

Curriculum Intent Statement

Curriculum is the “what” of education, at every level. As a school we need to consider:

“What our children need to learn”

We reflect on the content of our curriculum continually, adapting to meet the needs of our cohort. Being a new school, in an area of increasing new developments, we are aware that our context shifts as new pupils join us. Our children come to us from a wide variety of cultural, social economic, religious and ethnic backgrounds, this why our curriculum has to inclusively reflect our children's needs.

However, our core drivers, our golden threads that run throughout the curriculum remain consistent:

- We teach what children need to know to become active participants in an ever changing world of technological and environmental change.
- We build a foundation of academic rigour, from which our children become life-long learners and have the skills to achieve their aspirations.
- We foster a love of the arts in our children; a robot will not be the next poet laureate, the next Bob Dylan, the next Picasso, the next Dickens.
- We focus on the mental and physical health of our children.
- We develop a sense of empathy / human values in our children, with a focus on the children's moral, spiritual, social and cultural understanding.

When we design our curriculum these core values lay at the heart of it, almost like the “stock” that provides a rich base for our curriculum “soup”.

“How we design the curriculum for each subject to maximise the likelihood that children will remember the steps of learning”

At this stage we look at our children, where are they from? What are their experiences? What does our local context look like? What experiences haven't they had? What fires them up? What inspires them? We discuss these points as staff and what we teach reflects the answers. We engage them with aliens landing in the playground, royal tea parties, volcano eruptions, teddy bears picnics and dinosaur bones. We plan trips to the Gudwara, the Mosque and the church. We invite firemen, health visitors, explorer domes, the residential community, road safety experts, authors, artists and chefs into school. We get our children outside into our Forest School as often as we can. We provide memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop transferable skills. All stakeholders are involved with developing this child focussed, localised, relevant and dynamic curriculum – our children remember their learning.

“How well are the children learning?”

Learning behaviours are excellent and supported by our one word school rule of “Respect”. Every child understands how we demonstrate respect and this allows a very positive learning environment, in which the children feel safe to learn, question and thrive.

Assessment is purposeful and links directly with our curriculum. Progress means knowing more and remembering more. Our curriculum, through its relevance and memorable experiences promotes remembering. We are inclusive; children at all levels are helped to achieve their potential. Those who are most able are given the room to stretch and broaden their understanding of subjects through application of skills in other contexts. Those who struggle are encouraged and supported through targeted intervention. All children experience high quality first wave teaching.