence and mutual respect for other people through a positive working atmosphere. We aim to develop a sense of community where all those involved in the school work in partnership with one another.

Our aim is to encourage children to:

- Think positively about themselves and value each other;
- Work in a well-ordered environment which gives them stability and security;
- Respond enthusiastically in a wide range of learning situations;
- Develop independence and self-discipline;
- Have high expectations of what they can achieve and to reach their potential;
- Develop socially, morally, culturally and spiritually;
- Celebrate differences and our own individual uniqueness;
- Learn about the different changes that will happen to our lives and bodies and how to manage these changes;
- Practise mindfulness and promote positive mental health and well-being.

P.E

The P.E curriculum at CBJS is delivered through the Primary P.E Planning scheme of work. Our P.E lessons aim to ensure that pupils will development fundamental movement skills and apply them across a broad range of physical activities. Pupils will be supported to understand the importance of physical activity for physical and mental wellbeing. Pupils will develop a range of personal, social and cognitive skills as a result of engaging in a wide range of activities, including games, gymnastics, dance, athletics, and outdoor adventurous activities. Children will also learn to swim, beginning at their own level and progressing towards the national curriculum level. Many of the P.E units of work lead towards School Games competitions at both intra- and inter- school level to give children who are keen to progress the opportunity to apply these skills in competitive situations.

Art

Our Art curriculum has been designed to promote creativity within our children. This will be evident through the skills and knowledge the children will have by the time they leave CBJS. Our curriculum has been designed to engage, inspire and challenge our pupils so they can explore, experiment, invent and create their own works of art using a range of materials and skills. We ensure that the children have a well-rounded understanding of art and design, which include some key artist studies. This helps our children to reflect on the work that has already shaped history and contributed to different cultures within our nation.

Design Technology

Our Design Technology curriculum is designed to develop the children's knowledge, understanding and skills needed to design and make a range of high-quality products. Children follow a process of designing, planning,

making and evaluating, in which they explore existing products, practise practical skills and generate their own ideas for design in order to make their own products. Practical activities are at the heart of our Design Technology curriculum as we believe the children learn most from hands on activities. We use a wide range of tools and equipment to provide our children with the skills ready for their adult life. Children also develop their knowledge of important inventors and their inventions, as well as of where food comes from and how it is processed.

Humanities

Our Geography Curriculum is designed to progressively develop children's ability to understand the relationships between places, the human and physical processes that shape them and the people who live in them. We encourage children to extend their knowledge and understanding beyond the local area, to include the United Kingdom, Europe and North America. Our curriculum is concerned with the past, present and future and helps pupils to make sense of the world around them.

Our History Curriculum is designed to develop children's understanding of the relationships between people, places and events over periods of time. We encourage children to find connections between aspects of the past and the impact the past has had on the present in the context of British and world History.

French

Our Primary Languages curriculum is designed to progressively develop the children's literacy, aural and communication skills in language through consistently taught whole class lessons. There is a focus on developing children's oral and aural skills with 2/3 of the lessons being dedicated to the spoken language and the understanding of the spoken language. Written skills are also developed with the knowledge that this will be supported by strong oral and aural skills. This allows them to progressively acquire, use and apply a growing bank of vocabulary through organised topics which in turn helps to equip our children with the relevant skills needed to become confident global citizens. Wider curriculum opportunities are provided within the school, such as a lunchtime French club and a whole school French day, to boost confidence and enthusiasm in language learning and to promote cultural capital.

Computing

Pupils at CBJS are taught a comprehensive Computing programme of study with a focus on providing opportunities for pupils to work collaboratively on new topics. The Computing scheme is an amalgamation of three facets:

- A 'Switched on Computing' scheme that incorporates a range of programming, editing and coding opportunities on a range of media platforms;
- ProjectEVOLVE, which is based on UKCIS framework "Education for a Connected World" (EFACW) that covers knowledge, skills, behaviours and attitudes across eight strands of our online lives;
- Basic skills – which is linked to the other facets to ensure relevancy and progression across the school.

R.E

Our R.E. curriculum at CBJS is taught using the enquiry approach and the Solihull Agreed Syllabus. Children are encouraged to ask questions about the big ideas (concepts) within a variety of religions, other worldwide views

and ultimately their own religious or non-religious beliefs. It is important for pupils to appreciate different beliefs and practices and recognise diversity - particularly in the world they are growing up in.

