At Broomhill Infant School we have many pupils who come to us with little experience of school and little experience of the English spoken language. We have many families that are local as well as families that come to us from all over the world (our world map in the foyer shows just how diverse we are). We have over 20 different languages spoken in school with 47 (40%) of our pupils speaking English as an additional language (EAL). We have high mobility, meaning that pupils join us throughout the year in every year group, every year.

Knowing this, we seek to ensure that all our pupils acquire the basic skills they need in order to succeed. We consider cultural capital and seek to ensure that every pupil is well equipped for Junior school and life beyond.

Our curriculum is a holistic experience and amounts to everything we do in school as well as our enrichment activities. It is based on the key subject knowledge and the essential skills pupils need in order to progress in each subject and each year group. Due to a high rate of mobility and a range of pupil needs, we focus on the core phonetic, reading, English and maths skills

Our curriculum has been developed by the teaching staff, who, have used their expertise as subject leaders to ensure coverage of the curriculums across school. Our curriculum begins with our pupils as the centre, then expands to the locality of Broomhill and then on to the wider world. We take our pupils on trips around the local area and arrange visits from organisations to further stimulate and enrich pupils’ learning.

In FS2, our pupils are given opportunities to explore and experience the world around them which consists carefully planned play-based activities linked to the learning and short, focused staff led sessions. Our staff become immersed in the play-based activities with our pupils and encourage and develop language skills and vocabulary.

In Key Stage 1, subject long-term plans lay out the progression of knowledge and skills for each of the subjects so that Broomhill staff, agency staff and our families are aware of how pupils’ learning links to the knowledge and how it progresses across school from FS2 to Y2 and beyond.

The subject leaders ensure coverage of the learning objectives in the yearly curriculum overview plan.

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Teachers then use these curriculum documents to map out areas of learning for each academic year, ensuring that we develop learning experiences that are appropriate, relevant, engaging for our pupils.

Our curriculum documents set out exactly what skills and knowledge need to be addressed within each subject, in each year group, to ensure complete coverage.

Upon creation of the subject overviews, the subject leaders forge links with other subject areas where it is relevant to do so. This offers the pupils a more holistic curriculum which will better support their learning.

​Our curriculum is reviewed and refined every half term. This is then reflected in the detailed medium-term plans which ensures that any of the staff, or indeed, agency cover, would be able to understand what the pupils need to know and teach the lesson from the plan. Moreover, our curriculum is regularly reviewed to ensure that it meets the needs of our pupils as well as any developments in educational thinking.