



The Broadhempston Readiness Curriculum

"Building strong foundations, developing independence and preparing pupils for lifelong success."

At Broadhempston Village Primary School, we believe that education should do more than prepare pupils for the next lesson, the next unit of work or even the next year group. Its purpose is to prepare children for success in learning, life and future opportunity.

The Broadhempston Readiness Curriculum has been designed around this belief. It is an ambitious, inclusive and evidence-informed curriculum that draws upon research from cognitive science, educational psychology and guidance from the Education Endowment Foundation on effective teaching and inclusion. We recognise that all pupils, including those with SEND, benefit from high-quality teaching, secure foundations in learning and carefully planned support that enables them to participate successfully in a broad and ambitious curriculum.

We recognise that children do not begin school with identical experiences, knowledge or levels of readiness. They arrive with different strengths, interests, aspirations and barriers to learning. While all pupils are entitled to a broad, balanced and ambitious curriculum, we also recognise that readiness for learning develops differently for different children. Consequently, we reject the assumption that all pupils should access learning in exactly the same way or progress through it at exactly the same pace.

Rather than asking "What should pupils of this age be learning?", we first ask, "What does this pupil need to learn next in order to be successful?" This shift in thinking enables us to maintain ambitious expectations whilst responding intelligently to individual starting points. It reflects our belief that effective teaching begins with a secure understanding of pupils' strengths and needs and that learning is most successful when barriers are identified and addressed early.

Our curriculum is built upon the conviction that readiness is multi-dimensional. Success depends not only on what pupils know, but also on how effectively they learn, how confidently they communicate, how resiliently they respond to challenge and how independently they apply their skills. For this reason, the curriculum is organised around four interconnected dimensions of readiness: Academic Readiness, Learning Readiness, Social Readiness and Future Readiness. Together, these dimensions provide the foundations for lifelong success.

Importantly, readiness does not mean lowering expectations. On the contrary, it reflects our belief that ambition is best achieved when pupils are taught from their point of readiness rather than solely from their chronological age. All pupils are entitled to access a broad, balanced and ambitious curriculum that reflects the National Curriculum and prepares them for future success. Where pupils require additional support to secure prerequisite knowledge and skills, leaders adapt teaching and curriculum pathways without reducing entitlement to the wider curriculum.

Consistent with evidence-informed approaches to inclusive teaching, our teachers adapt support rather than ambition. Through explicit instruction, scaffolding, responsive assessment, metacognitive approaches and flexible adaptation, pupils are supported to access increasingly challenging learning whilst maintaining high expectations for achievement and participation.

Our aim is always to enable pupils to access increasingly challenging learning whilst ensuring that essential foundations remain secure. Where pupils require additional time to develop key knowledge, understanding or skills, this is viewed as an investment in long-term success rather

than a lowering of expectations. We believe that pupils make the strongest progress when learning is secure, meaningful and carefully matched to their needs.

Ultimately, our measure of success is not simply whether pupils have completed a programme of study, but whether they leave us with the knowledge, confidence, independence, resilience and aspiration required to flourish in the future. Through strong foundations, high expectations, adaptive teaching and a relentless commitment to readiness, we ensure that every child is known, challenged and inspired to flourish.

The Broadhempston Readiness Framework

At Broadhempston Village Primary School, we believe that successful education is about much more than academic attainment. While strong outcomes in reading, writing and mathematics remain essential, we recognise that pupils also require the confidence, resilience, independence and social skills needed to thrive in an increasingly complex world.

Our curriculum is therefore organised around four interconnected dimensions of readiness. Together, these dimensions ensure that pupils are equipped not only for the next stage of education, but for future learning, future relationships, future employment and future life.

Each strand is intentionally developed through curriculum design, classroom practice, enrichment opportunities and the wider life of the school.

Academic readiness ensures that pupils develop the knowledge, understanding and skills required to access increasingly complex learning successfully. We believe that secure foundations in literacy, numeracy and communication provide the gateway to future achievement across the curriculum and beyond.

Central to academic readiness is the development of confident readers, capable writers and fluent mathematicians. Reading is prioritised because it unlocks access to all areas of learning and enables pupils to learn increasingly independently.

