

Curriculum Intent Statement

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Vision and Intent

Pupils' learning and development is at the heart of the school's curriculum. We aim to provide a broad and balanced curriculum that will equip pupils with the skills necessary to succeed in life after school as life-long learners and independent citizens of the world.

As a Church School, rooted in Christian values, our vision is inspired by the miracle of the loaves and the fishes. This demonstrates God's provision and care for us all through the generosity of one young child.

At Broadwas CE Primary School our Vision is:

By **valuing** each individual within our school family, we enable everyone to **grow** and **flourish** by providing a relevant, inclusive and knowledge rich curriculum in a stimulating, fun and loving environment. At Broadwas we 'Live Our Values Everyday'.

Our curriculum is topic based providing children with meaningful links between different subject areas. It is designed so children can draw upon previous substantive knowledge and through the transfer of disciplinary skills within and across subjects. It will also enable children to learn through real life experiences and purposeful contexts Our curriculum also promotes key British Values and develops the spiritual, moral, social and cultural development of the child.

As a school, we have developed key Curriculum Drivers that will be developed through our children's education here at Broadwas. These drivers were chosen to reflect the core knowledge children will need to be exposed to during their time in school based on their location, community and context. Our Curriculum Drivers are:

- **Caring for Our Environment**
- **Economy and Power**
- **Creativity and Innovation**
- **Culture and Diversity**

What are our curriculum aims?

- To inspire and encourage children to become life-long learners and have high aspirations.
- To enable pupils to read and become fluent readers giving them an access to the wider curriculum as well as promoting a life-long love of reading.
- To enable pupils to express themselves through the written word after being taught a range of writing skills with purpose.
- To enable pupils to be numerate and be able to apply their knowledge, understanding a reasoning to a range of increasingly challenging problems.
- To develop skills and help children gain cultural capital in order to become global citizens in the modern world and make a difference in their communities.
- To enable pupils to see themselves as historians, scientists, geographers, computer scientists, artists, designers of the future and develop the skills and knowledge they need in each particular area.
- To become physically active and participate in a range of individual and team sports, developing teamwork and a desire to be the best!
- To be able to promote the Christian values of friendship, perseverance, creativity, truthfulness, respect and our British values all under the over arching value of love for one another.

How is our curriculum designed?

At Broadwas Primary School we have designed our curriculum so that new knowledge and skills build upon those that have been taught before. It includes: The Early Years Curriculum, The National Curriculum, The Worcestershire Agreed Syllabus for Education and many other additional opportunities. These can all be found on our 'Curriculum on a Page' document.

Our Curriculum has been carefully planned in three stages via a thematic approach. Initially we have long term plans in place, in which the themes have been carefully sequenced to ensure knowledge and skills are built upon logically and revisited in a timely fashion.

Next, the plans are then developed into half termly topic plans which identify key knowledge and skills to be covered across the topic. Each topic will have a subject that will drive it, such as history or geography. Where possible, writing will be based within the topic from high quality texts, providing meaningful links to all the other subjects. There is no expectation that every subject is included. Staff will decide on a key theme for each topic. Key knowledge and skills will be identified from the National Curriculum and developed through progression maps.

Finally short term planning will be developed by staff containing learning objectives, activities to be undertaken, key questions and assessment opportunities. All short term plans will build upon previous knowledge and skills development from the medium and long term plans and mapping.

We believe that pupils should be challenged in their schooling; learning through resilience and celebrating successes.

Roles and Responsibilities

Governing Body

- ❖ Liaise with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- ❖ Support the development of the curriculum through Full Governing Body and the Curriculum

and Teaching Governor.

- ❖ Ensure the curriculum is inclusive and accessible for all.

Headteacher

- ❖ Create long and medium term plans for the curriculum in collaboration with subject leaders.
- ❖ Communicate the agreed curriculum to the governing body on an annual basis. Ensure the curriculum is inclusive and accessible for all.
- ❖ Assist teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- ❖ Receive reports on the progress and attainment of pupils and reporting findings to the governing body.
- ❖ Making adjustments to the curriculum where necessary.

Subject leaders

- ❖ Provide strategic leadership and direction.
- ❖ Support and offer advice to colleagues on issues relating to their curriculum area.
- ❖ Monitor the progress and attainment of children in their subject, across the school.
- ❖ Provide efficient and cost effective resource management.
- ❖ Ensure the curriculum is inclusive and accessible for all.

Teachers

- ❖ Implement the curriculum consistently in their practise.
- ❖ Ensure all planning is reflective of the school's curriculum.
- ❖ Ensure the curriculum is inclusive and accessible for all.
- ❖ Ensure that higher attaining pupils are given work that is appropriately challenging.
- ❖ Monitor the progress of all children and report this to the headteacher.

How do we structure our lessons in school?

We understand that the school is primarily a place of learning. We are committed to a vision of ensuring high standards of achievement for pupils whilst equipping them with the skills to become independent life-long learners. By researching and developing our Quality First Teaching the staff have developed a lesson structure which teachers follow in delivering high quality teaching across the school.

Our Learning Structure for Lessons in School

Below is the structure we have discussed in order to deliver the best opportunities for all of our children to learn, grow and flourish. This has been developed in line with Quality First Teacher Training:

1. Begin a lesson with a short review of previous learning.
2. Share the Learning Objective (Maths and English) or the Key Question of the lesson (Humanities subjects).
3. Present new material in small steps with pupils practicing after each step.
4. Teacher gives clear and detailed instructions/explanations/modelling.
5. Ask questions and check for understanding.
6. Ask pupils to explain what they have learnt.
7. Check the responses of all students.
8. Provide systematic feedback and corrections in line with the 'Feedback and Marking Policy'.
This can be done by the teachers and the teaching assistants. .

