

Our Curriculum Intent

Downsell Primary School is committed to meeting the requirements of the primary National Curriculum.

*Our vision is for a curriculum driven by aspiration, communication and creativity to provide children with the best possible educational **experiences** and to broaden their **knowledge** and understanding of the world.*

In line with the Equality Act 2010 and the SEND Regulations 2014, we ensure that our curriculum is matched to meet the needs of all learners. We seek to achieve this through our commitment in developing our staff's skills and knowledge, working in partnership with outside agencies, parents and carers and ensuring that pupil voice is woven through all we do.

Curriculum Drivers

Communication	Aspiration	Creativity	Experiences and Knowledge of the World
<p>We recognise the value of communication, therefore speaking and listening opportunities are created throughout our curriculum.</p> <p>We have a high amount of EAL pupils, who are supported with their acquisition of English through tailored programmes.</p>	<p>Pupils and staff have high expectations for learning. Children are encouraged to aim high and to be open to possibilities at school and beyond.</p>	<p>A topic-based approach provides cohesion and context, whilst maintaining the integrity of learning objectives for foundation subjects.</p>	<p>Pupils work towards acquiring a depth of learning and knowledge, alongside an awareness of the wider world and their place in it. We plan for enrichment and offer a breadth of experiences beyond the classroom.</p>

Intent

The intent of our curriculum is based on our curriculum drivers and our targets in our school improvement priorities. We have set ourselves three curriculum targets within the intent of the curriculum:

Curriculum Target 1: To ensure that every child leaves our school with the necessary skills and knowledge as Communicators, Readers and Mathematicians.

Curriculum Target 2: To deliver a broad and balanced curriculum.

Curriculum Target 3: To embed British Values and SMSC (spiritual, moral, social and cultural) opportunities across the curriculum.

The key principles behind the design of our curriculum are for our children to:

- finish primary school with the necessary skills and knowledge required for becoming successful in life
- develop a strength of character and resilience that will help pupils overcome the challenges
- have a range of opportunities and experiences for all pupils to experience success in
- have an opportunity to develop their spiritual, moral, social and cultural opportunities

Implementation

Curriculum Target 1: *To ensure that every child leaves our school with the necessary skills and knowledge as Communicators, Readers and Mathematicians.*

We believe that our first key priority as a school is to develop our children as communicators. To teach and support them with speaking clearly and to support them with improving their listening skills.

We have a well-planned Reading Curriculum, which forms the heart of our school. Through daily reading lessons, we are providing our children with exposure to different text types. We have thought carefully about ensuring that this exposure is not only varied and represents diversity, but also has clear routes of progression that enables our children to leave our school at the required level for reading. In order for our children to want to continue their journey as learners of reading, we recognise the need for stimulus. Every class has dedicated story time slots on their timetable and it is an opportunity for staff to share their love and excitement of reading, through the modelling of good reading and communication skills.

Our curriculum seeks to ensure that our children are able to leave primary with the necessary knowledge and skills to be functional within maths. Our carefully planned curriculum seeks to develop a mastery approach in which our children are secure in their skills before progressing on to another area within maths. This supports them in developing as a mathematician. To support the engagement and enthusiasm with the subject, we provide cross-curricular links for maths and other subjects as well as opportunities for engaging activities such as Times Tables Rockstars.

We recognise that in order for our children to make progress as Readers and Mathematicians and in line with our mastery approach, our curriculum progression needs to ensure time for repetition and revisiting of previous learning to ensure that learning is embedded.

Curriculum Target 2: *To deliver a broad and balanced curriculum.*

At Downsell, we believe that every child will become great at something. Our broad and balanced curriculum and our offer of after school clubs, is underpinned by this belief. We seek to offer children the opportunity to access a variety of areas within school, both academically and socially in order to ensure that they are given ample opportunities to develop themselves within a particular area.

Our curriculum demonstrates equal importance to both core and foundation subjects as well as to physical and mental wellbeing. We carefully balance the need for a wide and engaging curriculum with the need to ensure that our children acquire the skills appropriate to their age and needs in our core areas such as Maths, Literacy and Reading.

Curriculum Target 3: *To embed British Values and SMSC (spiritual, moral, social and cultural) opportunities across the curriculum.*

We have a good understanding of the needs of our children, academically, socially and emotionally. Our curriculum seeks to ensure their needs are met in these areas as well as supporting them with their development of an understanding for the wider world.

Our curriculum and after school provision, makes good use of opportunities for children to develop their knowledge of the wider world. Through trips, school visits and specialised after school clubs, we provide our children with opportunities to develop a mutual understanding and respect for those areas outside their family community.

Spiritual, moral, social and cultural development is embedded within our curriculum. We have SMSC ambassadors who work as a team looking at our inclusion of SMSC within the curriculum and how we can further improve opportunities for all pupils.

Impact

We capture the voice of our children through regular subject focussed pupil questionnaires and school council feedback. This provides us with a direct overview and report on the impact of the curriculum on the pupils themselves. Regular parent /carer questionnaires also supports us, understanding as a school, where our curriculum does well and areas in which we need to strive for further improvement.

The impact of the curriculum is monitored through a mixture of formative and summative assessments.

Teachers track the impact of the curriculum on a daily basis through in class assessment for learning strategies – this includes use of w/boards and targeted questioning. Live marking, daily marking and feedback also ensures that teachers are fully aware of how their learners are meeting the success criteria and therefore the national curriculum requirements within their lessons.

The impact of our cross-curricular, text based approach is that our pupils are able to make links with their wider learning, therefore supporting and promoting a move away from simple fact based learning.

Our learning walks show us children who are motivated to learn, engaged and able to talk confidently about what they are learning.