



## The Curriculum at Earith Primary School Intent, Implementation & Impact:



### Intent

At Earith Primary, we are committed to delivering a broad and balanced curriculum that provides opportunities and experiences that capture the interest of *all* our pupils, enabling them to strive towards their potential in every area of school life – academic, social, personal, physical, spiritual and creatively through a curriculum offer that is:

- **Engaging, Inspiring and Active**  
Children are motivated when engaged, inspired, enthused and where learning is purposeful. Our aim is for children to be encouraged to think and learn through enquiry and exploration and engage in the process of learning.
- **Broad and Relevant**  
Children learn through a variety of experiences and valuing all subjects and ensuring the local area and the wider community are included in their learning.
- **Challenging**  
All children will be able to access learning that encourages them to think, enables them to make progress and provides opportunities to develop the skills and knowledge to be successful in life.

Our school motto is '**Being safe, being respectful, being *our best***' which also forms the basis for our main school code of conduct. Our biggest asset is our pupils, but we firmly believe that all stakeholders of our school (pupils, staff, parents, governors, and the wider community) also play their part in this. If we are all being safe, if we are all being respectful and if everyone is being the best they can be, this provides the best possible starting point for the curriculum and the magic of learning to happen. In order to achieve this, we firmly believe in promoting, developing and actively celebrating pupils' accomplishments through our school Core Value – the 5RS. These learning behaviours will help our children thrive through their time at primary school,

secondary school and beyond, enabling them to become aspirational and well-rounded, active citizens. That is why, alongside our motto, it is our intent to embed the 5Rs throughout lessons, school life and the wider curriculum, generally. We believe firmly that our children should become Active Citizens. Active Learners and Active Leaders. All children within the school have an Active Citizen role.

Stakeholders at Earith Primary School will work together to ensure that – by the time pupils leave our care – they will:

- love learning, have a desire to learn more and recognise that learning is a lifelong process
- be able to describe each of the 5Rs, their importance and self-assess themselves against each of them
- know what it feels like to achieve, but also be aware of areas they need to develop
- have self-belief and confidence in their abilities
- have grown healthy and strong (body and mind) and have a positive outlook and knowledge on how to sustain this
- have forged excellent friendships and similarly, know how to approach conflict resolution
- feel a sense of duty and a part of their local community and of the wider world
- know how to keep safe and where to turn to if they need support
- have acquired knowledge and skills across multiple subject disciplines, enabling them to seriously consider potential future pathways

## **Implementation**

Within our curriculum implementation, we are introducing key concepts following an evidence-based approach. Our aim is to ensure that children make meaningful connections in their knowledge, linking previous learning to new learning thus developing positive schemas as they progress through their primary education.

Beginning with the Early Years and throughout Key Stage 1 and 2, the key concepts are mapped out across the curriculum and can be seen in teachers' long-term and medium term plans. Children are made aware of key concepts during lessons through teachers' explicit teaching. Children will also be made aware of key concepts through learning displays and knowledge organisers. The impact will be most noticeable when key concepts are re-visited and over time when the evidence of children's retention of knowledge is assessed.

We carefully map both the knowledge and the skills alongside enrichment activities such as visits, visitors, fieldwork. High quality texts, both fiction and non-fiction, form an important and key resource. Knowledge organisers are provided, where appropriate, so that children can regularly reference where their learning fits within the learning sequence of a subject and can learn and apply the key subject vocabulary.

Phonics is taught daily from when children first start school along with English and Mathematics; children have 2 hours of PE a week. All other subjects are taught weekly, or as a block, or through special, subject-related/themed days. For further information, please see our Intent, Implementation and Impact documents for each of these subjects.

The Earith curriculum, including extra-curricular activities, visits, visitors, experiences, break times and lunchtimes are underpinned, as described, by our school motto and the promotion of the School's Core Values: The 5Rs – resourcefulness, resilience, readiness, reflectiveness, and responsibility.

## **Impact**

At Earith Primary School, we measure the impact of our curriculum in several ways:

- formative assessment: teachers respond to the day-to-day emergent needs of pupils, providing support and feedback during the lesson and in informing the next steps for subsequent lessons in order to proactively respond to these gaps in learning
- summative assessment: using the school's assessment cycle, pupils are tested in reading, maths and GPS – these test scores determine progress and achievement. This data, using Question Level Analysis (QLAs) is then used to inform future planning.
- knowledge assessment: using the school's knowledge assessment cycle, pupils enjoy taking part in cyclical quizzes at multiple points throughout the year in order to provide an opportunity to recall what they have learnt in current and historical units of work. This process promotes memory retention.
- pupil progress meetings: teachers meet with SLT in order to support and challenge, with a focus on the individual and their emergent needs and therefore, the necessary next steps to take.
- subject leadership: subject leaders monitor progress and achievement in their subjects across the school as well as ensuring appropriate coverage of skills and knowledge
- pupil learning conversations: SLT and subject leaders will seek the 'pupil voice' in order to triangulate what is working well and what needs development in their subject
- work scrutiny: SLT and subject leaders will carry out pupil work studies, scrutinise work books and Subject Portfolios in order to ascertain coverage, quality of work and expectation.

- lesson observations: SLT and subject leaders will conduct either formal lesson observations or drop-ins in order to support and challenge in their subject areas
- national statutory assessments that provide a standardised benchmark

There is a shared belief and understanding amongst staff at Earith Primary School that each of these approaches is conducted with one aim in mind: to improve outcomes for young people. There is therefore an expectation that leaders, at all levels will be able to articulate what they have identified or supported and what they did next – and therefore, what the impact was for our young people.