9. If necessary, use more time to provide explanations.
10. Reteach material, if necessary.
11. Prepare students for independent practice.
12. Monitor students when they begin their independent task (teachers, TA and peer assessment opportunities)

We help children to become better 'learners' using the core values of Building Learning Power. These values help the children develop their ability to learn and recognise how they can themselves become a better 'learner'. More details of this are contained below.

How the school intends to deliver the curriculum throughout the school

Classroom-based learning: Our staff value the different ways in which pupils learn and plan lessons to account for these differences. Our curriculum includes PSHE and wellbeing sessions. We encourage teachers to make cross-curricular links where possible within their classroom planning and practice, so that pupils can draw upon knowledge from different subjects and understand how each area of learning plays a part in everyday life.

Teachers use different learning resources to teach core content, including the use of web based resources, school trips and visits and visitors from the local and wider community, specialist P.E. teaching to support staff professional development as well as providing an enriched and varied P.E. curriculum. We intend to keep pupils engaged with learning and meet the individual learning needs of all of our pupils.

The school carries out intervention sessions for pupils, individually or in small groups, where they support require additional support or challenge. These can be used to revisit learning, extend understanding through challenge and application as well as providing additional learning support where it is needed.

Extra-curricular activities: We provide a variety of extra-curricular activities for pupils that enhance their learning experience. The activities range from after-school clubs, to educational trips and visits – a list of the extra-curricular activities available is updated every term and shared with parents and carers.

How the curriculum benefits pupils' learning and personal development

At Broadwas CE Primary School we want the children to be the best they can be! This includes developing their ability to understand how they learn and access the curriculum. To help children do this we follow the key elements of Building Learning Power developing 5 R's:

- ❖ Resilience
- ❖ Reflectiveness
- ❖ Resourcefulness
- ❖ Reciprocity

By developing their knowledge of these as the main drivers to their learning experience, the children will learn skills and techniques in order to access the curriculum and learn to be better 'learners'.

How can our locality contribute to our curriculum offer?

We are a rural village school based on the outskirts of Worcester. Our community and locality provides many fantastic resources:

- ❖ A supportive community who have a rich and varied skill set that they can provide to school.
- ❖ Close links to the church and an active clergy who can support and develop our curriculum.
- ❖ A wonderful rural location providing wonderful resource to enhance our curriculum.
- ❖ Beautiful outdoor grounds providing many learning activities for Wellie Wednesdays and developing our Science and PE curriculum.
- ❖ A location near Worcester allowing planned visits to its many facilities as part of our curriculum offer.

Broadwas CE Primary School Subject Developmental Cycle	
<u>School Year 2020-21</u>	
<u>Autumn 1 2020</u>	Science (review completed)
<u>Autumn 2 2020</u>	History (review completed) Maths PM (review and lesson obs complete)
<u>Spring 1 2021</u>	No monitoring due to COVID Lockdown
<u>Spring 2 2021</u>	No monitoring due to COVID Lockdown
<u>Summer 1 2021</u>	Geography (review complete) History PM
<u>Summer 2 2021</u>	English (SPAG) PM (review and lesson obs complete) Reading Deep Dive (SIA) PE Art
<u>School Year 2021-22</u>	
<u>Autumn 1 2021</u>	Design and Technology
<u>Autumn 2 2021</u>	PSHE English PM
<u>Spring 1 2022</u>	Computing
<u>Spring 2 2022</u>	Geography PM
<u>Summer 1 2022</u>	Religious Education
<u>Summer 2 2022</u>	Maths PM

Due to the effects of COVID19 and the National Lockdowns this cycle may be open to change.

Broadwas CE Primary School Subject Developmental Cycle	
<u>School Year 2021-22 (adapted due to COVID)</u>	
<u>Autumn 1 2021</u>	Geography (Deep Dive Ofsted) Maths (Deep Dive Ofsted) Reading (Deep Dive Ofsted)
<u>Autumn 2 2021</u>	Art Science (Pen-Tangulation)
<u>Spring 1 2022</u>	PSHE DT
<u>Spring 2 2022</u>	Computing Maths PM
<u>Summer 1 2022</u>	Religious Education
<u>Summer 2 2022</u>	English PM

Broadwas CE Primary School Subject Developmental Cycle

School Year 2022-23 (adapted due to COVID)

<u>Autumn 1 2022</u>	
<u>Autumn 2 2022</u>	Computing Topic PM (staff may choose subject)
<u>Spring 1 2023</u>	DT French RE
<u>Spring 2 2023</u>	PE English PM Collective Worship
<u>Summer 1 2023</u>	Music RE
<u>Summer 2 2023</u>	Maths PM Collective Worship History Geography

Broadwas CE Primary School Subject Developmental Cycle

School Year 2023-24

<u>Autumn 1 2023</u>	French/German English (reading and phonics) Collective Worship Science History RE
<u>Autumn 2 2023</u>	Geography Music PE Maths Computing PSHE Topic PM (staff may choose subject/focus classroom environment)
<u>Spring 1 2024</u>	Maths RE Science Music PSHE
<u>Spring 2 2024</u>	Maths PM English (writing) Collective Worship French/German Computing
<u>Summer 1 2024</u>	Music History RE Computing
<u>Summer 2 2024</u>	English PM Geography PSHE Maths Collective Worship Science

