

Glade Primary School

“Growing, Learning, Achieving with Dedication and
Enthusiasm”

Curriculum Intent Statement



Developing Skills for Life!

Written: February 2019

Review February 2020

Intent

At Glade Primary school, the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year. Children leave our school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

Aims

Help our pupils to become independent, enquiring and collaborative learners.

Develop happy, motivated life-long learners equipped for the future.

Nurture healthy, caring and respectful individuals.

Create thinking individuals, with values, who make a positive contribution to the world.

Provide challenge, enabling children to reach their full potential.

Be inclusive and diverse allowing a range of opportunities for children to find their element.

Help children develop a growth mindset, a love of challenge and create an environment where children embrace risk.

Curriculum Drivers

We have developed three **curriculum drivers** that shape our curriculum, bring about the aims and values of our school, and to respond to the particular needs of our community.

These aims are encompassed in our school vision: **'Growing, Learning, Achieving with Dedication and Enthusiasm.'**

Community and Diversity which helps pupils to be an active, responsible member of the school, the locality, our country and the world. We live in a diverse city and our

curriculum reflects the diversity of the local community and the global community in which we live.

We challenge stereotypes and are committed to promoting equal opportunities. As a Rights Respecting School, we promote the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Inclusion and Wellbeing which helps to support and nurture our pupils to behave positively, manage their feelings, work co-operatively, demonstrate resilience and build positive relationships. We are absolutely passionate that all children need to be happy, healthy and able to cope with everything that life might throw at them.

Arts and Creativity which helps our children to engage and express their ideas in a variety of creative forms. We will give the children opportunities to be imaginative, to use experiences and observations to make connections in their learning and appreciate that learning can be accomplished in different forms.

Implementation

Our Curriculum design is based on key areas of research;

Development of memory – Learning is most effective with spaced repetition and frequent and regular retrieval of learned content, to increase both storage and retrieval strength. This is based on the Spiral curriculum, which our Maths curriculum is implemented through.

Development of vocabulary/Oracy skills – Subject overviews show clear links to key vocabulary which should be mastered by the end of the year.

Development of transferrable skills – Our curriculum demonstrates a clear and progressive transfer of skills, along with a balanced knowledge base to ensure that pupils are aware of the explicit links between subjects and are able to use skills that they have learnt across other curriculum areas.

Development of deeper level thinking leading to sustained mastery – The Learning Challenge concept is built around the principle of greater learner involvement in their work. It requires deep thinking and encourages learners to work using a question as the starting point. In designing the curriculum teachers and learners are using a prime learning challenge, expressed as a question, as the starting point. The learning challenges need to make sense to the learners and be

within their immediate understanding. Time for learners to reflect or review their learning is central to the whole process. Within the Learning Challenge Curriculum, it is suggested that the final subsidiary learning challenge is handed over for learners to reflect on their learning. Although reflection is seen as a concluding part of the prime learning challenge, it is hoped that there will be continual opportunities for learners to reflect frequently.

Learning experiences

We know that giving our pupils the opportunity to try new things and develop new skills can be hugely beneficial. It can help our children to grow in confidence, expand their understanding of the world around them, or introduce a hobby or passion that could last for years to come. Each year, children are asked to select key learning experiences which they will be able to take part in at some point throughout the year. See Appendix 1 for 2018/2019 key learning experiences. We offer a wide range of educational visits, residentials, camps, workshops throughout the year to link with key learning areas. We also have a range of visitors in school to further support our curriculum.

Outdoor Learning

We are currently undergoing a programme of Professional Development to train teachers to take children outside the classroom to make learning more relevant to their lives in the community and wider world. We encourage children to be responsible for and respect the local community and environment giving them a sense of belonging and ownership of the place in which they live. We explore the uses of the local area, integrating subjects so that meaningful activities can be planned and delivered effectively and regularly. We are fortunate to have extensive woodland nearby and our own patch of forest land with an additional pond and nature area. We are in the process of developing our nature classroom which we provide further outdoor learning opportunities.

Aspirations

We aim to broaden our children's horizons – opening their eyes to the myriad careers they might pursue. We provide tangible role models to raise our pupils' aspirations. We want our pupils to have a clear understanding of the link between achieving well at school and getting into an interesting job and career that is not bound by social mobility and harmful gender stereotypes.

Recent analysis found that young people who received more exposure to the world of work through careers talks at school, received increased earnings at age 26, as much as an extra £2,000 per year for every six careers talks received. The findings come from analysis of the British Cohort Study, which tracks individuals born in 1970 through their lifetime. We have close links with our local secondary schools and

each year hold a world of work week, whereby the children are given the opportunity to meet people from a wide range of professions. We are an accredited Natwest Moneysense school and have regular workshops for all pupils covering areas linked to budgeting and financial security.

Each subject has its own Intent, Implication and Impact policy.

Impact

The impact of our curriculum is that by the end of each learning journey, the vast majority of pupils have sustained mastery of the content, that is, they show a good recall and fluency. This means that they are able to use what they have learnt across other learning areas. Some pupils will have a greater depth of understanding. We track carefully to ensure pupils are on track to reach the expectations. We also believe that pupil voice is a very useful tool for assessment. By asking pupils questions such as what they enjoyed and what they learnt, we are able to view the impact of their learning experiences. EYFS and end of Key Stage data is available to view on the results page of our website.

Appendix 1 Learning experiences 2018/2019 (Chosen by pupils)

Reception	Taste a new fruit Fly a kite Post a letter Have a teddy bears picnic Visit a farm
Year 1	Make some biscuits Perform in front of your class Create a class collage Discover what is in a pond Make a home for an insect or small creature
Year 2	Plan a party Take a trip to the seaside Bake a cake Get soaking wet in the rain Make a mask
Year 3	Make something out of wood Cook outdoors Stay away from home for a night Compose a piece of music Try Yoga
Year 4	Perform in a play Go hiking Watch a play or dance productions Make a sculpture Visit a mansion

Year 5	<p>Experience how it would feel to walk on the moon</p> <p>Write a story for the Reception class</p> <p>Put on a performance</p> <p>Plan and cook a meal</p> <p>Visit a science laboratory</p>
Year 6	<p>Design a product or business idea and pitch it to investors</p> <p>Sleep under canvas</p> <p>Make a dessert</p> <p>See the sun set</p> <p>Visit a new city</p>