



Curriculum Intent at Kinnerley C.E. Primary School

At Kinnerley C.E Primary we want our children to be happy, confident learners who are independent, resilient, and tenacious. We want them to develop a positive attitude to learning, a thirst for learning and a willingness to take risks when learning.

We want our children to learn kindness, respect and empathy towards others, to value each other as individuals each with special gifts and talents, and supporting one another.

When they leave us we want them to be equipped with skills and attitudes for life, to know that they are valued, to have belief in themselves and their potential, to be optimistic for the future, and to remain confident and enthusiastic learners.

Curriculum Intent

Our curriculum is knowledge, experience and skills- based. Underpinning this is the wellbeing of the children and respect for each individual, their aptitude, ability and uniqueness.

We want our curriculum to be deep, broad and balanced, cognitively challenging, aligned with the National Curriculum, enjoyable and engaging and ambitious for all. Our units of work are fully representative of the knowledge, skills and understanding required by the National Curriculum and further enriched by striving to develop our pupil's **cultural capital**, taking into account our local and national current context.

Our units of work are also clearly aligned with our school and Federation vision:

Federation vision – 'Preparing for life in all its fullness.'

School vision – 'Dream, believe, aspire, achieve'

and our school values:

COURAGE - we will be brave about things we fear, whether it be standing up for what is right even if it is an unpopular choice, or attempting something we feel uncertain about

FORGIVENESS – we have the freedom to make mistakes, knowing that if we get it wrong we will be forgiven, just like we will forgive others who do wrong by us. We all need second chances.

PERSEVERANCE – we won't be afraid of failure, we will keep on trying and striving for success in our learning, our behaviour and our friendships. We will be tenacious and resilient.

RESPECT & REVERENCE – we will accept other people for who they are, even when they are different from us or we don't agree with them. We will recognise the worth and value of others, and learn to celebrate our differences.

RESPONSIBILITY – we understand that we have a collective responsibility towards our school community and an individual responsibility to ourselves, to be the best that we can be. We understand that we are part of a wider community, national and global and we are learning to play our part.

TRUST - we will be confident to take risks in our learning and personal development knowing that others are there to support and encourage us.

At Kinnerley C.E. Primary School we strive to develop:

- The belief that each person is unique, valued and a blessing.
- The importance of creativity and expression through art, design, music, drama, dance, poetry, fiction and film.
- Joy, wonder, amazement, delight, and fascination for our world through play and playfulness and discovery.
- Empathy for others and methods of reconciliation; providing strategies through which problems can be resolved.
- A sense of awe and wonder in God's world; hope and optimism for the future.

Our Aims

- We will ensure that every learner experiences success.
- We will provide an inclusive environment in which all learners needs are recognised.
- We will strive for excellence and ensure that teaching inspires, excites and celebrates the achievements and efforts of every child.
- We will provide a broad and balanced curriculum that gives the children opportunities to make links, to make choices and take responsibility for their own learning.
- Our Christian values and beliefs will encompass every member of our school community.

Implementation

Knowledge, skills and understanding

The knowledge, skills and understanding we want our pupils to gain is clearly laid out in our **long-term plans** and in each class teacher's medium term planning. We have made clear choices about what we teach, outlined in our long-term plan, and these are grouped together in a topic-based approach. Each topic has a clearly defined '**big concept**.' However, we have flexibility within these topics to, for example, vary our texts in English, or base learning around opportunities that arise. Our subject-specific skills are clearly laid out in our **progression grids** and identified in medium term planning. These incremental learning steps are used to produce appropriately challenged **mixed age** planning for our mixed cohort classes.

Pupils can build links between elements of learning e.g. If we are teaching persuasive writing in English, we could write a letter from Josiah Wedgewood persuading Darwin's father to let him sail on the Beagle. Our pupils are given opportunities to read around their topic, have first-hand experiences where possible, study topics from various angles and develop a range of skills.

We have a good understanding of and access to whole school planning so that we can take pupils' prior knowledge and understanding into account. Explicit links can be made through the use of knowledge organisers and displays.

We include a variety of activities in each unit to ensure it is deep and cognitively challenging. We have shared belief that through our collective action, we can positively influence pupil outcomes, including those who are disengaged and/or disadvantaged (collective teacher efficacy). Pupils are given time to draft, fail and build skills. Marking and Assessment feeds into short term planning and we adapt accordingly to offer the right pitch and challenge for each class. Staff are able to articulate end of year expectations and learning builds towards this. Assessment is meaningful without being excessive or onerous.

Our topic sequencing helps pupils learn new knowledge and skills. Teaching concepts are taught in a logical order, with opportunities to revisit and reinforce existing learning, knowledge and skills. Our sequencing of concepts enables more cognitively challenging activities, based on previous learning to be included. Through our curriculum design, we aim to promote deeper pupil learning by making links across subjects. We allocate recommended allowances in terms of time per subject, however, we allow class teachers to use their professional judgement e.g. activities may be 'blocked' and classes may enjoy a DT week rather than weekly sessions if deemed appropriate.

Values

These will be delivered and explored explicitly through our PSHE programme and through RE and Collective Worship, and be implicit in all other areas. They will be reinforced through our behaviour policy and encouraged by the example of the standard set by the expectations and behaviour of all staff.

Measuring the Impact

1) Of our learners learning

We strive to ensure that our children's attainment in core and foundation subjects is in line with or exceeding their age related expectations when we consider the varied starting points of children. We measure this carefully and regularly using a range of materials, but always considering where they should be for how old they are.

Assessment is meaningful without being excessive or onerous and involves both formative and summative assessment, the former being to monitor ongoing progress and inform future planning and learning, the latter to evaluate progress and attainment against age related standards.

We intend that the impact is that children will be prepared for the next phase of their education.

2) Of their actions and attitudes as effective learners

This will be reflected in how the children approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. The impact should be that children are resilient, they persevere, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.

3) Of the character of our learners

The impact will be that our learners will be reflective individuals with a developing understanding of complex values like respect, trust, forgiveness and many others. Only by attempting to learn what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance, equality, empathy. We measure this not just by the work our children produce, but in the behaviours we see every day in all learners on the playground, in the corridor, and in the many roles we give them. The impact of this intention is seen in the daily interaction of **all** members of our school community.

4) Of the moral compass of our learners

Our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to others. They will reflect the Christian values shown to them by the school and its faith connections.