

What is the body of knowledge and skills which will form the extent of the curriculum?

| English and Maths Knowledge & skills | | Subject specific knowledge and wider curriculum skills | | Personal skills | | Values | |
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| Content: National Curriculum | | Content: National Curriculum | | Content: | | Content: RTime, character traits, unicef | |
| Reading | Number | Science | Design Tech. | Empathy | Resilience and risk taking | School Values: Learn, Grow, Enjoy, Achieve, Fulfil | |
| Writing | Calculation | History | Music | Independence | Curiosity | Respect Joy | Communication |
| GPS | Measurement | Geography | PE. | Perseverance | Self-control | Care | Integrity |
| Handwriting | Fractions/Dec. | Art/Design | MFL /RE | Optimism | collaboration | British values (Nat. Curriculum) | |
| Speaking | Geometry | School wider questions. | | Intrinsic to the whole curriculum | | Taught through the wider curriculum | |
| Listening | Algebra | | | | | | |
| Extra-Curricular Provision | | Experiences, Enterprise, Partnerships, Community: clubs, activities, trips, residential visits, visitors, collaborations, conferences, themes, RSC , world book day, performances, tournaments | | | | | |

Curriculum design, organisation and delivery?

| Subject Expertise | Thematic learning | National Curriculum coverage | Skills and knowledge |
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| MFL is taught by specialist Mandarin teachers from DMU Sport is taught by class teachers and a range of specialist teachers Swimming in our pool is delivered by specialist providers Music is taught by teachers, supplemented by Charanga music resources, and peripatetic teachers provide tuition. | English and Maths elements are taught discretely, with key texts allocated to fit topic themes where possible. Some units are led by Science topics (linked to Engaging science units) and teachers consider appropriate cross curricular links. Not all subjects will be linked every half term, but considered carefully in terms of learning outcomes and relevance. | Core subjects are timetabled, except in the case of Computing, which may be integrated into topic or timetabled in larger chunks of time. This is also supported by the expertise of our IT technician. We use the Affinity National curriculum documents and our progression maps to ensure appropriate age specific progression in knowledge, skills and understanding. | All curriculum planning is supported by progression documents and tracking to support planning and underpin rich learning experiences across the curriculum. These are mapped across long term and medium- term planning that informs weekly provision and planning. |
| <ul style="list-style-type: none"> What is the timetable going to look like? – We have a timetable overview, but this is subject to change across topic delivery in consideration of ensuring time for longer projects/visits and adequate time for in depth learning in relation to topics. All staff understand the commitment to PE and Science as core expectations, as well as programming for IT. RE is taught weekly. Some areas like DT, extended art of music projects may be timetabled in larger chunks. Assembly/collective reflection is a mix of class, key stage and whole school across the week. | | | |

How will we ensure curriculum and skills progression?

| Functional age-appropriate skills in English and Maths | Progression of non-core subject skills | Personal skills developed by role models & expectations | Values – taught & developed through wider curriculum |
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| Ensuring every child is 'next year ready' with key residual core skills when they leave current year group We integrate spelling & grammar progression into Reading and Writing teaching. Our school focuses on developing secure language skills through active strategies linked to RSC approaches, and we map key English genres and texts across year groups. Maths calculation policy clearly outlines key progression and planning is supported by Maths NO | Science units from engaging Science form the basis of our teaching, underpinned by assessment tracking materials. Where possible meaningful links are made across our topics, but we also prioritise progression in investigative skills. We have progression maps for all foundation subjects and teachers plan in line with these. These incorporate, knowledge, skills and understanding. | Our R time and school values/behaviour policy underpin all personal development. Teachers incorporate key learning traits across all areas of the curriculum. PSHE toolkit underpins all PSHE mapping and E Safety/RSE. We also use Leics Healthy School resources and hold enhanced Healthy Schools status for work around character and emotional literacy. | School values and British values are taught through thematic units & assemblies. Eg. Democracy & Rule of law Clear assemblies mapping and work with wider networks ensures our children apply their learning to wider contexts and communities. |

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| problem resources. Times tables tracker structures expectations. | | |
| Reinforcement/consolidation through repetition of key skills | | |

| How do we ensure that the curriculum meets the needs of all groups of pupils within the school? | | | |
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| Higher, Middle, and Lower Attainers | Disadvantaged Pupils (PPF) | SEND and vulnerable groups (eg. EAL, Traveller pupils) | Boys/ Girls; New arrivals & Pupils who need to catch-up |
| WE do not differentiate in terms of task. We subscribe to evidence that this creates glass ceilings for our most vulnerable learners, whilst emphasising difficulty of task rather than depth of thinking and reasoning for a Mastery approach. Consideration is given to the needs of all learners within lesson design and organisation, as well as use of resources and consideration of questioning and developing challenge questions and reasoning to stretch all learners, which ensuring support is integrated for those learners who need it. | We prioritise Quality First teaching to ensure all pupils are fully included in class. Commitment to staff development to ensure they consider the needs of our most disadvantaged children carefully and create the conditions for them to flourish is prioritised. As each class has varying needs, this is bespoke in terms of resourcing, strategies and motivation and considering opportunities for enrichment, homework support, parental support and ELSA needs. Our whole staff team is included in this offer, as well as seeking support from Trust and outside agencies where necessary. | Our curriculum is organised around the needs of the class. Targeted coaching at transition times supports this and deployment of support staff is considered carefully to plan for this. This may be considered across year groups where appropriate to harness expertise, and we have a range of specialists: speech and language, ELSA, family support, 1 : 1 and small group targeted support/precision teaching for children with specific needs (these can be varied: SEND, rapid graspers, emotional, memory, medical, EAL,, poor attending pupils and those new to the school. We also target project work and CPD to support the needs of wider groups, eg engagement of Boys (writing); and challenge in Maths Our pupil progress reviews tailor our support and this is regularly reviewed by SLT, who have a range of wider professionals we can work with if needed. We also have a specialist Literacy coach who provides targeted support across all areas and all ages of English. Our Elsa and wider team also timetable a range of personal skills interventions, such as Lego therapy, bereavement support, nurture and talkboost . | |