Academic readiness is not simply about curriculum coverage. It is about ensuring that pupils genuinely understand and retain the knowledge and skills they need before moving forward. We recognise that some pupils require additional time and targeted support to secure essential concepts. Where this is the case, teaching focuses on strengthening foundations so that future learning can be accessed successfully and confidently.

Learning and Emotional Readiness focuses on the habits, behaviours and dispositions that enable pupils to become successful learners.

We believe that academic knowledge alone is insufficient if pupils lack the confidence, resilience and self-regulation needed to apply it. Consequently, pupils are taught explicitly how to approach challenge, persist when learning becomes difficult and take increasing responsibility for their own progress.

Learning readiness includes the development of metacognition and self-regulation. Pupils are encouraged to think about their learning, understand their strengths and identify strategies that help them improve. They learn how to plan, monitor and evaluate their work and increasingly develop independence in managing tasks and overcoming difficulties.

Teachers play an important role in modelling effective learning behaviours. Through responsive feedback, reflection and carefully structured opportunities for independent thinking, pupils learn that mistakes are an important part of learning and that success often comes through effort, perseverance and resilience.

Social Readiness enables pupils to build positive relationships, communicate effectively and contribute meaningfully to their community and wider society.

We recognise that pupils' future success depends not only on what they know but also on their ability to work with others, demonstrate empathy, communicate clearly and navigate social situations successfully. Consequently, opportunities to develop these skills are embedded throughout school life.

Pupils are encouraged to take responsibility through a wide range of leadership opportunities, including School Council, Eco Council, Ambassadors and Play Leaders. These roles help pupils develop confidence, accountability and a sense of service to others. Through collaborative learning and community engagement, pupils learn the importance of listening, teamwork and respect.

The curriculum also develops pupils' understanding of diversity, equality and citizenship. Through assemblies, PSHE, Picture News and wider curriculum experiences, pupils learn about British Values, protected characteristics and their role within modern Britain. They are encouraged to think critically about local, national and global issues and to develop the confidence to express their views respectfully.

Future readiness prepares pupils to engage confidently with the opportunities, responsibilities and challenges that lie beyond primary school.

We recognise that children will enter a future that is rapidly changing. Consequently, we believe it is essential that pupils develop adaptability, confidence, aspiration and the ability to apply their learning in unfamiliar situations.

Future readiness is developed through the rich experiences that form part of the broader Broadhempston curriculum. Forest School, educational visits, residential experiences, sporting opportunities, performances, community projects and outdoor learning provide pupils with opportunities to apply learning in real-world contexts, develop problem-solving skills and build confidence beyond the classroom.

These experiences contribute significantly to pupils' cultural capital and expand their understanding of the wider world. They encourage pupils to develop curiosity, explore new possibilities and think ambitiously about their futures.

As a school whose pupils move on to a wide variety of secondary destinations, we place great importance on ensuring children are adaptable and prepared for change. Pupils are encouraged to embrace new challenges, develop aspirations and understand that effort, resilience and a willingness to learn are key factors in future success.

English and Mathematics: Securing Strong Foundations

At Broadhempston Village Primary School, English and mathematics occupy a unique position within the curriculum because they provide the foundations for success across all other areas of learning. Secure literacy and numeracy skills enable pupils to access the wider curriculum, engage with increasingly complex concepts and develop the independence required for future learning.

We recognise that progress within English and mathematics is highly sequential. New learning depends upon secure understanding of previously taught knowledge and skills. Difficulties in reading, writing or mathematical understanding can quickly become barriers to future success if gaps are not identified and addressed effectively. For this reason, we believe that pupils benefit

from teaching which is closely matched to their current stage of understanding and readiness for learning.

English and mathematics are organised through flexible attainment-based groupings. This enables teachers to identify misconceptions quickly, provide targeted instruction and ensure that teaching is closely matched to pupils' current understanding. Groupings are used to respond to pupils' current learning needs rather than to define long-term attainment or potential.

For some pupils, this may involve additional teaching to secure essential foundations before moving forward. For others, it may provide opportunities for increased depth, complexity and challenge. In all cases, teachers maintain ambitious expectations and ensure that pupils continue to develop the knowledge, skills and understanding required for future success.

