

Our Curriculum

Intent:

To create a curriculum that engages and inspires all children and reflects the varied needs, backgrounds, experiences and heritage of our diverse school community. To expose children to experiences that they may not ordinarily encounter – working towards them having the skills, knowledge and attitudes to succeed in today's society. It is flexible:

We have taken into account the areas of strength of our teachers and allowed for different learning and teaching styles.

And rigorous:

Fulfilling and exceeding coverage of the knowledge and skills outlined in the National Curriculum. Mapping non-negotiables to aid consistency and progression.

We want our children to appreciate and understand the role they play in society and the wider world. For this reason, we have curriculum strands that run through all aspects of their learning:

being a force for positive change;

equality of opportunity;

enquiry based learning;

sustainability.

Implementation:

Our curriculum is underpinned by Being a Force For Positive Change (which encompassed the British Values) - that are consistent with our school's virtues and a strong commitment to developing a life-long love of learning amongst all learners – both adult and children.

- **Skills and knowledge planned out a term in advance**
 - *Taken from the National Curriculum*
 - *Subject leaders are developed so they can champion their area*
 - *Pacing sheets are completed to ensure a balance of activities and coverage*
 - *To map out how our aspects/areas of learning will be implemented*

Planning includes opportunities for learners to regularly revisit and consolidate knowledge and skills in order to apply and deepen their understanding. In this way learning is retained, reinforced and truly embedded, so that it can be applied in different contexts and prepare learners for the next stage of their learning journey.

- **Topics**
 - *Topics are taught in blocks to establish and sustain interest in new areas*
 - *Cross curricular opportunities are exploited*
 - *Core texts are used that link to the current theme*

We attach high importance to teaching reading through quality phonics teaching, carefully planned guided reading sessions and opportunities to read a wide range of books. Enabling all learners to access other learning and engendering a real pleasure in reading and writing. The curriculum also reflects the importance of fluency in Mathematics - the concrete, pictorial and abstract - and understanding and applying this to how Mathematics is used in so many aspects of our everyday lives.

- **Monitoring and assessment**

- *Subject leaders are being trained to take responsibility for effective monitoring of their subject*
- *Coverage, quality and progress are monitored through observations, plans and book looks*
- *Subjects assessed at end of topic - assessment linked to skills*
- *Assessment and marking to ensure teachers can pick up pupils not meeting expectations and put in appropriate provision to ensure progress in future*
- *Children's engagement monitored through pupil voice opportunities*
- *Tracking progress half termly to ensure that children are not falling behind and we set new aspirational targets.*

Impact:

- Children feel good about themselves and are confident and well-rounded members of society.
- Children are intellectually, emotionally and physically developed.
- Children have a love of learning.
- A clear coherent curriculum which enables all children to make good or better progress
- Children have a good level of literacy, numeracy and life skills
- Promote transferable skills
- Assessment data reflects challenge, progress and attainment of all children
- Pupils have some ownership over learning, which encourages engagement
- Children are provided with the knowledge and skills they need to achieve well in the next stage of their lives.
- Children are able to scrutinise, critique and challenge information
- Children work independently and collaboratively
- British values and school virtues are recognised for the importance they play in their lives in society and the wider world.