

Stuart Road & High Street Primary Academies' Curriculum

Intent.

All pupils will leave Stuart Road & High Street Primary Academies secondary ready and with the skills and knowledge to enable them to be lifelong learners.

All pupils have the right to fully access the curriculum and no group will be offered a reduced curriculum.

The intent of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of English and maths;
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how our environment and society have changed over time;
- to fulfil the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to help children understand Britain's cultural heritage;
- develop an understanding of British values;
- to appreciate and value the positive contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive, successful citizens;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth, fairness and democracy, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

Implementation

We offer a broad and balanced curriculum that is built upon experiential learning opportunities. We ensure that children are at the forefront of their own learning; that they have the skills and language to identify what they need to ensure that they meet expectations. The schools' curriculum is planned to offer an integrated approach that is sequenced so that new knowledge and skills build on what has been taught before. This is presented to children in the form of 'knowledge organisers' which help pupils to organise their learning and be aware of where they are on their learning journey. Each theme has clearly defined end points to prepare pupils for the next stage of their learning. Planned assessment opportunities identify pupils' progress; misconceptions are timely addressed, securing long-term memory.

The curriculum reflects the schools' context by addressing typical gaps in pupils' knowledge and skills:

- Early identification of children's varied starting points.
- Tailored support to ensure children make rapid and sustained progress, e.g. speech and language therapy, ELSA, social skills groups, TiS vocabulary development.
- The curriculum is sufficiently adapted to meet the needs of SEND pupils.
- Skills are taught in a progressive manner that is relevant to the context of the school.

We place a strong emphasis on the development of the basic skills and their application in a range of contexts necessary to be confident independent learners. We plan our curriculum in phases across the two schools. We agree a long-term plan for each key stage. This provides an overview of what topics and themes are to be taught in each term.

The medium-term plans identify the theme of the term's work. A Knowledge Organiser/ overview sheet collates all of the skills, knowledge and vocabulary to be taught identifying the end points. The termly grid lays out the work to be covered in each week or block of weeks. This information will be shared each term with children, parents and carers.

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' attainment and progress in that subject area;
- provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school development plan.

Impact

The impact of the curriculum is measured in standards achieved, progress made and personal qualities acquired. The impact of our curriculum is seen in:

- Pupils produce work of a consistent high standard.
- Pupils make positive progress from their given start points.
- Pupils achieve well in the standard assessment tasks when compared to the national benchmarks.
- Pupils enjoy memorable, worthwhile experiences developing their cultural capital.
- Pupils experience high quality teaching and successfully achieve their end points.
- Pupils are able to and are ambitious about their own successes.
- Pupils are assessment capable learners who see assessment as a tool to accelerate their own progress.

Further guidance on the assessment arrangements can be found in the Reach South's assessment policy.

Learning Dispositions

As well as teaching the requirements of the National Curriculum, children will be taught important attitudes to learning- learning dispositions to help them become successful adults.

At Stuart Road and High Street we have been embedding our Mindsets approach to learning of being:

- Being resourceful - yellow - if you can choose things to help with your learning (including asking friends and teachers).
- Being resilient - green - if you show us that you understand that making mistakes is OK, and can start again on a task if needed.
- Reflective - pink - Can you think back to learning you've done before and make links?
- Reasoning - brown - Can you take a minute and think about the best way of completing a task? Can you talk about different options and work out the best way?
- Responsible - red - manage your distractions and complete a task to the best of your ability.
- Determined - blue - What do you do when something's tough? You need to keep trying.
- Brave - white - Do you get scared of trying new things or trying tricky challenges? You can overcome these fears.

We are now looking to make use of the SOLO taxonomy to move the children's self-assessment of their learning to a new level.

In our curriculum planning and feedback to children, we emphasise these skills, so that the children are aware of the skills they are using and developing.