

### **Curriculum Intent**

Our curriculum is ambitious, broad and well-balanced. We follow the National Curriculum. We plan the curriculum carefully, with a clear learning sequence, to ensure new knowledge and skills are built upon.

Our mastery approach provides opportunities for children to apply their skills across the curriculum and ensures pupils have the cultural capital required to be successful citizens.

We use KWL grids (What we know, What we want to know and What we have found out) to ensure progression in learning and our mastery approach enables children to apply knowledge and skills they have learnt to new situations.

We ensure that all children have access to a broad and balanced curriculum, identifying quality first teaching as the biggest key to success. The Pupil Premium Grant (PPG) is allocated wisely to enable us to ensure pupils entitled to PPG funding make progress in line with their peers.

Our curriculum is carefully differentiated and provides excellent skills-based challenge therefore addressing the needs of our children with SEND as well as those who are more able.

We ensure British Values are explicitly taught.

### **Curriculum Implementation**

High quality CPD is used to ensure leaders have strong subject knowledge and are able to evaluate the impact of the curriculum in their subject area. Wherever possible, subject specialists lead curriculum areas. Subject Leaders have focused monitoring sessions six times a year, supported by the Deputy Headteacher.

Medium Term Plans are devised carefully to ensure there is a clear sequence of learning. We have deliberately limited the number of different aspects studied within a subject area to enable us to deepen learning and focus on skills' development. Subject specialists are used to teach some areas e.g. PE and Music.

Working Walls which mirror our KWL grids are used to promote deep learning.

Pupil talk is a strength of all lessons and enables teachers to help children develop vocabulary and language.

Careful use of questioning, using the platform of Bloom's Taxonomy, enables teachers to check pupils' understanding and also challenge them.

We enrich the curriculum by inviting visitors into the school and also arranging numerous external visits. Practical activities are used to inspire learning.

Teachers use the 'double teach' approach to ensure more able learners are moved on swiftly and to enable additional support to be given, as appropriate, to other learners.

The maths curriculum has been adapted to reflect the pace of learning in lower sets and to enable more opportunity for consolidation – Rule of Eight rather than Rule of Six.

Individual Education Plans are devised, where appropriate, to ensure the curriculum is adapted to meet the specific needs of learners. The school will go to any length to meet the needs of individual pupils.

Themed weeks e.g. Well-Being Week are designed to promote skills such as resilience as we know this is a barrier to learning.

Opportunities to develop reading skills are utilised widely and a love of reading is actively promoted, via focused initiatives and rewards. This helps us to address the issue that many children do not read at home.

Assessment, via questioning and use of KWL grids, is used to check pupils' embedded learning and our mastery curriculum enables pupils to apply new skills readily.

The school has its own data tracking system which both parents and teachers find helpful in order to identify next steps in learning. Data is collected three times a year for core subjects and twice a year for all other subject areas.

### **Curriculum Impact**

National tests show that attainment in reading, writing and maths – both as individual subjects – and combined is significantly above national standards.

Monitoring findings show that work in children's books is of a very high standard and progress is generally rapid and seldom slow.

Pupils enjoy their learning and are enthused by the knowledge they gain. They often choose to complete further work at home, linked to their topic in class. They are motivated by things that happen at school e.g. a school fundraising project for Eric led to many children undertaking charitable work at home.

Pupils enjoy reading and most demonstrate a high level of fluency.

Pupils transfer their skills well e.g. using spreadsheets and charts/graphs in science lessons.

Pupils with SEND achieve excellent outcomes against their individual targets where appropriate.

Disadvantaged pupils make good progress which is in line with their peers in all years other than Year 5 (there are significant external barriers e.g. SEND, attendance issues, lack of support from home, EAL, which the school is endeavouring to address).

Feedback from our local secondary school confirms that the children join them very well prepared for the next steps in their learning journey.