

Curriculum Intent Statement

At The Federation of Follifoot & Spofforth CE Primary Schools our vision is that everyone will; **LOVE, LEARN & THRIVE.**



LOVE

We love and nurture each individual.

LEARN

We are passionate about inspiring learning.

THRIVE

We value the uniqueness of each individual's achievements.

Our vision translates directly into our curriculum in that;

LOVE

Our curriculum promotes a love and appreciation of life and learning in all its fullness, enabling children to realise a passion for the possible.

LEARN

Our curriculum enables children to learn and retain a body of knowledge to which they can develop and apply key critical thinking and communication skills becoming creative, confident and enquiring learners.

THRIVE

Building on their individual strengths, interest and experiences our curriculum enables children to grow and flourish both academically, socially and emotionally experiencing success in a range of situations and contexts.

Our curriculum is designed to be rich, relevant and exciting promoting high standards and inspiring a lifelong love of learning. By providing children with the highest quality teaching and learning experiences possible we are able to maximise the opportunity for every child to thrive.

As a Federation of two schools both founded by the Church of England, Christian values are prominent in every aspect of school life. Our curriculum frames and shapes the experience of every child and therefore Christian values are reflected strongly through our curriculum design and planning. They feature prominently and are central to our daily acts of collective worship. They impact significantly in helping children grow and thrive becoming thoughtful, compassionate and understanding.

Our curriculum is designed to enable children to meet and often exceed the challenging age related expectations as set in the subjects and content of both the Early Years Foundation Stage Curriculum & National Curriculum (Key Stages 1&2) <https://www.gov.uk/national-curriculum>. The curriculum for our children goes beyond the content set out in these documents meeting their needs and interests and incorporating a wide variety of enriching experiences and opportunities.

The early years of a child's life are a time of profound change and the potential of early childhood education and care to support development is well researched. All children from both schools in our Federation receive the best possible supportive and nurturing start to school life in our dedicated Early Years provision. Our curriculum is rooted in our understanding of child development and effective pedagogy. Through a well-balanced mixture of high quality play and focused activities children develop their knowledge of phonics and number. Access to quality continuous provision both indoors and in our well-developed dedicated Early Years outdoor area helps our children learn to work independently and collaboratively, learning to share and disagree well. Continuous provision is skilfully adjusted to reflect and build on our children's interests, helping them develop independence and early thinking skills whilst also learning about the world around them.

Our curriculum recognises the unique value and needs of every child. It is designed to ensure all children receive the support and challenge they need so they can learn, grow and thrive. It is tailored and personalised to the needs of our children in order to prepare them for life and learning beyond their primary school experiences. It recognises their many existing strengths and interests and actively addresses the key challenges and barriers faced by our children. Targeted quality first teaching, extra support and early intervention are a priority in provision for children with SEND and disadvantaged children.

Because of our passionate belief in the power of reading and the value of books in a modern world dominated by technology our curriculum is linked, connected and rooted by inspiring children's books. Books and reading are central to our curriculum exposing children to more facts and wider vocabulary than virtually any other activity, increasing and enriching their vocabulary as they encounter language they would be less likely to hear and use in their everyday speech.

Through reading, children begin to understand concepts and ideas, gaining and linking knowledge, exploring different opinions and perspectives, exposing them to a world of imagination. Reading helps children build solid foundations for communication enabling them to navigate, question, connect and interact with the world in which they live first hand through direct contact and interaction with others.

As well as the impact on creativity and imagination the narrative form plays a key role in our curriculum planning contributing to enabling children to remember well. The power and influence of the narrative form on memory is well documented;

'The human mind seems exquisitely tuned to understand and remember stories – so much so the psychologists sometimes refer to stories and "psychologically privileged" meaning they are treated differently in memory than other types of material.'

Daniel Willingham

Whilst recognising the transformational impact of information technologies on our ability to access information, ensuring our children have a secure body of knowledge is still central to our curriculum. Our curriculum recognises that children need a secure body of existing knowledge in order to effectively interpret and learn from new information. Research shows that when reading new information the reader must know and understand the meaning of 95% of the vocabulary to understand and comprehend it. Our curriculum recognises and values the importance of children's ability to acquire knowledge ensuring children are supported in learning to remember and connect essential knowledge as they progress. Knowledge acquisition is incremental, building on and adding to prior knowledge ensuring working memory is not overloaded. Accessing knowledge from memory is important as this impacts hugely on our children's ability to comprehend, learn further information, maximise working memory function and improve their self-confidence.

