



'To be the best we can be'

COMMUNITY PRIMARY SCHOOL

Curriculum Intent Statement

The National Curriculum of England for Key Stage 1 and 2 has three core subjects, English, maths and science, and eight foundation subjects. These are: history, geography, computing, art and design, design technology, languages (in key stage 2), music and physical education.

Alongside these, there is an expectation that the school will offer a curriculum which is balanced and broadly based and which: 'Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

Religious education (RE) is also a taught component in primary school, and there is an expectation that an agreed RE syllabus is taught in all maintained Primary Schools.

Within the Early Years Foundation Stage children are working towards the Early Learning Goals as set out by the government in the statutory framework for the Early Years Foundation Stage. This document states there are seven areas of learning. There are three prime areas - communication and language, physical development and personal, social and emotional development. Alongside the prime areas providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. These specific areas are: literacy, mathematics, understanding the world and expressive art and design.

At Spring Hill we aim to ensure that every child is:

- *A successful learner*
- *A confident individual*
- *A responsible citizen*
- *An effective contributor*

We do this by creating a happy, creative and inclusive learning environment which promotes excellence and develops a life-long love of learning.

Our curriculum is based upon clear, shared values, aims and principles which put learners at the heart of its design. We recognise our children as citizens of the world and aim to provide exciting opportunities for the intellectual, physical, emotional, social, scientific and creative development of every learner.

Through our curriculum we want our children to be proud of their heritage, to be knowledgeable of the local community of Accrington, and how that is connected to Lancashire, Britain and the world. We will utilise the local environment and ensure that visits to other locations or visitors to the school enable the teachers at Spring Hill to deliver memorable learning experiences. In addition, through the teaching of the foundation subjects the key skills of the core subjects can be enhanced and further developed. At Spring Hill, we place a strong emphasis on sport and music so that our children learn the importance of keeping good physical and mental health as well as the emotional well-being that is brought about through exercise and music.

We began our curriculum journey back in 2018, with the introduction of themes for each term. Each theme centred on a specific text, chosen to engage and excite learners. These themes were designed to enable children to see connections and develop skills and knowledge along broad themes. Subjects such as computing and design and technology enhance thinking skills and are key areas in professions such as engineering and those in the science arena. History, geography, RE and languages promote an understanding of where we come from as a nation and our place in the world, as well as teaching children enquiry skills and critical thinking which are crucial in many professions. Music and art and design enable children to be creative and develop skills in imagination, critical thinking and composition. These are tools that all children need to become rounded adults with high aspirations. Physical Education ensures that children are healthy, have a good understanding of teamwork, are given the opportunity to explore competitiveness in a positive manner and experience a wide variety of games, dance and gymnastics.

At Spring Hill, we give special thanks and praise to the following educational specialists whose work has supported us in our curriculum development:

Dr Debra Kidd, Jonathan Lear, Hywel Roberts, Dr Andrew Curran and Dave Keeling.

We were especially proud to host a joint 'Bringing the Curriculum to Life' conference with Debra, Jonathan and Hywel in November 2019 in Blackburn, which, for the staff at Spring Hill, was an opportunity to share our curriculum journey so far with colleagues from around the UK and Europe.

As we move forward into the next phase of our curriculum development, our common pedagogical aims are to:

- **Further develop competencies for learning and life and a sense of hope in every learner.** We will do this through:

-Further embedding Kagan structures into lessons as well as introducing the Learning Power Approach into our CPD programme;

- **Build upon our existing work to promote speech and language through promoting the use of vocabulary within each subject.** We will do this by:

-Continuing our 'Reading' school improvement objective and CPD programme with a focus on pre-teach techniques, whole school initiatives to enhance vocabulary, teaching of phonics and the introduction of Read Write Inc. and continuing our Welcomm and Reading Rocketeers programmes;
-Developing our EAL provision.

- **Continue to excite the imagination, encourage curiosity and develop creativity, individual interests and talents in our pupils.** We will do this by:

-Further promoting topic outcomes such as working with local enterprise schemes, local government and the leisure industry through project based learning.

- **Provide greater opportunities to secure learners' knowledge, skills and understanding of the subjects they are learning about.** We will do this by:

-Developing the use of knowledge organisers;
-Reviewing and enhancing our current themes;
-Ensuring that key knowledge is enhanced within our current skills based curriculum;
-The school leadership team will ensure that subject leaders are confident to effectively lead and develop their specific subject area through CPD opportunities, deep dive training and teacher efficacy programmes.

- **Further embed learning into the context of our children's' life and local community, and also within a national and international dimension.** We will do this through:

Developing our RE, RSE and PSHE curriculum and weaving them into the broader curriculum and school life such as whole school assemblies, school council, our four houses (Calder, Wyre, Ribble and Hodder), nurture groups and charitable fundraising initiatives.

- **Finally, we will address contemporary issues as well as the big ideas that have shaped the world.** We will do this by:

-Incorporating enquiry questions and concepts into each topic;
-Using the 4 Ps of Places, People, Problems and Possibilities throughout each topic;
-Weaving the 5Cs of Credibility, Coherence, Creativity, Compassion and Community into our planning so that pupils can see the links between subjects and from their prior learning.
-Providing learners with desirable difficulties when dealing with dilemma, thus ensuring problems and difficulties drive learning.

At Spring Hill, our curriculum intent is to make our children feel that they belong, that knowledge is theirs for the taking; allowing our children to not only feel rooted in their community, but to serve it and shape its future whilst enabling them to achieve and compete, compassionately, within a national and international context.