Flexible grouping supports teachers in providing explicit instruction, responsive feedback and appropriate levels of challenge whilst addressing barriers to learning effectively. It allows learning to be adapted in response to assessment information so that pupils receive the support or challenge they need at a particular point in time. The purpose of grouping is to improve access to learning, strengthen understanding and accelerate progress rather than to create fixed pathways or limit opportunity.

Importantly, attainment groups are not fixed. Leaders and teachers review progress regularly and use assessment information to ensure that pupils move between groups when appropriate. Decisions are based on pupils' developing knowledge, understanding and readiness for learning rather than assumptions about ability. This ensures that grouping remains flexible, responsive and focused on enabling all pupils to achieve ambitious outcomes.

We believe that pupils make the strongest progress when teaching is carefully matched to their current understanding whilst maintaining high expectations for achievement and participation. Through a combination of secure foundations, adaptive teaching and regular review, we aim to ensure that every pupil develops the literacy and numeracy knowledge needed to flourish across the wider curriculum and beyond.

Securing Foundations Before Progression

A key principle underpinning our curriculum is that new learning is most successful when pupils have secure foundations on which to build. Research from cognitive science and evidence-informed teaching approaches emphasises the importance of connecting new learning to existing knowledge and addressing misconceptions before they become barriers to future learning.

Whilst the vast majority of pupils access learning broadly aligned with their chronological age, leaders recognise that some pupils, including some pupils with SEND and those who have experienced gaps in learning, may require additional teaching, practice or intervention to secure prerequisite knowledge and skills.

Where assessment identifies that a pupil has not yet secured the knowledge, skills or understanding necessary to access new learning successfully, teaching is adapted to address these gaps. This does not mean lowering expectations or removing pupils from an ambitious curriculum. Rather, it means providing the support, scaffolding, explicit instruction and targeted teaching required to help pupils access learning successfully and make sustained progress.

For example, a Year 6 pupil who has not yet secured essential number concepts may receive focused teaching to strengthen these foundations alongside access to the wider mathematics curriculum. Similarly, a pupil with significant gaps in reading fluency may receive targeted

instruction to develop decoding and fluency while continuing to engage with rich texts, vocabulary and curriculum learning appropriate to their age.

We recognise that simply exposing pupils to content for which they are not yet sufficiently prepared is unlikely to secure lasting learning. Equally, we recognise the importance of ensuring pupils remain connected to the wider curriculum and to the learning experiences of their peers. Our approach therefore combines ambitious curriculum entitlement with carefully targeted support, enabling pupils to develop secure knowledge, experience success and make stronger long-term progress.

For some pupils, additional teaching may revisit earlier curriculum content in order to secure essential foundations. Such decisions are informed by ongoing assessment and are regularly reviewed. The purpose is not to limit opportunity, but to remove barriers to learning and increase pupils' independence, confidence and future success.

This approach reflects evidence from Education Endowment Foundation guidance, cognitive science and curriculum research, all of which highlight the importance of high-quality teaching, adaptive practice, securing prerequisite knowledge and maintaining ambitious expectations for all learners.

What We Mean by Ambition

At Broadhempston Village Primary School, ambition is defined not by how quickly pupils move through curriculum content but by the knowledge, skills and understanding they ultimately develop and the destinations they are enabled to access.

We recognise that pupils begin from different starting points and experience learning in different ways. Consequently, we do not believe that exposing all pupils to identical content at identical times necessarily represents the most ambitious approach. In some cases, particularly where pupils have significant gaps in foundational learning, moving rapidly through age-related content without securing prerequisite knowledge may create further barriers to success.

For these pupils, ambition means ensuring that essential foundations are secured so that future learning can be accessed successfully. A pupil who develops secure reading fluency, confidence and independence is more likely to succeed in secondary education than a pupil who has been exposed to age-related content without having understood or retained it.

Where pupils require learning from an earlier point within the curriculum sequence, this is not evidence of reduced expectations. Rather, it is a deliberate curriculum decision designed to address barriers to learning and accelerate long-term progress. Leaders maintain high aspirations for all pupils and regularly review curriculum pathways to ensure that pupils continue to move forward successfully.

We therefore define ambition through three key principles:

High Expectations: Every pupil is expected to achieve their personal best and make strong progress from their starting point. Teachers maintain consistently high expectations for participation, effort, behaviour and achievement.

