



Crockenhill Primary School

Curriculum Intent

Learning Together, Working Together, Achieving Together

At Crockenhill Primary School, we believe everyone can excel through working together. Our curriculum has been designed to ensure that all of our pupils are given opportunities to learn and grow regardless of their starting points or background. Our values of cooperation, perseverance, independence, motivation, creativity and aspiration run through our curriculum like a golden thread, with the aim of unlocking the potential in every child, and promoting a 'go for it' attitude which will last a lifetime.

Curriculum Intent:

At Crockenhill we are committed to providing a curriculum which is broad and balanced, and provides our pupils with opportunities to gain essential knowledge, skills and understanding which will enable them to flourish and reach their full potential academically, artistically, physically and emotionally.

Whilst our curriculum encompasses the formal requirements of the National Curriculum, our vision is to provide our pupils with a range of learning experiences beyond the classroom which inspire our pupils to shape their futures; ensuring they are responsible students of the future.

Our curriculum also promotes inclusion and diversity. We are committed to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. We want our pupils to be inspired by the contributions and accomplishments made by others and to have a sense of belonging within the school and the wider community.

Reading and vocabulary development are fundamental to our children succeeding; enabling them to access the next stage of the education and beyond. We believe that ability to read is fundamental to our children succeeding; enabling them to access the next stage of their education and beyond.

We have designed a curriculum which will ensure that when our pupils leave us to move on to their secondary education they:

- Have a secure understanding of the fundamental skills in reading, writing and maths
- Are ambitious and take pride in all that they do
- Are articulate and can demonstrate the ability to question, debate and challenge

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Curriculum Implementation

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Curriculum Implementation

Our curriculum has been designed to create a balance between the National Curriculum statutory requirements and a range of experiences which allow our pupils the opportunities to broaden their life experiences. Through clear planning our curriculum provides memorable experiences and opportunities to learn and develop transferrable skills.

Our curriculum is designed so that the subject specific skills are scaffolded within a cross-curricular theme or context each short term. In order to ensure progression and balance is maintained, the programmes of study are then developed into medium term plans (curriculum maps) which highlight the main learning objectives. Teachers plan and tailor units of work and lessons to address the specific needs of pupils with the aim that all pupils are able to reach their full potential.

Quality First Teaching

- Staff have high expectations of themselves and all the children
- Teachers are expected to impart knowledge accurately and with enthusiasm
- Teachers are expected to take into account prior knowledge and experiences and to build upon this in a systematic way
- Focussed lessons with learning objectives
- High levels of interaction for all children
- Appropriate use of questioning, modelling and explanation from the teacher
- Emphasis on learning through dialogue
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently
- Regular use of encouragement and praise to motivate children

Target Setting

- Individual children's progress tracked at least three times a year through pupil progress meetings
- Strengths and weaknesses identified, with interventions and support put in place
- Data collected regularly through assessment weeks
- Teaching, interventions and revision programmes are adjusted in the light of the progress children make
- Parents and carers regularly updated about their child's progress

Focussed Assessment

- Assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps
- Assessment for all evident across the school – Learning objectives, success criteria and self/peer evaluation

Intervention

- Individuals and groups who are not making sufficient progress are identified
- Provision for intervention is mapped according to need (provision maps for each class)
- Detailed plans in place
- Interventions are evaluated and relevant adjustments made
- Pupil progress meetings take place regularly to discuss current and future interventions engaging dialogue around the impact of the intervention, potential barriers and further actions
- Transition meetings take place during Summer term with staff/secondary school

Learning Environment

- Organisation of the classroom/learning environment adapted to the children's learning needs
- The use of learning resources and ICT developed to allow children to work independently and successfully
- Make effective use of other spaces – outdoor spaces, hall, field
- Displays to be a mixture of celebrating children's work with pupil voice and supportive resources

Curriculum Organisation

- The curriculum is designed to cater for the needs and interests of a full range of learners
- Some pupils may follow a bespoke curriculum ensuring the whole child is developed and supported
- The curriculum is taught through short 6 weekly topics in each class with subjects linked where possible.

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Curriculum Impact

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Curriculum Impact

At Crockenhill Primary, children are assessed during every lesson which enables teachers to plan the next steps for each child. Teachers assess against the learning objectives and the basic skill requirements for each year group and provide live feedback which enables each pupil to make progress within the lesson and overtime. Children are expected to make good or better progress in all subjects and this individual progress is tracked and reported to parents and carers at parents evenings and on the end of year report.

Crockenhill Primary School use a range of monitoring throughout the year to ensure the curriculum has impact. SLT and senior leaders as well as subject leads monitor individual subjects, reviewing the learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating the positives and highlighting areas of development that through continued professional development are developed and strengthened. The impact of the curriculum is measured yearly and progress is measured against end of year outcomes for individual children and for the year group.

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. We want children to feel safe to try new things. The pupils will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to learn.

Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for each other, school community and the wider world. Our pupils will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds. All classes follow the 'recognition board award' which highlights pupils who:

- Follow the school rules
- Are responsible for their own learning, demonstrating resilience and determination
- Contribute to school life

We will measure the impact of the curriculum through:

- Pupil achievement data
- Attendance rates
- Behaviour
- Pupil and parent questionnaires
- Pupil voice
- Observations