

Our School Vision– The Curriculum

We support the whole child, ensuring learning is relevant, meaningful and has real purpose interwoven with opportunities that help children to reflect upon and develop their character in an ever changing world. We encourage a curiosity about the world and strive to ensure that our children will contribute positively to it, both now and in the future. We work collaboratively with our school community and benefit from the collective efficacy of being part of the wider Trust of schools to ensure teaching, learning and our curriculum is ever evolving. Our curriculum evolves in response to local, national and global events and of course is designed to enable us to create a happy, safe and stimulating school where children are motivated to learn together. This year we continue to be responsive to and mindful of the global pandemic and the emotional and academic effects that continue to impact and surface within our school community. By maintaining high expectations of ourselves and each other and by developing our practice grounded in educational research our children will be equipped to encounter opportunities and challenges with passion and with an inherent sense that they are making a real difference to their own lives and the lives of others and develop both resilience and determination for learning. We encourage a curiosity about the world and strive to ensure that our children will contribute positively to it, both now and in the future.

Educational achievement is only part of our vision for our children. We provide many opportunities for children to experience rich cultural diversity, to embrace a love of the environment and to develop a wide vocabulary and develop their speaking and listening skills. Some of the ways we do this are through musical shows, theatre trips and learning set within our school wood, pond area and extensive school grounds. Our school is characterised by our varied, creative and challenging curriculum- based on real, enquiry-based learning. We are passionate about empowering our children to strive for success while valuing mistakes to ensure that their physical and mental health is nurtured to equip them with the skills and confidence to succeed, where barriers are overcome and difference is celebrated. Our whole school curriculum is underpinned by these 5 key principles:

Our Vision... To Be The Best We Can Be by...

- Encouraging Children to **make a difference** to their own lives and the lives of others, close by and in the wider world
- Supporting personal achievement through an **inspiring curriculum** that enables success for all and high expectations, driven by purposeful, relevant, practical lessons that children can fully invest in
- Maximising the potential of each individual's **character**, supporting growth through real-world examples both within and beyond the school to ensure children can succeed and flourish in a changing world
- Prioritising **physical and mental health**, creating a culture of nurture and happiness where children have the capacity to thrive emotionally, socially and academically
- Embracing the power of collaboration, working together and building **positive relationships** where children have a voice but listen, care and value each other as individuals

Overall Curriculum Intent

Our curriculum is about achievement, where children retain and build upon prior learning and are excited to learn. We believe children fully invest when they understand the purpose of their learning and understand the difference they make. The child and the world around them both personally and globally are at the heart of the curriculum. Our curriculum is built upon strong pedagogical principles based upon the latest educational research into how children learn and every child is encouraged to meet and achieve their potential. Subjects are taught through inspiring journeys, the starting points for these journeys may be quality texts, characters, personalities, historical events or inventions. There are a balance of Arts and STEM based learning journeys across school which. Journeys within the overall journey also reflect the diversity of our school community where we celebrate our different cultural and spiritual beliefs. We value all subjects equally and journeys are either linked or stand alone dependent upon the intent for the subject. They are sequenced and intertwine to create a progressive skills and knowledge based curriculum where learning is pitched, delivered to ensure knowledge is retained and is carefully built upon as children move through school from children's starting points in EYFS to when the end of their primary school journey in year 6– equipped and empowered for the next stage in their education.

Curriculum Implementation

The curriculum is based on good quality resources. English is taught through quality whole class texts which are selected to take account of global events and the rich global community as well as matched closely to children's developmental age. Maths is based upon the Whiterose curriculum which our teachers adapt to suit learners in their class, the approach here is mastery and lessons are supported by concrete, pictorial and abstract resources. Plans are written to ensure children develop proficiency in mathematical fluency, reasoning and problem solving. For Science we follow the switched on science scheme of learning, again these lessons are adapted to suit the journey, the learner and pitched and planned with care to ensure knowledge and skills are built upon and retained.

The rest of the curriculum have an intent statement specific to that subject and are often based around the overall journey where this flows and is relevant. However, links are not forced and so depending upon the knowledge and skills to be taught some subjects stand alone. Subject leaders monitor their own subject with care.

Please see individual Medium Term Plans or Knowledge Organisers

Each subject area has a subject intent, whole school policy, and an annual action plan which outlines development opportunities and clearly links with the school development plan. Across school PiXL testing has been introduced and this system helps teachers to identify gaps in learning and respond quickly to 'plug them'.

Teaching and Learning is *bespoke* and made *relevant* to the individual class / cohort or child as they progress through our school. We also plan opportunities to help children see how their learning in the current year is *interdependent* on knowledge and skills learnt in previous years. We want our children to develop conceptual fluency by being able to make links from one subject to the next, to become deep thinkers who can explain their own thinking process, build upon misconceptions and learn through a trial and error approach where learning and knowledge is retained. Teachers are skillful in modelling explicitly and responding to feedback effectively.

The impact of the curriculum is carefully monitored in a variety of ways: pupil outcomes, pupil and parent voice, test/data outcomes, planning, monitoring of books,, discussions with teaching staff, and through our open culture where leaders at all levels observe and learn from each other. The desired outcomes of our curriculum is to ensure that our children have a passion for learning and are skilled academically and emotionally , ready to embark on their secondary school education, that they will have had the richest of primary school experiences and will be equipped with the foundations and skills to achieve success in later education. Children will have an understanding of what they are good at and have developed skills to face their challenges.

Each child is unique and therefore learning will develop based on how far they are as individuals on the journey of developing their **procedural knowledge** into **conceptual knowledge** and will vary dependent upon their age, maturity and any Special Educational Needs they may have. Individual and cohort specific support and challenge will vary the route each child needs to take and the scaffolding and support they receive.

We are mindful that the last two years which included two periods of remote learning will have impacted children. As a response to this we carefully baselined all children, adapted long and medium term plans and used Pixl gap analysis to identify gaps and adapt our plans to respond to this. Impact in both English and Maths is monitored termly—using Pixl QLA, teacher assessment and rapid intervention and response is discussed with the Headteacher at termly pupil progress meetings

Subject leaders are developing systems to monitor their subjects to ensure that they are well-sequenced , allow children to experience in exciting ways the key knowledge and skills required for their year group. Subject leads also use ' pupil voice' to ensure children are retaining knowledge across the curriculum . Class teachers will update yearly records to Arbor in all subject areas to use to help monitor progress and the impact of our curriculum.