

# OUR CURRICULUM VISION (Intent, Implementation, Impact)

## CURRICULUM VISION AND DRIVERS

The purpose of our curriculum is to inspire all children to acquire knowledge and skills and to ignite a lifelong love of learning. We celebrate the cultural capital that our community brings to learning and build on this to broaden children's understanding of the world.

Our commitment to providing equality of opportunity ensures that rich experiences are embedded throughout the curriculum.

**DRIVER 1**  
Through all curriculum subjects children develop the cultural capital to understand, question and reflect on the world and their place in it.

**DRIVER 2**  
Children develop communication and problem-solving skills, creativity and independence, so that they can navigate their future as life-long learners.

**DRIVER 3**  
A knowledge rich and broad curriculum enables children to make connections across subjects.

## OUR SEVEN PRINCIPLES OF TEACHING & LEARNING

Participation

Praise

Pace

Perseverance

Progress

Purpose

Passion

Behaviour and Safety

Challenge and Expectations

Engagement and Enthusiasm

Resources and Time

Assessment

Progress and Standards

## HOW WE IMPLEMENT THE CURRICULUM

- Curriculum coverage is mapped carefully across year groups and phases to ensure that all National Curriculum objectives are taught.
- Medium Term plans are adapted half termly to ensure concepts and objectives are revisited as needed by each class.
- Year group themes (termly or half termly) allow for meaningful links to be made across curriculum subjects.
- Knowledge Organisers for each theme provide children with the correctly pitched subject knowledge for their year group.
- Enrichment opportunities are used effectively to deepen and broaden the curriculum offer for children and to engage families.
- Subjects are taught discretely.

- English and Maths are taught in the morning and foundation subjects are taught in the afternoon.
- Core subjects, Science, MFL and P.E. are taught weekly. Other National Curriculum subjects are taught over a week or two week block.
- Key Stage Two classes are taught by a specialist Spanish teacher once a fortnight. Year 3 and Year 4 have weekly recorder lessons.
- Lesson aims and success criteria are shared with the children so they know what they are learning and why.
- Activities are differentiated and assessment is used throughout the lesson to scaffold or challenge as needed.
- Teaching points are modelled and children are given the opportunity to work independently.

- Teachers work with individuals and groups to ensure all children can access learning from their own starting point.
- Misconceptions are identified in planning and addressed in lessons. Prior learning is discussed with the children.
- There is an effective balance between teacher and pupil talk.
- Read, Write Inc Phonics is taught from Nursery through Key Stage One.
- Each class carries out three P4C enquiries each half term.

## CURRICULUM IMPLEMENTATION

## CURRICULUM IMPACT

Impact on Children

Children apply knowledge and skills across all subjects. They understand that the knowledge they learn and the skills they develop will help them in their futures.

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Impact on Attainment and Progress

The curriculum demands the best possible outcomes in each subject from every child.

Teacher assessments are timely and purposeful. Any gaps in children's knowledge and skills are identified and closed.

PIXL and SIMS Programme of Study are used to record and track assessment of individual children, classes, year groups and the whole school.

Trends are identified quickly and addressed for any group through intervention or curriculum revision.

From each individual child's starting point, progress is evident.

Children are given opportunities to achieve greater depth consistently and despite barriers.

Evaluation of our Curriculum

Subjects are taught discretely to ensure subject specific concepts are the focus. Links are made across curriculum subjects so that skills can be applied in different contexts where possible.

Reading and language development is embedded across all subjects.

The curriculum is evaluated frequently by the Leadership and Management Team and adapted accordingly to ensure that the learning needs of children are fully met.

High standards for outcomes are planned for by subject leaders. Activities to meet curriculum objectives are purposeful.

Enrichment has a valued place within all subjects and is organised to ensure progression and challenge.

Our values (Contribute, Respect, Enjoy, Aspire, Team Work and Enjoy) are embedded across year group and key stage curriculums.

Evaluation of our Impact on our World

Our children are inspired to achieve their full potential; to have their voices heard and effect change.

Children develop the cultural capital they need to deepen their understanding through the curriculum and enrichment opportunities.

The curriculum represents local and global histories, encourages positive contribution and open enquiry and develops knowledge through quality resources.

We place the United Nations Convention on the Rights of the Child (RRS Gold) at the heart of all activities so children understand their rights and that adults are the bearers.

We engage in partnership work with other schools and community groups to ensure our local and national environments are maximised.



**Thomas Buxton**  
Primary School  
Learning Together