Secure Foundations: We recognise that future success depends upon secure foundational knowledge. Where gaps exist, curriculum decisions prioritise addressing these gaps so that pupils can access increasingly complex learning successfully.

Readiness for Future Success: Ultimately, ambition is measured by whether pupils leave Broadhempston prepared to thrive at the next stage of education and life. This includes academic

outcomes, but also independence, resilience, confidence, communication skills and the ability to apply learning successfully in unfamiliar situations.

Foundation Subjects: Mixed-Attainment Teaching and Adaptive Practice

In foundation subjects, pupils are taught through mixed-attainment classes because we believe this approach provides the most effective balance of inclusion, ambition and curriculum entitlement. Whilst pupils may have differing levels of prior knowledge, experience and confidence, all pupils are entitled to engage with the same broad and ambitious curriculum and to participate in rich learning experiences alongside their peers.

Learning together enables pupils to encounter a wide range of perspectives, ideas and viewpoints. Through discussion, debate, enquiry and collaborative learning, pupils develop subject knowledge whilst also strengthening communication, reasoning and social skills. Mixed-attainment teaching supports our commitment to inclusion by ensuring that all pupils remain connected to the wider curriculum and benefit from shared learning experiences that promote a sense of belonging and participation.

Importantly, mixed-attainment teaching does not mean that all pupils complete identical tasks or require the same level of support. Teachers use adaptive teaching to ensure that learning is accessible, challenging and meaningful for all learners. Whilst the intended learning remains ambitious, teachers respond flexibly to pupils' starting points through careful scaffolding, targeted questioning, explicit vocabulary instruction, modelling and responsive feedback. This enables all pupils to engage successfully with the key concepts, knowledge and skills identified within the curriculum.

Our approach reflects the belief that pupils learn most successfully when they are supported to access ambitious content rather than being restricted by prior attainment. Teachers therefore focus on removing barriers to learning whilst maintaining high expectations. Where pupils require additional support, this is provided through appropriate scaffolding and adaptation. Where pupils are ready for deeper thinking, greater independence or increased challenge, teachers extend learning through higher-order questioning, greater complexity and opportunities for application and enquiry.

The mixed-attainment model is particularly important within our small-school context. It allows pupils of different ages, abilities and backgrounds to learn alongside one another, supporting the development of positive relationships, peer support and mutual respect. Older pupils have opportunities to model learning behaviours and leadership, while younger pupils benefit from exposure to ambitious language, sophisticated thinking and positive role models.

Inclusion and SEND

Inclusion is a defining characteristic of the Broadhempston Readiness Curriculum. We believe that every child deserves access to an ambitious education and that pupils should never be disadvantaged by barriers to learning, special educational needs, prior attainment or personal circumstances. Inclusion is therefore not viewed as a separate aspect of school life but as a fundamental principle that underpins curriculum design, teaching, assessment and personal development.

We recognise that pupils arrive at school with different experiences, strengths, needs and starting points. As a result, readiness for learning develops differently for different children. Whilst some pupils are able to access learning broadly in line with age-related expectations, others require additional support, targeted intervention or carefully adapted teaching to secure essential

knowledge and skills. Our response to these differences is not to reduce ambition, but to ensure that pupils receive the teaching and support they need in order to succeed.

Central to our approach is the belief that all pupils should access a broad, balanced and ambitious curriculum. High-quality teaching is therefore the first response to additional need. Teachers adapt teaching, not aspirations. Through careful assessment, responsive planning and adaptive teaching, barriers to learning are identified and addressed so that pupils can participate successfully in the full life of the school. Support is designed to improve access, increase independence and strengthen long-term outcomes rather than create dependency. This reflects our commitment to ensuring that all pupils, including those with SEND, benefit from high-quality teaching and remain connected to the wider curriculum and their peers.

Teachers develop a secure understanding of individual pupils through ongoing assessment, collaboration with families and, where appropriate, specialist advice. Using an assess, plan, do, review approach, provision is regularly evaluated and refined to ensure that support remains responsive to pupils' needs and promotes sustained progress over time.