'Long term memory is integral to all our mental processes. When we try to solve any problem, we draw on all the knowledge that we have committed to long term memory. We cannot outsource memory to Google.'

Daisy Christodoulou

Our curriculum acknowledges that children simply memorising facts in no way represents high quality learning. It also recognises that trying to teach children critical learning and thinking skills requires factual knowledge.

'Knowledge makes you a better reader, but it is also necessary to be a good thinker.'

Daniel Willingham

To this end sequences of learning are carefully planned to ensure a well-considered balance of knowledge and skills. Our balanced curriculum embraces learning from cognitive science about memory and the power of deliberate practice. It is planned to be remembered in detail; to be stored in our children's long-term memories so that they can build on it. Curriculum planning and delivery are based on carefully planned sequences with regular deliberate practice that builds fluency. Curriculum design pays careful attention to what each sequence of lessons will make children think about because that is what they will remember. As Daniel Willingham observes *'Memory is the residue of thought'*. Maximum progress results from carefully planned sequences. Special events, visitors and visits enhance our curriculum provision. Careful consideration as to where these sit within a sequence is given.

Logical considered sequences of learning provide children with a strong knowledge base with which they can develop and apply critical creative thinking skills. Our carefully planned sequences in all subjects plan for opportunities for our children to think in different ways, finding different solutions to problems, developing original ideas and thoughts. Within our curriculum children have frequent opportunities to use their imaginations thinking creatively and making connections.

High quality talk and effective questioning are developed across the school in all subjects and areas of learning to ensure pupils can confidently use questioning skills to deepen and extend their learning. As a result, pupils become more independent, take greater ownership over their learning and are well prepared for the next stage of their education.

Assessment plays a key role in ensuring our curriculum enables children to progress well. Understanding children's prior learning plays a significant role in ensuring curriculum plans build on existing knowledge, understanding and skills. Frequent and planned low stakes assessment throughout the curriculum enables teachers to assess children's recall from long term memory allowing them to shape and adjust provision within and after sequences of learning. The use of summative assessment is carefully planned to ensure frequent and unnecessary data collection is avoided ensuring reasonable workload for all. The carefully planned use of summative assessment and use of nationally comparable assessments (annual GL progress tests and comparative judgements in writing) provide opportunity for moderation and comparison with a statistically significant number of other pupils in the same year group. This aids and assists the moderation and evaluation of our internal assessment arrangements.

Enjoyment and excellence are promoted throughout our whole curriculum. In English 'Talk for Writing' recognises that reading is at the heart of writing. Reading widely and deeply, exploring and building an understanding of texts and story, is prominent within our curriculum and ensures children have secure foundations for writing. High quality teaching of writing skills such as phonics, handwriting and grammar as well as frequent oral rehearsal and regular opportunities to write 'freely' support children in their journey to becoming thriving writers.

Our curriculum recognises the range of knowledge and skills needed to be an effective mathematician. Our application of mastery approaches allows for extended periods of time to study concepts and ideas. Knowing, understanding and applying the five principles of mastery; Coherence, Representation & Structure, Mathematical thinking, Fluency and Variation supports children in developing a deep and secure understanding of primary mathematics. Carefully selected high quality resources facilitate learning that effectively uses concrete, pictorial and abstract representations and examples that help children embed concepts and deepen their understanding.

We are developing and embedding our approach to ensure that our broad and rich curriculum ensures equity between core and foundation subjects and also equity between foundation subjects. To support the achievement of this aim foundation subjects are planned for individually. However, where meaningful links can be made or sequences of multiple subjects share a common theme this will enhance the curriculum experience for pupils. Making these links enables children to follow their own lines of enquiry and apply skills meaningfully providing depth and richness to the curriculum. The Foundation subjects are an essential medium through which we ensure children learn about and experience the diversity of modern Britain that contrasts with their predominantly White/British school and community. The Humanities (History, Geography, Religious Education) and Personal Social Health & Citizenship Education (PSHCE) alongside high quality collective worship contribute significantly to pupils developing an enhanced awareness of the history and values of Britain. These subjects help prepare children for life in Modern Britain respecting and promoting British Values helping them learn about and develop an appreciation of life beyond their immediate locality.

