

Canon Popham C of E Primary Academy

Statement of Intent for Curriculum

Areas of influence

At Canon Popham C of E Primary Academy our curriculum is driven by learning across 4 key themes:

- Learning about myself
- Learning to be my best
- Learning how to learn
- Learning for my future

With children at the centre of what we do, our curriculum intent is focused on developing the individual, and providing them with learning opportunities that ensure that pupils are well prepared academically, socially, personally, culturally and spiritually to take advantage of the best that life can offer as they develop into good citizens. This links to the development of cultural capital for our children.

As a Church of England school, we have strong Christian values that underpin our work across all aspects of school life. Our school's 6 key Christian values are: compassion, endurance, forgiveness, hope, justice and thankfulness and thread through our curriculum to support children's spiritual development.

Learning about myself

Children will:

- Develop a strong understanding of themselves as unique individuals and leave our school with self-confidence, self-respect and high aspirations
- Have a growing understanding of themselves and their responsibilities as global citizens, able to value diversity and be able to make valuable contributions to modern society

In this area of the curriculum we aim to make a positive impact on:

Personal development

Aspirations

Self esteem

Learning to be my best

Children will:

- Manage their thinking, feelings and actions to secure high standards of behaviour and self control
- Develop resilience and perseverance to achieve their goals
- Secure positive attitudes to learning

In this area of the curriculum we aim to make a positive impact on:

The ability to self-regulate

Behaviour choices

Dispositions towards learning

Learning how to learn

Children will:

- Understand and use strategies to engage long term memory, working memory and metacognition to become successful learners
- Be able to work collaboratively to achieve high standards of learning
- Develop a wide range of knowledge and skills, alongside a rich wealth of language which impacts positively on their development as lifelong learners

In this area of the curriculum we aim to make a positive impact on:

Long term and working memory and strategies to maximise on individuals learning potential

Learning for my Future

Children will:

- Work hard to achieve excellent progress and outcomes
- Be literate and numerate, and able to apply these skills effectively across the curriculum in order engage fully and effectively in society
- Develop their knowledge and skills in order to become confident independent learners

In this area of the curriculum we aim to make a positive impact on:

Securing the best academic outcomes for all children

Long term social mobility – life chances for children.

Key features of our curriculum

Our curriculum is presented through a combination of knowledge, skills and concepts - based learning. It is sequenced to ensure both coverage and progression, providing pupils with memorable experiences and rich, diverse learning opportunities from which they can learn a range of transferrable skills.

We are a reflective school and aim to develop our teaching and learning as a result of current research, particularly regarding the development of memory and application of learning. Use of high-quality questioning based on Blooms taxonomy threads through our curriculum, providing pupils with the opportunity to regularly clarify and extend their understanding through articulation of their learning.

Canon Popham C of E Primary Academy provides a highly inclusive environment where learners enjoy and value their education. Pupils at all levels are helped to achieve their potential, regardless of their starting points and to expand their knowledge and skills through rich, broad based curriculum opportunities.

It is vital that children leave us with high levels of understanding and confidence in reading, writing and mathematics. We also place significant focus on the development of children's vocabulary. We believe that securing these basic skills is necessary for children to be able to access all the curriculum areas and to take full part in society, overcoming the contextual barriers to social mobility, as they become adults. For this reason, we teach reading, writing and maths in discrete lessons daily. We

also teach vocabulary specifically, using a tiered approach. Where possible links to other curriculum areas will be made within these lessons.

There are some subjects that through the nature of their content **may** be delivered as discrete lessons. These include subjects such as French, Music and some aspects of Science.

Wherever possible, children will have opportunities to work individually, with a partner and in collaboration with others and to regularly share their learning.

Thematic/ cross curricular learning

Some subjects can be delivered through a thematic, topic- based approach to learning, that provides opportunities for application of basic English and Maths skills across the curriculum. These include subjects such as History, Geography, PSHCE, I.T.

Where possible learning is cross curricular and presented through 4 topics per year group. Each topic runs over approximately 8 weeks and will be specific to individual year groups. This ensure coverage and allow the time for children to study topics in some depth and then apply the knowledge and skills independently.

In the first half of the topic unit, the teaching is knowledge and skills rich in content. Teachers lead the learning and ensure that children have a strong grasp of key knowledge and skills linked to the topic. This includes introducing and using key vocabulary in order that children are able to articulate their learning and become confident in their understanding of the subject matter.

As the topic progresses, children are expected, at an age and stage appropriate level, to become increasingly independent, using their knowledge and applying their basic skills to extend and present their learning through either individual or collaborative work. Methods of presentation and directions of children's learning within the topic will include increasing elements of pupil's choice and may include use of IT, Art, English, Maths etc as appropriate.

There is an expectation that all pupils will present their learning at the end of the topic.

Teachers are expected to ensure that over the year, children work with a range of peers and that as pupils apply their knowledge and skills within their individual learning choices, they cover a breadth of subject areas

Curriculum Planning

Subjects are planned to ensure sequential development of knowledge, skills and concepts.

The curriculum is planned in the long term for each year group to ensure coverage of the National Curriculum and subject specific knowledge, skills and concepts. The long-term planning also identifies where the school's Christian values are specifically taught.

Medium term planning details how the topic or subject will be delivered in a more detailed, week by week basis.

Short term planning links to individual lesson planning.

Please see the Teaching and Learning Policy for more details.

Learning Environments

The learning environments must include:

- English Learning Wall
- Maths Learning Wall
- Topic Learning Wall – linked to knowledge content that will develop over the first half of topic learning and be teacher led. This will be used for reference by pupils and will develop over the course of the topic. Topic related vocabulary is also taught and displayed for pupils' reference.
- Topic celebration display containing children's final independent pieces of work. As pupils will have some control over how they choose to extend and explore their learning, celebration displays are likely to contain a range of subject used in a cross curricular manner.

Where children present their learning in a manner that does not lend itself to formal record e.g. through a drama presentation, this is captured through photographs/ IT recording etc.

Please see Teaching and Learning Policy for further details.

Assessment

Assessment in reading, writing and maths takes place formally at termly assessment points using tests and scaled scores.

Assessment for Learning is continuous, and children's performance is assessed through use of KPI's in reading, writing and maths. These are in the back of children's books and regularly updated so that children and staff can see progress and next steps.

Staff attend 3 weekly RAG meetings with the head teacher to discuss individual progress in reading, writing and maths and next steps.

For other curriculum areas staff teacher assess pupils work across the full range of their classroom performance, using the appropriate assessment grids linked to individual subjects. Children's independent work in their topic lessons will contribute to this teacher assessment.

Please see Marking and Feedback Policy for more details.