The curriculum recognises that learning does not always follow a linear pathway. Some pupils, particularly those with SEND or significant gaps in learning, may require additional teaching and opportunities to revisit and secure foundational knowledge. Where this occurs, teaching is carefully adapted to meet individual needs whilst maintaining access to an ambitious curriculum and clear aspirations for future progress. Leaders believe that securing strong foundations is often the most ambitious and effective route to long-term success.

Teachers draw upon a range of evidence-informed approaches, including explicit instruction, scaffolding, metacognitive strategies, flexible grouping and, where appropriate, assistive technology, to remove barriers to learning and support successful participation. Support is carefully matched to pupils' needs and is designed to increase independence, confidence and self-regulation over time.

We also recognise that success cannot always be measured solely through attainment against age-related expectations. For some pupils, the most significant progress may be seen in increasing independence, improved communication, stronger self-regulation, greater engagement, enhanced confidence or an increased ability to apply learning successfully. These outcomes are valued because they contribute directly to readiness for future learning and successful transition into secondary education and adult life.

Measuring Progress and Success

Because many pupils begin from different starting points, attainment alone does not provide a complete picture of success. Leaders therefore evaluate a broader range of indicators when assessing curriculum impact.

Academic progress remains important and includes outcomes in reading, writing and mathematics, alongside evidence of knowledge retention and curriculum progression.

However, leaders also place significant value on improvements in independence, confidence, communication, resilience and participation. Collectively, these indicators provide a more accurate understanding of whether pupils are becoming increasingly ready for future success.

This broader understanding of success reflects our commitment to preparing pupils for life, not simply assessments.

Conclusion

The Broadhempston Readiness Curriculum reflects our belief that education should prepare children not simply for the next lesson, year group or assessment, but for the opportunities, responsibilities and challenges that lie ahead.

We recognise that pupils arrive with different experiences, strengths, interests and levels of readiness. Consequently, our commitment is not to move all pupils through learning in identical ways or at identical rates. Instead, our commitment is to ensure that every child receives the support, challenge and opportunities needed to achieve success from their individual starting point whilst maintaining ambitious expectations for all.

Through secure foundations in literacy and numeracy, high-quality adaptive teaching, rich curriculum experiences and a strong focus on personal development, pupils develop the knowledge, skills, behaviours and dispositions required for future success. They learn to think critically, communicate confidently, persevere through challenge, work collaboratively and take increasing responsibility for their own learning. They become not only successful pupils, but successful learners.

Where pupils require additional support to secure essential knowledge and skills, we view this not as a reduction in ambition, but as an investment in long-term success. We believe that pupils are best prepared for the future when learning is secure, meaningful and builds progressively upon strong foundations. By ensuring pupils are taught from their point of readiness, we create the conditions in which confidence grows, progress accelerates and aspirations flourish.

Our curriculum is ultimately judged by the extent to which pupils leave Broadhempston ready for what comes next. We want them to leave us as confident readers, capable mathematicians, thoughtful citizens, resilient individuals and independent learners. We want them to possess not only the academic knowledge required for future education, but also the character, confidence and adaptability needed to thrive in an ever-changing world.

Success at Broadhempston is therefore measured not simply by what pupils achieve, but by what they become. We want every child to leave Broadhempston with the foundations, confidence and opportunities to flourish in learning, flourish in life and flourish in the future.

Questions and Answers

Why have you organised your curriculum in this way?

Our curriculum is organised around readiness for future success. We recognise that successful transition requires much more than age-related attainment. Pupils need academic knowledge, confidence, resilience, independence, strong learning behaviours and the ability to apply their learning effectively in new situations. Drawing on evidence about effective teaching, inclusion and personal development, our curriculum is designed to develop all these areas so that pupils are fully prepared for the next stage of education and life.

What makes your curriculum ambitious?

Ambition is about ensuring every pupil accesses a broad, rich and challenging curriculum whilst receiving the support needed to succeed. We maintain high expectations for all pupils and believe ambition is demonstrated not by how quickly pupils move through curriculum content, but by the security of their learning, the progress they make from their starting points and their readiness for

future success. All pupils are entitled to participate in an ambitious curriculum regardless of need, background or prior attainment.

How does the curriculum support pupils with SEND and how do you ensure expectations remain high?

