



EUXTON PRIMROSE HILL

Primary School

"Together we will make a difference."

Curriculum Rationale

Our curriculum seeks to find harmony between the four broad philosophies of what education is for: personal empowerment; cultural transmission; preparation for citizenship; and preparation for work. In order to help us focus on this at all times and to ensure that our curriculum (both the explicitly taught and the experienced) is the very best that it can be, we have used the acronym CARE. This summarises our chosen key curriculum drivers and also reflects the nurturing environment in which we strive to deliver our curriculum:

Courage: Always aiming to develop independence, metacognition, resilience and growth mindset.

Ambition (For all): Mastery approaches used at all times, learning without limits and setting unwavering high expectations at all times.

Respect: For ourselves, others and our environment.

Excellence: Through a carefully sequenced curriculum, building on sequential knowledge and rich learning experiences, we aim to make our curriculum (and the product of our curriculum - our pupils) stand out from the rest. We seek in excellence in everything we do.

Our Lived Curriculum:

So, what does this look like in practice?

The constantly evolving curriculum at Primrose Hill has been designed in order to meet the specific needs of our pupils, equipping them for modern life in an ever changing, culturally diverse world. Having considered the differing demographic of our community, we have prioritised a focus on developing an understanding of British Values along with a rich depth of vocabulary to allow pupils to express themselves articulately across the curriculum.

Our school is one which is truly committed to ensuring that pupils achieve their very best in all areas and therefore we do not believe that an 'off the shelf curriculum' is appropriate to achieving this. Instead, we have produced bespoke plans in the majority of subjects and selected from the most appropriate published schemes in others, tailoring these accordingly to our pupils' interests. We believe that pupils work best and find learning more

meaningful when clear links are made between subjects and have therefore exploited opportunities to link learning across subjects wherever possible. This enables pupils to develop subject specific knowledge alongside transferrable skills. This approach provides children of all backgrounds and abilities with the learning opportunities required to maximise outcomes and ensure standards remain high throughout the school.

We believe that reading and oracy is the key to enabling pupils to maximise their learning across the curriculum and to ensure that they have the very best understanding of the world around them. We have therefore designed a curriculum that ensures that pupils are fluent readers at the earliest possible age. The implementation of Read Write Inc ensures that all pupils receive consistent teaching of essential synthetic phonics, with fidelity to the scheme from all practitioners. We have invested heavily in making reading high profile and now have a fantastic library that is open to pupils at lunchtime and after school in addition to timetabled access during the school day. Through our carefully chosen reading spine, we not only develop a love of reading but also develop pupils understanding of high-level vocabulary at all times.

The demographic at Primrose Hill is predominantly white British and so we have therefore identified opportunities to develop a greater awareness of cultural diversity throughout our curriculum. This includes exploiting cultural links in English texts and celebrating a variety of cultures in foundation subjects. This enables pupils to gain a better understanding of what is required to live harmoniously in an ever changing and increasingly diverse world. These are highlighted on our curriculum maps and shared with parents in order to further extend learning beyond school. These are further complemented in our carefully planned assemblies that aim to raise awareness, respect and understanding of a wide range of cultures and individual differences. The school demographic has evolved in recent years due to the school's expansion. Some pupils arrive at school with rich cultural and life experiences, whereas others arrive with limited understanding of the world around them. In order to ensure that all pupils develop greater cultural capital and an understanding of community, we include a wide variety of curriculum enrichment opportunities within every year group. In addition, we utilise visitors to school from various clubs and faith groups as well as our pupils' parents, who support our delivery by sharing their experiences in their various areas of work and hobbies.

Underpinning all this is a belief that technology plays an increasing role in the world of employment. We believe that understanding how to operate and indeed drive new technology are essential skills for pupils and therefore try to integrate this at every possible opportunity of learning. We have ensured that staff in school are well trained and that pupils have access to their own devices in order to maximise learning opportunities. We will continue to research how we can use technology as a way of improving learning for pupils and also to help teachers to develop a more effective workflow, e.g. using recorded verbal feedback so that it is instant, enabling pupils to make more rapid progress.

At Primrose Hill, we believe that learning does not just happen when pupils are sat in the classroom and therefore embrace active and outdoor learning whenever possible. We are lucky to have extensive grounds, which are used effectively to enhance learning. By using the outdoors, we make learning real and develop critical thinking skills that are often lacking on entry, equipping pupils with lifelong skills as well as a global awareness that our world is a finite resource that we must work hard to sustain. By maintaining a strong focus on health and fitness we aim to ensure that pupils are fit and ready to learn. The achievement of the Platinum Sportsmark in recent years, highlights our commitment to engage pupils to develop a healthy mind and body. We also deliver extensive extra-curricular clubs in school, including sports clubs five nights a week.

We also engage with the Children's University programme to celebrate pupils learning beyond the school day – promoting the importance of learning beyond the classroom and further developing resilience to a range of challenges. Indeed, wherever possible throughout the curriculum, we try to develop independence skills and build resilience by adopting a Growth Mindset approach. By engaging pupils in collaborative learning we aim to develop a cohesive school community, merging our pupils' differing backgrounds and fulfilling our school motto... **'Together we will make a difference'.**

