
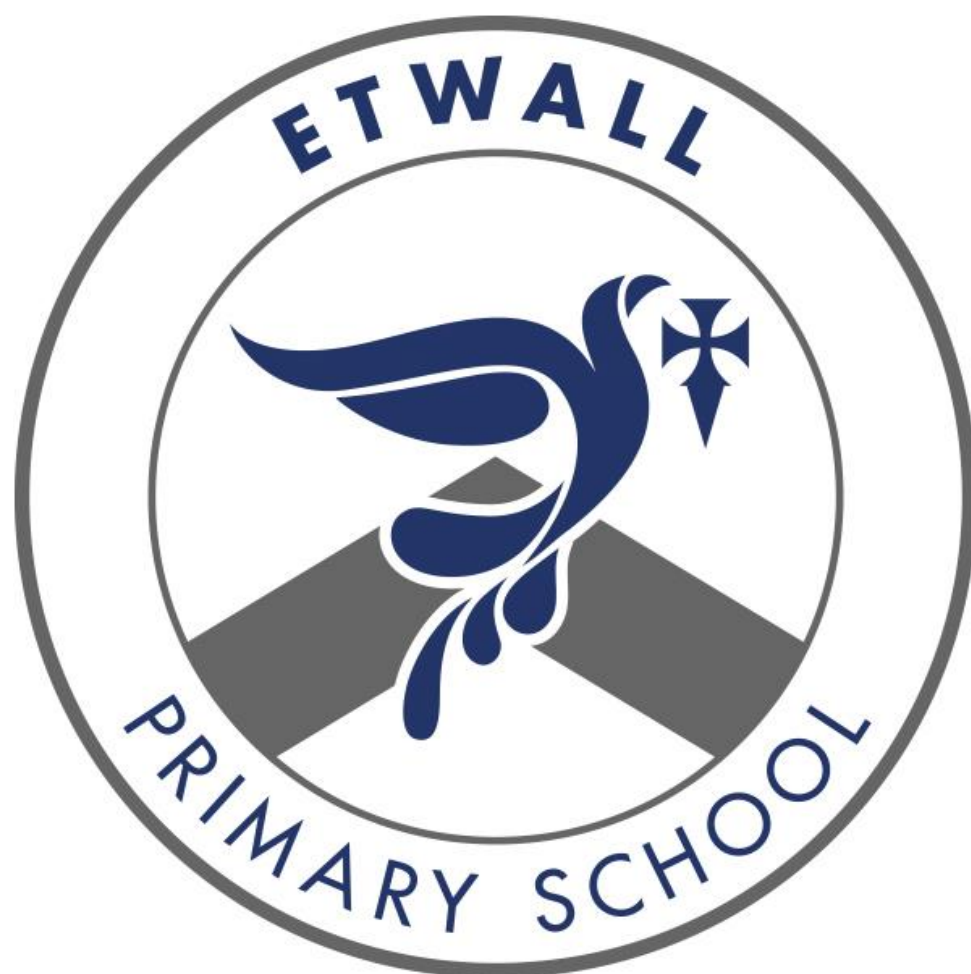


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Version:	2.0	Next Review	February 2025
This policy has been reviewed on 08/05/2023 and has been impact assessed in the light of all other school policies and the Equality Act 2010.			



Curriculum Intent Statement

Curriculum Intent

With the child at the centre of all that we do at Etwall Primary School, our curriculum is designed to be rich and vibrant, broad and balanced and ambitious for all learners. It is exciting, relevant and responsive to the needs of the individuals within our learning community, enabling them to shine academically and flourish socially, emotionally, morally and culturally.

At Etwall, we believe that the curriculum should be seen in its widest sense – as the entire planned learning experience, including formal learning opportunities as well as the environment, the events and the enrichment activities that take place outside of the classroom. Our aim is to enrich every child's school experience by creating an inclusive environment where they are encouraged to succeed and be the best that they can be. Through an ambitious curriculum, we develop the essential knowledge, skills and understanding which are the building blocks for later life.

Underpinned by Spiritual, Moral, Social and Cultural aspects of learning, the breadth and balance of our curriculum content allows pupils to learn through a coherently planned, knowledge-based curriculum. A clear progression for learning and knowledge is encompassed within the formal requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum in order to prepare children for their future and next stage in learning.

Our **aim** is for each child to confidently enter the next stage of their education with the necessary skills, knowledge and mindset to reach their academic potential and to thrive, knowing and understanding their place in the world and their importance and value to society as global citizens.

Curriculum Design Principles

We have designed our curriculum with how children learn and remember in mind, recognising that progress means knowing more and remembering more. The **principles** behind the design of our curriculum are as follows:

- Children should enjoy, be engaged and be challenged in their learning
- Children should experience a wide breadth of study which is knowledge-rich
- Reading is an essential building block for learning across all subject areas

The full range of core and foundation subjects have been mapped out across school in clear progression frameworks so that knowledge, understanding, skills and concepts build over time. These progression frameworks begin with the Early Years Foundation Stage and have both checkpoints and end points to support assessment of progress.

Teaching and learning opportunities need to be thoughtfully planned to enable pupils to develop the necessary knowledge, understanding and skills to contribute successfully in the modern world. We intend to make sure that learning is made memorable and is committed to the long-term memory by repeating concepts, making links and building upon previous learning. Pupils will revisit, apply and deepen their learning within and across subject areas, whilst maintaining each subject as an independent discipline, with its own unique set of skills. Questioning, tasks and resources will be skilfully planned to scaffold and challenge, ensuring that every child, whatever their starting point, can deepen their understanding.