Through high-quality teaching, adaptive practice, early identification, targeted support and ambitious expectations. Pupils with SEND access the same broad and ambitious curriculum as their peers. We adapt teaching, support and scaffolding rather than lowering expectations. All pupils are challenged appropriately, supported to overcome barriers to learning and encouraged to achieve their full potential.

Some pupils are working on learning below their chronological age. How do you justify this and how do you know pupils are not being held back?

We recognise that pupils are most successful when prerequisite knowledge and skills are secure. Where assessment identifies significant gaps in foundational learning, we provide targeted teaching and intervention to address those gaps whilst maintaining access to a broad and ambitious curriculum.

This is not about lowering expectations or limiting opportunity. It is about identifying barriers to learning and ensuring pupils have the foundations needed to engage successfully with increasingly complex content. For example, a pupil may receive additional teaching to strengthen reading fluency or number knowledge while continuing to participate in age-appropriate curriculum experiences alongside their peers.

Our aim is always to move pupils forward. Progress is reviewed regularly, support is adjusted according to need and groupings remain flexible. The focus is on removing barriers, increasing independence and securing the foundations for long-term success.

How does discovery-based learning fit within the Broadhempston Readiness Curriculum, particularly in EYFS and KS1?

At Broadhempston, we believe that readiness develops through a balance of explicit teaching, discovery and first-hand experience. In EYFS and KS1, children are taught key knowledge and skills directly, whilst also having opportunities to explore, investigate, question and apply their learning through play, enquiry, continuous provision, outdoor learning and Forest School.

Discovery-based learning supports the development of curiosity, independence, problem-solving and communication skills. It enables children to make meaningful connections between new learning and their own experiences, strengthening both understanding and retention.

Explicit teaching provides essential knowledge and skills, while discovery and enquiry give children opportunities to apply, deepen and extend their understanding in meaningful contexts. Teachers carefully structure these experiences so that exploration builds upon secure knowledge and understanding rather than replacing direct instruction.

This approach contributes directly to the Broadhempston Readiness Curriculum by developing academic, learning, social and future readiness from the earliest stages of education.



PRIMARY SCHOOL

THE BROADHEMPSTON READINESS CURRICULUM

Building Strong Foundations • Developing Independence •
Preparing Pupils for Lifelong Success



OUR VISION

At Broadhempston, we believe education should prepare children not only for the next lesson or year group, but for a successful future.

We focus on what children are ready to learn next, ensuring every child is supported, challenged and inspired to flourish.

FOUR DIMENSIONS OF READINESS



ACADEMIC READINESS

Building strong
foundations

- ✓ Confident readers
- ✓ Effective writers
- ✓ Fluent mathematicians
- ✓ Secure knowledge across the curriculum

"Strong foundations enable future success."



LEARNING & EMOTIONAL READINESS

Developing successful
learners

- ✓ Confidence
- ✓ Resilience
- ✓ Independence
- ✓ Self-regulation
- ✓ Growth mindset

"Children learn how to tackle challenge and persevere."



SOCIAL READINESS

Belonging and
contributing

- ✓ Positive relationships
- ✓ Communication skills
- ✓ Leadership opportunities
- ✓ Respect and empathy
- ✓ Responsible citizenship

"Children learn to work with others and contribute to their community."



FUTURE READINESS

Preparing for what
comes next

- ✓ Forest School
- ✓ Educational visits
- ✓ Sporting opportunities
- ✓ Community projects
- ✓ Cultural experiences

"Children develop confidence, adaptability and aspiration."



HIGH EXPECTATIONS FOR ALL

Readiness does **not** mean lowering expectations. It means ensuring children have the knowledge, skills and confidence needed to be successful before moving on to increasingly challenging learning.



EVERY CHILD INCLUDED

We adapt teaching to meet children's needs while maintaining ambitious goals for every learner.

We adapt support, not ambition.

WHAT SUCCESS LOOKS LIKE

When children leave Broadhempston, we want them to be:



Confident
Readers



Capable
Mathematicians



Independent
Learners



Resilient
Individuals



Thoughtful
Citizens



Ready for
the Future

OUR READINESS PROMISE

- ♥ Every child known.
- ♥ Every child supported.
- ♥ Every child challenged.
- ♥ Every child ready to flourish.



Broadhempston Village Primary School

"Preparing children not simply for the next stage of education, but for life beyond it."