| How do we monitor and know the quality of teaching and learning within the curriculum | | | |
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| Teacher subject knowledge | Subject specialists: | Differentiation, match of work | Resources |
| All subject leads and SLT regularly monitor teaching, work and children’s views Regular staff CPD/collaboratives and coaching supports and monitors approaches to planning and strategies/organisation. Trust Lead Professionals and our Cluster lead support and monitor school provision. Annual peer review ensures a moderation of approaches Networks across the Trust and wider also ensure we moderate standards and expectations beyond our own boundaries. | We have a range of specialists within our teaching staff: Music, Art, PE/Gym, MFL , English, Maths and Early Years, SEND, behaviour, emotional literacy, speech and language Our Trust Lead Professionals also supplement our staff team. Our EPIC wellbeing team also specialises in a wide range of needs. | We prioritise differentiation of support/resources, Questioning/ pace of learning Prompts and organisation of children to differentiate and challenge. Our in the moment feedback and support also ensures we attend to childrne’s needs and We also ensure the environment is organised to support and extend children’s learning.. | Subject leads work with teachers to ensure each class has appropriate resources to tailor learning for the needs of learners in their class. We also subscribe to key specialist associations to ensure updated access to resources to inspire and motivate teachers and learners Our library offers opportunities to explore ation City and Discovery. Every class has an interactive screen and we share a range of Computing activities across the school. |

| How do we assess the impact of the curriculum on our pupils? | | | |
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| Outcomes: English & Maths | ‘Next year readiness’ | Pupil attitudes to work | Pupils live out the values |
| Ongoing teacher tracking and mini assessments Rising Stars assessment tests (Year 1-6) EYFS tracking Moderation and work scrutiny Cross school moderation | Key tracking and assessment data and pupil progress SLT scrutiny as well as behaviour monitoring and character traits consideration. Pupils are also included in learning reflection, monitoring progress and goal setting. | Key character traits are integrated across the curriculum, as well as core values. High standards of presentation and behaviour are upheld at all levels. | Whole school curriculum centres around our ethos and values, as well as integrating community, enterprise, partnership and experience within our key questions framework to ensure we reflect on learned knowledge |

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| | Close transition work between staff also supports judgements/planning. | Regular celebration assemblies and displays recognise and support positive attitudes. Pupil leaders also work to support whole school ethos and priorities. | and skills and how this is shaping our understanding of the world. Hall displays capture key learning in relation to this, as well as topic reflections, pupil reports, progress updates, learning lines, and our Captain's logs. |
| <p>▪ When pupils leave primary school are they 'secondary ready'- with relevant knowledge, skills, aptitudes, attitudes/ values? Our Champions project supports all Year 6 pupils in developing self-confidence at all levels of learning and to address any key considerations they may have. Our whole school team works to tailor approaches and we prioritise developing independence across the school, eg use of planners, key consideration of 3 key school principles (Make decisions with thought and care, care for everyone and everything, show good manners at all times)</p> <p>In year 6 pupils can apply and be interviewed to become pupil leaders, who work with school council and pupil mentors to structure a sense of responsibility and develop awareness of wider responsibilities and how schools are run. Leadership planning and actions supports growing sense of responsibility to plan for Secondary school. Outgoing pupil leads interview prospective candidates. Our pupil leads work with all leaders to monitor standards and plan/implement key actions.</p> <p>All classes have roles and responsibilities for children and partner classes in opposite key stages so children become aware of their wider learning journey.</p> <p>Every class undertakes an enterprise project and organises a number of community events through the year.</p> <p>We have a school bank . This year we are developing an alumni association to consider wider aspirations and an awareness of the impact of our school on individuals and the world.</p> | | | |
| <p>▪ How, and what forms of assessment are used to move pupils' learning on and evaluate curriculum success? We use key age related trackers to plan appropriately, and progression of skills maps. We also use Rising Stars assessments and NCETM materials, as well as mini test materials, CGP and Scofield and Sims, Engaging Science and wider curriculum reviews to assess impact.</p> | | | |

| Who is responsible for the curriculum, its review and evaluation, and its impact? | | | |
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| Headteacher/Senior Leaders | Subject Leaders | Class Teachers | Governors: |
| Design and organisation of the curriculum – meeting statutory requirements, whilst being both visionary & inspirational, yet measured. Setting and QA of standards. | Planning – Long-term plans Subject skills progression Resources, Accountability for Monitoring of standards Review, evaluation & action planning for improvement. | Subject knowledge, planning, organisation and delivery. Pace of learning; resources Pupil outcomes & achievement (acquisition of skills/knowledge across curriculum); Standards! | Joint monitoring with SLT Quality assurance Pupils: Pupil questionnaires/survey Children's SEF |

Does the curriculum ensure that most pupils leave the school independent, and with skills, knowledge and attitudes which prepare them well for their future lives – they are fully literate, numerate and articulate?

The curriculum is tailored to the children's & community needs, appreciating the rich local culture whilst remaining outward facing so that pupils understand their role in the wider world. Key texts have been matched to topic themes to offer rich language opportunities integrating core skills. Pupils achieve high standards of literacy and numeracy at the end of Key Stage 2 and are keen to use these in their next steps in the world