

Rationale

Bramley Vale Primary School is sited in what was once a populous mining community. Along with Glapwell and Doe Lea, this area once provided employment, opportunities and facilities for families and a strong sense of community.

There is still a strong sense of community, however there has been a significant down-turn in social mobility and opportunities, as a result of the mine closures and associated unemployment. Physical and mental health issues are now a challenge as well as a lack of local infrastructure and opportunities.

Pupil premium numbers are high, with nearly half the pupils being eligible for Free School Meals. On entry, pupils language and communication skills are often poor.

The CRAVE curriculum was developed to provide children with a broader, more balanced curriculum. We have a topic-based curriculum which as much as is possible is cross-curricular with other subject. Some subjects such as Modern Foreign Languages and Religious Education are taught discretely, as in appropriate.

Aims

- Plan and deliver topics that our pupils are excited to learn about
- Overcome barriers to learning
- Engage children through creative, memorable activities and which generate a life long interest in subjects
- Improve and embed knowledge and skills in all subjects
- Drive standards of attainment and progress
- Assess effectively to ensure barriers are identified and teaching supports children in overcoming these hurdles and make good or better progress
- Develop cross-curricular links (especially with English and computing)



BRAMLEY VALE PRIMARY SCHOOL

Every Child Every Day

CRAVE

The word CRAVE is used to highlight exactly what we want our curriculum to offer our pupils.

Cross-curricular – Each lesson will have a learning objective relating to a curriculum subject. However, within the lesson, other elements of learning may be planned for. For example, when studying a unit of science looking at the circulatory system of humans, we would use computing applications to log the change in heart rate when exercising and then plot this information graphically. This would be cross-curricular across science, computing and maths.

Relevant – Topics should be relevant to the children whilst addressing local, national and global issues. Topics aim to develop questioning minds and also allow children to further explore topics through investigation, immersion days and creative tasks.

Aspirational – Staff have high expectations of all pupils. Within planned lessons, a range of differentiated activities are provided to stretch and challenge all pupils in both their knowledge and skill development.

Varied – We understand that children have preferences over the kind of subject matter that appeals to them. To ensure pupil engagement is high, the topic cycle covers varied themes and includes trips, experiences and visitors to school.

Engaging – To ensure levels of pupil engagement are high, teachers plan creative lessons and activities. We want to deliver lessons that our pupils will remember.

Barriers to learning

Communication skills – Opportunities to develop communication skills are woven into the CRAVE curriculum. Speaking and listening activities are a regular feature within lessons. For example, children may give an argument for or against a topical issue, speak in the role of a person from history, present something they have researched to a group/class, take part in a Q and A (Question and Answer) session after a presentation etc.

Each classroom will display topic related words for each topic, which will help children to develop their depth of vocabulary. These topic words will be accompanied by a visual representation where appropriate and a definition if needed.

Widening experiences

Life experiences are offered within the CRAVE curriculum in three ways:

1. Trips locally, regionally and nationally are planned for.
2. Activities in lessons offer a taste of real-life experience e.g. video clips, tasting and preparing food from different countries, outdoor learning and drama.
3. We welcome visitors to speak with children as a whole school and within groups.

Pupil feedback

At the end of each topic, all pupils complete a topic review sheet. This has two key purposes:

1. Children record their pre and post knowledge of the subject. This informs us how successful the topics have been in terms of knowledge development/progress.
2. Children record their engagement and provide feedback. This allows us to ensure that pupils are engaged by each topic on the cycle. If a topic receives a low average score in terms of pupil engagement, staff will review their planning and identify ways in which to make their lessons more engaging the next time the topic is taught.