Taught reading skills are embedded and applied across our curriculum. Provision of resources, along with supportive teaching, should immerse children in a wealth of literature. Since we believe that reading opens the door for every child to succeed, we are determined that every child, by the end of their time at Etwall Primary, will have a lifelong love of reading, and will be able to read fluently and comprehend all that they read. In addition, we will exploit every opportunity in all subjects to develop our children's language acquisition and expose our children daily to challenging new vocabulary.

Our School Values

Our school values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens. The **values** that sit alongside this curriculum are for our children to be:



Caring and compassionate towards themselves, other people, and the world in which they live



Curious and inquisitive and love learning new things inside and outside of the classroom



Ambitious and determined to do their best and to enjoy trying to do better and persisting until they succeed

Cultural Capital

Cultural Capital gives our children powerful knowledge and the vital skills and experiences to be informed and thoughtful members of the community who understand and believe in British Values. It is developed through a set of planned experiences in addition to the powerful knowledge that is planned into the curriculum as part of every subject. Our planned cultural capital experiences are designed with these values in mind and ensure that every child has the same opportunities to learn and grow at Etwall Primary School and to be prepared for their next stage in education.

Curriculum Implementation

The principles behind the implementation of our curriculum are as follows:

- **High expectations of learning behaviour are essential for good progress**
- **Teachers build on prior knowledge and plan for misconceptions**
- **Clear explanations, modelling and scaffolds are essential aspects of teaching**
- **Children need sufficient opportunities for practice and for retrieval**
- **Using varied participation and questioning techniques are important for checking understanding**
- **Feedback is used to support progress towards the goal**

As we evaluate and move forward with the implementation of our curriculum we have identified the following core features that are either already embedded in our school or are currently being established and developed:

1. Quality first teaching is essential to all of the above and to our curriculum design. We have high expectations for the quality of teaching and ensure that continued development is the focus of our school improvement by focusing on monitoring through a supportive culture and a sharing of good practice.
2. Skills and knowledge are taught discreetly in subject areas so that our children gain a broad understanding of each subject. However, learning links are made wherever possible to help children to make connections and to deepen their understanding.
3. Teaching staff use our curriculum progression maps to ensure that learning is sequenced so that children know more and remember more. Learning sequences build on and make connections with prior knowledge so that children build knowledge over time. Sticky knowledge is identified by staff and children are given

opportunities to practise and apply this knowledge in a range of contexts in a range of different contexts so that they achieve deep, long term learning.

4. Quality texts are integral to our curriculum approach. We recognise that reading is an essential tool and all children must leave our school as skilled and confident readers. Quality texts are chosen by teachers for their high levels of excitement and engagement to promote and develop a love of reading. Texts are also chosen to support a curriculum area, in preparation for new subject content or to revisit a previously taught area of the curriculum.
5. In order to raise aspirations and equip children with a real belief that they can achieve anything if they are prepared to work hard, it is imperative that we prioritise experiential learning within our curriculum. To 'hook' the children into a subject or topic, all children engage in memorable experiences which enhance their learning and further develop their knowledge and understanding. Examples include visits and trips, practical activities, or experiences led by school staff or visitors coming into school.
6. We endeavour to ensure that children see a relevance and purpose to their learning so we plan for learning to build towards a purposeful outcome at the end of some of our longer sequences of learning. This is an opportunity for children to showcase their learning to a wider audience, for example, through an exhibition to the school community, the publication of a class text or the presentation of information to a different audience.
7. Strong learning behaviours are essential in order for children to leave our school as independent, resilient and confident learners and so one of our school rules is to 'Be ready to learn'. Being one of just three school rules means that good learning behaviour is a focus of every lesson and children regularly reflect on how their learning behaviour enables them to be successful learners.
8. Outdoor Learning and Forest Schools is an important aspect of our school. Our school grounds are varied and diverse and provide the opportunity for learning outside of the classroom to be a key feature of our curriculum delivery.
9. Taking part in extra-curricular activities and a range of sporting opportunities is important to our wider curriculum. Alongside these additional opportunities, teachers have planned a series of skills, opportunities and events to ensure that the formal curriculum is enriched with additional learning experiences, for all children, to ensure that no child remains disadvantaged. Our cultural capital is mapped out as a journey for all children to experience as they progress through the school.
10. Continuing Professional Development for all staff is a priority to ensure that they have the skills and knowledge necessary to deliver the highest standards across the entire curriculum. Subject leaders must have the necessary expertise to play a pivotal role in both the design and delivery of their subject area. Therefore, ongoing training is an essential part of our school journey and our continuous cycle of improvement.

The Impact of our Curriculum

As a result of our well planned and implemented curriculum, we would expect that our children:

- Achieve academically across the entire curriculum, meeting at least the national expectation by the end of their primary education
- Be confident and curious learners, with a thirst for knowledge and high aspirations for the future
- Contribute to the learning journey so that it is relevant and meaningful to them
- Develop a determined, resilient, hard-working attitude to be well prepared for the challenges of the secondary school curriculum
- Explore the cultural capital of our school and our community, ensuring that every child benefits from enriching experiences and immersive learning opportunities
- Are tolerant, caring individuals with a strong moral conscience who are resilient to the influence of others and make decisions for the right reasons and in the best interests of their community and wider world.

Because learning is a change to long-term memory, over a period of time we can make judgements when comparing children's learning and in comparison to checkpoints or endpoints.

The impact of our curriculum is monitored through the triangulation of outcomes: pupil voice, data outcomes, monitoring of books, planning and learning and discussions with pupils, parents and staff are all used to inform our self-evaluation.