



# **Curriculum Statement**

**2020-2021**

## Introduction

Our curriculum underpins our values, vision and ethos:

"At Newsome Junior School we will **challenge ourselves, persevere** and **pursue success** with **respect, responsibility, courage** and **kindness.**"

We work hard to ensure our children are "school ready", "work ready" and "life ready" and follow a curriculum which captures the children`s imagination, stimulates natural curiosity and creates a love for learning that is lifelong.

## Aims

- To provide a broad and balanced education for **all** children that is coherently planned and sequenced to support the acquisition of key skills and knowledge leading to successful future learning and employment.
- To support the spiritual, moral, social and cultural development of the children.
- To support the physical development of all children by supporting them to stay active and take responsibility for their own health.
- To promote a positive attitude towards learning, through the development of The Effective Characteristics of Learning and Growth Mindset.
- To ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support to meet their individual needs.
- To have a high academic/vocational/technical ambition for all pupils.
- To equip pupils with the knowledge and cultural capital they need to succeed in life.

## Our Curriculum Intent

Our curriculum is designed to engage and enthuse learners, providing children with the ability to become independent, confident, reflective, creative and resilient learners who aim high.

It encompasses knowledge rich learning, linked to the National Curriculum and is designed to develop the "holistic" child, ensuring they are well equipped through PSICHE, SMSC and RE to safeguard and respect themselves.

We strongly believe in the promotion of the British Values and this permeates our curriculum offer, supporting children to respect, celebrate and accept differences, similarities, cultures and diversity.

Our curriculum is planned and sequenced to develop deep, lasting learning building upon prior knowledge, which our children can use today, tomorrow and for the rest of their lives.

As a result, we have chosen to base our curriculum offer on the "The Learning Challenge Curriculum" from Focus Education, as it has been developed with a strong sense of enquiry at its heart. The question-led units we follow, encourage the children to research and present information, taking full account of their ability to retain key knowledge and skills for the long term. It uses the National Curriculum as its reference point, but also takes account of pupils' context, including their locality.

Our Enquiry based learning curriculum, demands pupils to be inquisitive by raising and answering questions. Each unit also links to an excellent quality text, providing support for the English Curriculum. It builds progressively towards pupils acquiring key knowledge and skills, linked to the

National Curriculum. It also provides learners with subject-specific vocabulary and “sticky knowledge.”

Visits, visitors and hooks for learning provide a variety of first-hand experiences for our children, to spark their interest, relate new learning to their own experience and to reflect upon and respond to the things that they see and hear and touch.

### **Implementation (See learning challenge curriculum overviews)**

Our curriculum is designed so that our teaching models successful learning, through the use of key questions and by embedding the Characteristics of Effective Learning and Growth Mindset.

The consistent use of high quality contextually based, inspiring texts, linked to our topics/challenges ensures the curriculum is mapped and timetabled appropriately to facilitate the acquisition of key knowledge and the transference of knowledge to long term memory.

The “Learning Challenges” are set out in termly or half-termly units for each year group. In each subject the learning challenge starts with a main question, which is linked to an area of the National Curriculum. The main question is then supported by other subsidiary questions (usually six to eight). These subsidiary questions would normally be the focus of a week’s learning.

Effectively, science, history and geography are the topic's **drivers**. That means that the main question is either a science, history or geography question. Each unit of learning will have six to eight subsidiary questions.

Time for learners to reflect or review their learning is central to the whole process. This is in keeping with the ‘Learning to Learn’ principles and oracy expectations of the new National Curriculum where reflection/pupil presentation is seen as a very important part of individuals’ learning programme. The idea is that learners present their learning back to the rest of the class, at the end of a unit, making the most of their oracy and ICT skills to do so. 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 throughout each unit.

### **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving their very best.

Teachers will also take into account, the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality and in our SEN policy and information report.

## Cultural Capital

We aim to equip our children with the knowledge and cultural capital they need to succeed in life. Our understanding of “knowledge and cultural capital” is derived from the following wording in the National Curriculum:

**“It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.”**

Our curriculum is successfully adapted, where appropriate, to meet the needs of pupils with additional needs, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence to ensure they make good progress.

We aim to address social disadvantage and as a result, our curriculum reflects the school’s local context. Children in our local area are not typically exposed to a wide vocabulary or have a rich exposure to quality reading materials. This can lead to difficulties when comprehending and inferring from texts and when writing with understanding and creativity. It is therefore crucial that children are taught explicit and key vocabulary across the curriculum. Words have the power to ignite imaginations and unlock doors to a world of understanding, in all subjects.

Many of our children are unable to be taken on holidays, trips or to clubs that will expose them to finding out about local, national or international environments, art, history, science, sport, technology or music. We therefore introduce our children to a range of visitors and experiences in school and take them on trips which enrich their subject knowledge and curiosity about the world around them.

Our curriculum outlines the knowledge and skills that children need to enable them to take advantage of opportunities, responsibilities and experiences in later life. There is a difference between knowledge which is retained close to the point of teaching and that which will be retained forever. Our curriculum contains essential “sticky knowledge” (embedded) that children will need in order to access the next year’s objectives ie. the end points in each subject area that children will need to know and be able to do, in a logical progression.

As a result, our curriculum is planned and sequenced so that new knowledge and skills will build upon what has been taught before. Learning can be defined as:

**“If nothing has altered in long-term memory, nothing has been learnt”**

Transfer to long term memory depends upon rich processes. In order to develop understanding, our children need to connect new knowledge with existing knowledge and then develop fluency and unconsciously apply their knowledge and skills.

## Impact

Our curriculum is high quality, well thought out and is planned to demonstrate progression.

The children make progress by knowing more, remembering more and being able to do more. They need to transfer and embed key concepts into their long-term memory and apply them fluently.

We measure the impact of our curriculum in the following ways:

- Assessing children’s understanding of topic linked vocabulary before and after the unit is taught.

- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.

### **Linked Policies and relevant documents**

- Federation Teaching and Learning Policy 2020
- Federation Marking and Feedback Policy 2020
- Learning Environment Policy 2020
- SMSC Policy 2020
- Health and Well Being Policy for Children 2020
- Equality Policy and Accessibility Plan 2020
- Long Term Planning Documents for each subject Area
- Medium Term Planning Documents for each subject area
- The Learning Challenge Curriculum – Focus Education