



## **Whole School Park Spring Primary Curriculum INTENT – ‘A Big Picture summary’**

Our curriculum is designed so that children **DO, KNOW and REMEMBER** more. It is designed so teachers and pupils are clear about what needs to be learnt, remembered and how this builds and relates to previous or connected learning. It is well sequenced, knowledge acquisition based and rigorously prepared.

In our curriculum redevelopment we deliver:

- Clarity at lesson level and for ‘sequences of lessons’
- Challenge with the requirement to ‘think’ and ‘apply’

The cornerstones of our learning are:

- The core knowledge and basic skills of **READING** and **ORACY**

Our curriculum is exciting, has a rigorous progression of knowledge acquisition, and is accessible and relevant to all our pupils because:

- We provide expert lead planning
- We provide topic-based learning challenges (Learning Questions), connecting themes where relevant
- We deliver learning via the whole class ‘Mastery approach’
- We deliver experiences ‘the best of the best’ (Cultural capital)
- We use our school, its grounds and our locality and region extensively and purposefully

We focus not only on the learning but also the learner. We focus on:

- The whole child and their personal development
- How the pupils, learn including their self-efficacy and self-regulation

Our curriculum is currently being developed and we see this as an ongoing process, as we strive for excellence in everything we do and to ensure that it responds to the changing needs of our community. Our current contexts and their implications are listed below:

Context and Demographic	Implications for PSPS Curriculum '2020'
<p><b>Challenges of home life:</b></p> <ul style="list-style-type: none"> <li>Well-being and basic needs not met.</li> <li>Some parents not seeing the importance of regular and punctual attendance</li> <li>Low adult educational outcomes</li> <li>Exposure to crime</li> <li>income deprivation</li> </ul>	<ul style="list-style-type: none"> <li><b>Attendance</b> and pupils' <b>safety</b> and well-being are our starting point. Our curriculum teaches pupils what safety is, how to be safe and what to do if their safety is in danger. We teach them the importance of eating and exercising well. We teach 'stranger danger, road-safety, e-safety, food preparation and how to exercise safely even how to clean their teeth!</li> <li>Regular opportunities for parents to experience their children's learning first hand and become involved and committed to school life – topic launches and celebrations, assemblies, awards giving, family reads, stay and play, roll up and read parent workshops</li> <li>All subjects provide 'Knowledge organisers' in order that families understand what is being learnt in detail</li> <li>Work with the local PCSO, D: Side and local youth groups to encourage community understanding and belonging; PSHE curriculum drugs etc</li> <li>All curricular activities and experiences are available to all pupils without charge.</li> </ul>
<p><b>Low starting points:</b></p> <ul style="list-style-type: none"> <li>(37% FSM ever 6, 36% pupils live in the poorest quintile of national deprivation)</li> <li>Poor communication skills</li> <li>Lack of ability to listen and follow instructions</li> <li>Growing number of pupils with specific speech and language needs</li> </ul>	<ul style="list-style-type: none"> <li><b>Whole school approach</b> to both <b>READING</b> and <b>ORACY</b>. Focus on the key skills of <b>READING</b> and <b>ORACY</b> (We aim for all pupils to pass phonic screening) with the vision that this will give them access to wider learning.</li> <li><b>All subjects</b> designed to have <b>READING, VOCABULARY and ORACY</b> at their heart to support the development of these key skills. All staff have highest expectations of vocabulary and sentence use in order that pupils can effectively communicate about the subject and its learning. <b>VOCABULARY</b> and <b>SENTENCE</b> stem use planned for ALL lessons</li> <li><b>Pedagogies and subject matter</b> that support pupil: pupil and pupil: adult communication. Use of learning partners, small groups and mixed ability learners and an increasing demand on <b>INSTRUCTION FOLLOWING</b></li> </ul>
<p><b>Low levels of emotional well being:</b></p> <ul style="list-style-type: none"> <li>Inability to solve conflict / look for conflict</li> <li>Exposure to damaging life-experiences (high rates of DV during and post Co-vid)</li> </ul>	<ul style="list-style-type: none"> <li>We are a <b>Mind Mate Champion</b> school. Regular lesson cycle. Whole school approach</li> <li><b>Forest school sessions</b> that focus on <b>team building</b></li> <li>Self-regulation</li> <li>Be <b>confident</b></li> </ul>
<p><b>Poor learning attitudes:</b></p> <ul style="list-style-type: none"> <li>Low levels of resilience</li> <li>Not naturally taking responsibility for or having pride in their learning</li> <li>Poor social skills</li> </ul>	<ul style="list-style-type: none"> <li><b>FUN</b> learning every day. Each subject, each day will provide learning experiences 'worth getting-up for'</li> <li>Be <b>inspired to be as successful</b> as they can be and be <b>confident</b> in everything that they do.</li> <li>They will experience the best of the best (in terms of cultural capital) as subjects have</li> </ul>

	<p>specifically been reviewed to ensure this</p> <ul style="list-style-type: none"> <li>• All children will learn to play a musical instrument by the end of KS2</li> <li>• Our schools and classrooms are <b>ENABLING ENVIRONMENTS</b> encouraging <b>PUPIL INDEPENDENCE, RESOURCEFULNESS</b> and <b>RESPONSIBILITY</b> to become more <b>self-regulating</b> in their <b>learning behaviours</b>. They will become independent and organised learners</li> <li>• <b>GMS</b> and <b>elements of metacognition</b> to develop an understanding of how to achieve success and be resilient when things don't go well</li> </ul>
<p><b>Lack of cultural capital:</b></p> <ul style="list-style-type: none"> <li>• Low experiences of travel outside of the local area</li> <li>• Limited cultural experiences outside of school</li> <li>• Lack of understanding of the wider world and it's peoples</li> </ul>	<ul style="list-style-type: none"> <li>• Rich and broad extra-curricular offer</li> <li>• Planned and sequenced trips to attractions, museums, galleries, alternative geographical settings (seas-side and countryside) and residential opportunities camping, youth-hostelling and outward-bound stays</li> </ul>
<p><b>Lack of diversity:</b></p> <ul style="list-style-type: none"> <li>• 89% pupils are white British</li> </ul>	<ul style="list-style-type: none"> <li>• We have ensured that all our subjects have considered the diversity that they offer, and that unintentional bias has been removed and equalities have been met</li> <li>• Enjoy that we <b>achieve together</b> regardless of individuals' characteristics. Recognising the differences in their peers, our community, and the wider world, seeing the positives in this. They will learn to care about others and understand <b>British values</b></li> </ul>

