

Curriculum Intent

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Our curriculum offer is rooted in a resolute conviction to promote high expectations across all subjects and address social disadvantage. This builds on the school leaders' understanding of gaps in pupils' knowledge and their barriers to learning and the knowledge and skills that pupils need in order to succeed in their next steps in education and beyond. Fundamental to this, is a determined drive to ensure that every pupil regardless of their background, needs or ability will learn to read.

As part of Delta Academies Trust, we study the national curriculum subjects, religious education and age-appropriate relationships education. In planning our curriculum, we ensure pupils know how to keep themselves and others safe and understand why protected characteristics are important. Pupils actively engage with, and understand the role they can play as citizens underpinned by fundamental British values.

We aim to offer a comprehensive, stimulating curriculum that provides pupils with opportunities to thrive and to instil a love and thirst for life-long learning. To this end, the school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, working towards defined end points. We have high ambitions across the curriculum for all pupils and we ensure that disadvantaged pupils or pupils with SEND receive the full curriculum offer. As school leaders, we recognise the school's autonomy to choose its own curriculum approaches to reflect the school's local context. Therefore, our curriculum reflects the local environment as well as broadening the children's cultural capital by teaching them about the wider world. Alongside and intrinsic to this is to promote personal development, behaviour and attitudes to support children to live fulfilling lives and to contribute to society. In planning the curriculum, opportunities are made to explore the appreciation of human creativity and achievement including influential local, national and global individuals are embedded so that pupils become educated citizens.

Our curriculum reflects a sharp focus upon early oracy and reading from the very start of school in nursery. To meet the typical needs of our pupils to broaden and deepen their vocabulary, developing greater oracy skills and help them to self-regulate their behaviours and emotions. In EYFS the learning and development requirements are met across all the 7 areas of learning with an emphasis upon promoting the characteristics of effective learning. We respond to children's needs and interests and address and overcome any barriers to learning.

In KS1, we focus upon ensuring that all pupils have embedded basic skills in English and Mathematics so they are able to read, write and use mathematical knowledge, ideas and operations in a variety of contexts and situations. A clear emphasis is placed upon those pupils who struggle with their reading so that they catch up quickly. In addition, we provide opportunities for enriching pupils' experiences across a wide range of subjects.

In terms of transition, we work closely in partnership with the junior school (Pheasant Bank Academy) in order to ensure that they have clarity in terms of both pupils' attainment and the prior knowledge of the wider curriculum. In addition, vulnerable, disadvantaged and SEND pupils receive additional support to ensure a smooth transition to their next phase of learning.

Our curriculum has been designed to provide pupils with a wide range of opportunities to develop as aspirational life-long learners, able to take their place in the world as active citizens. Oracy underpins the curriculum as pupils develop their oracy skills and confidence as they move through the school.

The Academic Layer

The subjects: Reading, Writing, Maths, Science, Computing, RE, History, Geography, Art, DT, PE

- Reading-Daily RWI phonics sessions, guided reading, whole class reading, developing a love of reading
- Maths- White Rose Maths, Same Day Intervention, Mental and Recall skills
- Mantle of the Expert Scenario based challenges
- Remote Home Learning Challenges

The Personal Layer

- Physical and Mental Health-PHSE, Jigsaw, PE, Kixx, Motoron, Yoga, Dance and Drama, Daily Mile, Forest School, Thrive, Nurture, RSE and Health education
- SMSC, British Values
- The Environment
- The Assembly Programme, Votes for School
- Rewards, Learning Behaviours, The pledges
- Transition at every stage
- Cultural Development-including celebrations and festivals

The Enrichment Layer

- The Arts-including music and drama
- Community events and support
- Health and Wellbeing-Kixx, Active Fusion, Motoron
- Charity Events
- School Council
- Eco Council
- Reading Ambassadors
- Litter Pickers
- Visits and Visitors
- Outside Speakers
- Classroom Kitchen
- Gardening

The Academic Layer

All pupils follow the ambitious programme of study that covers the breadth and depth of the National Curriculum. Emphasis is placed on oracy, phonics and early reading from the

outset. We aim for all pupils to learn to read fluently, confidently and with understanding and enjoyment by the time they leave the academy and we put targeted support in place to help them achieve this. We use RWI as our phonics programme throughout the academy with all pupils accessing daily phonics sessions. Pupils access phonically decodable RWI books which are at their reading level and which they are encouraged to practice at home. Pupils also take home a book to share with parents (60-80% decodable) and a library book weekly. Every week once they are on RWInc red books they take part in a guided read of the reading level they are on. The RWInc books they read are put in a book box so they can read familiar books again.

All pupils in KS1 participate in a whole class daily reading lesson, where they are exposed to a wide range of high- quality texts. This session is planned to allow children to practise fluency alongside the development of comprehension skills.

Storytime and reading for pleasure are prioritised. Children are exposed to high quality texts and reading areas are stimulating and accessible. They also have a variety of reading experiences- author visits, reading stay and plays, bedtime story sessions and recorded remote learning experiences. They also have weekly library visits.

The rest of the subjects are planned sequentially to allow pupils to build upon prior knowledge so that they know more and remember more as a result of high- quality learning experiences. The curriculum is carefully planned so that some foundation subjects can be delivered in blocks in order to develop mastery by immersing pupils in their learning. Over the course of the term pupils cover the relevant curriculum content in all subjects. PE, Computing, Science and PHSE are taught weekly.

There is a strong emphasis on ensuring that pupils master basic skills in reading, writing and maths to the highest standard. In order to embed these basic skills, we repeatedly utilise opportunities to further develop them across the curriculum. As a result, pupils achieve outcomes at or above national standards at all key assessment points.

The Personal Layer

Our curriculum is designed to be more than academic and fits the context of our community. It encourages pupils to develop their personal skills such as resilience, tolerance, awareness of the environment and enables pupils to be confident communicators in society. There is a strong emphasis on developing pupils' moral, spiritual, social and cultural understanding so that they are well prepared for life in modern Britain. We plan the knowledge that pupils need to be educated citizens in an ever-changing world. We aim to introduce them to the best that has been thought and said and intend to engender an appreciation of human creativity and achievement.

A robust PHSE and RSE curriculum enable us to ensure pupils fully understand how to keep safe. Learning is planned to enable KS1 pupils to debate local and national issues including internet safety, CSE and radicalisation at a level they can understand. Pupils are encouraged to make good choices and understand what they need to do to succeed.

Pupils learn how to keep physically and mentally healthy, eat healthily and maintain an active lifestyle. There are both curricular and extra-curricular opportunities throughout the school day, with lunchtimes used to ensure all children can participate.

Our academy is extremely inclusive and allows all learners to enjoy their education and to make progress. Through carefully planned learning experiences we ensure that all pupils, including our disadvantaged and SEND pupils, have access to a rich, broad and balanced curriculum. We aim to develop life-long learners and to create a culture of personal and professional development where adults and children alike continue to learn and develop.

The Enrichment Layer

Pupils arrive at school with a variety of experiences. Through enrichment we provide pupils with a variety of experiences which may extend into adulthood. Pupils choose from a variety of experiences to develop interests which deepen their understanding of healthy lifestyles and cultural experiences. Each term pupils work towards a whole academy celebration event, such as an art gallery or a community event. This helps pupils understand how they can contribute to the local community and wider society. Pupils are taught the importance of charity and inclusion by participating in events involving the wider community. Pupils' opinions and contributions are valued and respected in class, assembly and in the school and eco council.