Music

Music at CBJS is predominantly taught through the KAPOW scheme of work, which is practical, creative and inclusive. The curriculum covers a wide range of genres and styles giving children a breadth of musical experiences. Skills, such as composition and performance techniques, are taught progressively throughout our units enabling children to build effectively on their previous learning. Children are given many opportunities to apply their own creative flare during music lessons within the various styles taught. The Music curriculum at CBJS is further enhanced by our wider opportunities guitar programme for our Year 4 pupils, which is provided by Solihull Music Service.

Appendix 2 – lesson must sees

Our lesson must sees summarise the unique characteristics that we would expect to consistently see in each curriculum subject area.

When teachers are planning and teaching lessons, they ensure that the lesson must sees are consistently being implemented.

A common thread also runs throughout all subject areas is retention and recall of knowledge and skills.
Teachers provide a range of opportunities for the children to actively recall and remember their prior learning.

In all subjects, we expect to see:

Clear lesson objectives set.	Subject specific vocabulary/resources being used.	Prior learning to be referenced as part of the learning journey.
Misconceptions addressed and learning re-shaped appropriately.	Co-operative learning strategies used to promote active learning.	Clear modelling of the relevant skills.
Opportunities for oracy and co-operative learning.	Use of subject specific resources.	Higher order questioning.
Responsive and adaptive teaching.	Independent learning.	Active lessons.

The special characteristics of each subject are as follows:

English	**Reading** • Text/s out to refer to; • Teacher modelling reading/reading skills; • Children reading/demonstrating reading skills. **Writing** • Shared or modelled or guided writing; • Access to support materials (e.g. dictionaries, the working wall etc); • An area of the writing process (refer to writing process documents saved here: R:\Subjects\English\Writing\Writing Process); • In books, the writing process is evident over time. **SPaG** • Explicit focus; • Teaching of specific SPaG skill; • Application of taught skills.
Maths	• Children challenged to think; • Practise (might be guided, group, individual or pair); • Jottings modelled and used by the children; • Progressive steps; • Elements of fluency, reasoning and problem solving; • CPA approach (elements of concrete, pictorial and abstract- may not be seen altogether in every single but lesson but elements will be).
Science	• Questioning scientifically (developing a curious, inquisitive mind); • References made to previous scientific knowledge;

	• Paired/group discussion of scientific phenomenon; • Relating the learning to everyday life and contexts.
History	• Reference made to chronology – the specific time period/place that is being studied; • Explicit references made to specific people and events within the time periods studied; • Primary and secondary sources of information are used and referred to.
Geography	• Reference made to whether human or physical geography is being studied;

	• Discussing/locating/identifying/exploring specific places, geographical concepts or features; • Communicating geographical information in a variety of ways e.g. maps, numerical and quantitative skills and writing.
French	• Accurate pronunciation modelled; • Listening and responding to class teacher - repetition; • Aural and visual word recognition; • Use of support resources such as models, writing frames, word banks, sentence stems and picture/text flashcards; • A mixture of speaking/reading/listening/writing.
Computing	• Rationale/link to real life contexts; • A model available in each lesson; • Children de-bugging.
P.E	• High levels of activity; • Effective lesson structure (warm up, skill development, skill application, cool down); • Relating learning and activities to health expectations.
R.E	• Artefacts, images and other primary or secondary resources should be used or referred to as appropriate; • Lessons should be part of the overall enquiry for the unit (investigating/analysing/reflecting or exploring an aspect); • Children have time to reflect or discuss their own beliefs religious or not; • All beliefs religious or not are shared with respect.
P.S.H.E	• Follow the structure of a Jigsaw lesson: - *Class charter* - *Connect us* - *Calm me* - *Open my mind* - *Show me/Tell me* - *Let me learn* - *Help us reflect*

Design and Technology	• Reference made to the specific part of the design process that is being taught; • Children using the relevant tools and techniques to design and make functional products; • Children reflect on their experiences/development of ideas and use these to inform their next steps.
Art	• Teacher explicitly modelling specific skills; • Children experimenting with media and tools; • Children reflect on their experiences/development of ideas and use these to inform their next steps; • Children express their creativity through their interpretations of tasks.
Music	• Practical activities to reinforce and practise skills; • Perform/listen to/review and evaluate music from across a range of historical periods.

Appendix 3 – Cultural Capital

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Appendix 4 - SMSC

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