



Intent

Our curriculum is designed to:

- recognise a child's prior learning, abilities and experiences
- provide stimulating and relevant first-hand experiences
- enable children to apply skills and knowledge in meaningful contexts
- develop interpersonal skills
- build resilience, collaboration and perseverance
- support resourceful and reflective learners

Each child is unique and we value and celebrate differences within school and the wider community. We pride ourselves in knowing and catering for a child's individual needs from the academic to wellbeing needs.

Our enhancement opportunities both within school activities and in the curriculum are to ensure the children can become curious and enquiring learners, develop new interests, support a caring and respectful attitude towards others and become responsible for their own learning and attitudes. We also aim to raise aspirations and widen children's ideas of what is on offer to them beyond the locality they live in for work, leisure and living. Interest and talents are valued and nurtured through strong family partnerships.

This is underpinned by high quality, rigorous teaching of basic skills and knowledge, concepts and values. Our curriculum has a high focus on Reading and language develop from children in the Early Years to those children preparing for KS3. We aspire for children to leave our Primary School as confident, respectful and tolerant individuals who know themselves well, have the courage to try new challenges and are inspired to aim high on their life path.

Implementation:

In developing our curriculum, we have the following drivers at its heart:

- positive wellbeing and good mental health of our whole school
- meaningful and engaging learning experiences for our children through learning that promotes and sustains children's interests and fosters a natural curiosity



- Stimulating learning through quality visits outside of school taking full advantage of what is in our locality and outdoor learning beyond the classroom making best use of the different learning spaces on site and interesting visitors that can offer expertise and allow children to learn from other adults in the community and beyond.
- Opportunities to transfer learnt skills where children are expected to use and apply what they have learnt in one subject across the curriculum to ensure this is a mastered skill and embedded knowledge moving forward
- Phonics and reading are a high priority across school, the skills are taught in systematic daily sessions with opportunities to apply across subject areas and real-life situations. Class Novels are used in each year group to compliment the topics and genres covered each half term and help foster a love of reading in each child
- Teaching supports 'Knowing more and remembering more'. Throughout all lessons, language development and correct use of vocabulary is clearly planned for and referred to
- Gaps in learning are identified early and quality interventions put in place to mitigate against individuals falling behind
- Outstanding pastoral support to ensure the whole child is developed
- Parental and family engagement is nurtured, valued and encouraged with a wide range of formal and informal opportunities to participate in curriculum and social activities
- Strong leadership from the Senior Leadership Team and Governors that promotes, challenges and supports the continual development of the teaching and learning experiences for all children
- Learning Power skills are proudly discussed with a strong emphasis put on children becoming independent, reflective, resourceful and resilient learners who are able to relate and work well with each other
- Responsible children who have a strong voice to support improvements and the strategic direction of the school. They are given many areas of school life to manage and support in being aware of the environment, supporting younger readers to Buddy, middle bud and mini bud duty to anti-bullying. We aim to promote opportunities to develop good citizens who take a pride in their school and wider community.
- Home Learning Logs are used to offer ideas to families of how to support children use and apply skills they are learnt, promote family learning activities, value learning that happens outside the school day as well as practising what has been learnt in subjects, key knowledge and skills in spelling, reading, writing and mental maths and problem-solving skills.
- Specific school on line learning platforms such as, MyOn, Accelerated Reader, Maths Rockstar's are used at home and school



- Marking and feedback throughout the curriculum is designed to teach children how to improve, correct and move their learning on by becoming more reflective and take ownership of their own learning.
- Sport and physical development are skilfully planned for within lessons as well as further physical activities throughout the day.
- Festivals and team games are organised to give the widest coverage and opportunities for all children across school.
- Afterschool clubs compliment the curriculum and allow children to nurture interests and realise talents beyond the academic. These cover a wide range of areas that include sports, music, art, cooking, drama and science.
- Individual learning support (SEND) plans are matched to the needs of individual children and regularly reviewed and shared with children and home
- Heartmath (breathing technique) is used at intervals throughout the school day to help children regulate their emotions in readiness for learning. This equips children with the stamina to keep going and improve in concentration and productivity as they move up through school

Impact:

Knowing more and remembering more.

This is what is continued to be remembered as a child moves school. Coverage of the curriculum as shown above is not the same as what the children have actually learnt and can apply across the curriculum and from one year to the next. Children will get more skilled and knowledgeable as they move through school.

We expect our curriculum to show impact in:

Standards – children make ‘expected’ or ‘greater’ progress from their starting points and in line with National expectations

Wellbeing – children stay safe, feel happy and respected and demonstrate a love of learning. Children have high expectations of themselves in behaviour and in their work.



Personal Development – children are able to demonstrate a positive learning mindset and gain skills that will support resilience as they go through life. They know themselves as a learner, can talk about their strengths and seek out support from a wide range of sources when needed.

Pupils will leave us, prepared for the next stage in their lives. They will be confident, articulate, independent, resilient, and able to work towards a positive future and a happy life. They have aspirations for future careers and know they can aim high.