We teach children how to be physically and mentally healthy and how to keep safe in their context as well as appropriately manage risk for themselves through PSHCE, PE and outdoor learning from school staff as well as specialist support agencies (e.g. NSPCC, 'ChildLine', Fire Service, Outdoor Learning Service).

Our children have significant first-hand experience of small semi-rural local communities. Their schools are at the heart of each village community. We take this strong initial experience and via our curriculum provide opportunities for them to experience first-hand the powerful impact of social action engaging with their local and wider communities to impact positively. Curriculum opportunities allow children to work collaboratively in teams both contributing as a team member and leading others in different contexts and situations. The curriculum provides many opportunities for children to develop and grow their public speaking and performance skills through worship time, services, performances, concerts and showcases.

Pupils have many opportunities to play a full and active part in school life through a range of enrichment and wider curriculum opportunities irrespective of any disadvantage or learning difference. Enrichment including sport, arts, drama, music, visits and residential experiences are carefully planned to ensure they enrich the knowledge and skills taught in subject sequences of learning and provide appropriate levels of challenge to help children develop and grow.

Our curriculum values developing the behaviours of effective learners as highly as the subject specific content of our curriculum. To that end we place high value on developing children's positive attitudes to and personal responsibility for learning. Our children are taught and encouraged to learn from mistakes and setbacks developing resilience and positive learning behaviours. Our behaviour for learning principles are based on the idea of intrinsic reward and as a result, determination and perseverance are encouraged over results. We are trying to encourage growth mindsets.

'In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.'

'We like to think of our champions and idols as superheroes who were born different from us. We don't like to think of them as relatively ordinary people who made themselves extraordinary.'

Carol S. Dweck, *Mindset: The New Psychology of Success*

'A teacher's job is not to make work easy. It is to make it difficult. If you are not challenged, you do not make mistakes, if you do not make mistakes then feedback is useless.'

John Hattie

We view the development of lifelong learning resilience including the ability to assess and evaluate risk, work both independently and collaboratively, responding positively to challenge and adversity as key elements in our support of our children's mental health and emotional well-being.

Our Federation, its schools and the curriculum are highly ambitious for every child irrespective of circumstances, special needs or disability. Our intent is that our curriculum ensures children have made good progress from their starting points and are easily distinguished by the way, in which they present and conduct themselves. Our curriculum strives to ensure our children are the very best versions of themselves they can be demonstrating confidence, respect and resilience. They will be well prepared to actively engage and take responsibility for the next stages of their education at secondary school and will be reflective children who value learning and working hard to improve. We aspire for them to be as proud of their school and their uniqueness as we are of them.

January 2019

This statement will be reviewed annually.

In developing our Curriculum statement of intent we have drawn upon a range of professional wider reading including;

Seven Myths About Education – Daisy Christodoulou

Making Good Progress? The future of Assessment for Learning. – Daisy Christodoulou

Why Students Don't Like School – A cognitive scientists answers questions about how the mind works and what it means for the classroom – Daniel T Willingham.

Cognitive Psychology in the Classroom - <https://www.youtube.com/watch?v=SpuD-rOebE0>

<https://www.youtube.com/watch?v=ikDTP5rexGw>

Why Knowledge Matters – Rescuing Children from Failed Education Theories – E.D Hirsch JR

Memorable Teaching - Peps Mccrea

<https://www.youtube.com/watch?v=5RcaBzjpUqU>

Lean Lesson Planning - Peps Mccrea

Joni Holmes – Working Memory and classroom learning

<https://www.youtube.com/watch?v=WUxo5s8HHcE>

Dweck, C. S. (2006). Mindset: The new psychology of success. New York: Random House.

Dweck, C. S. (2012). Mindset: How You Can Fulfil Your Potential. Constable & Robinson Limited.

Syed . M (2010) Bounce: The myth of talent and the power of practice: Fourth Estate.

Gladwell .M (2008) Outliers The Story of Success: Penguin

Visible Learning – John Hattie

