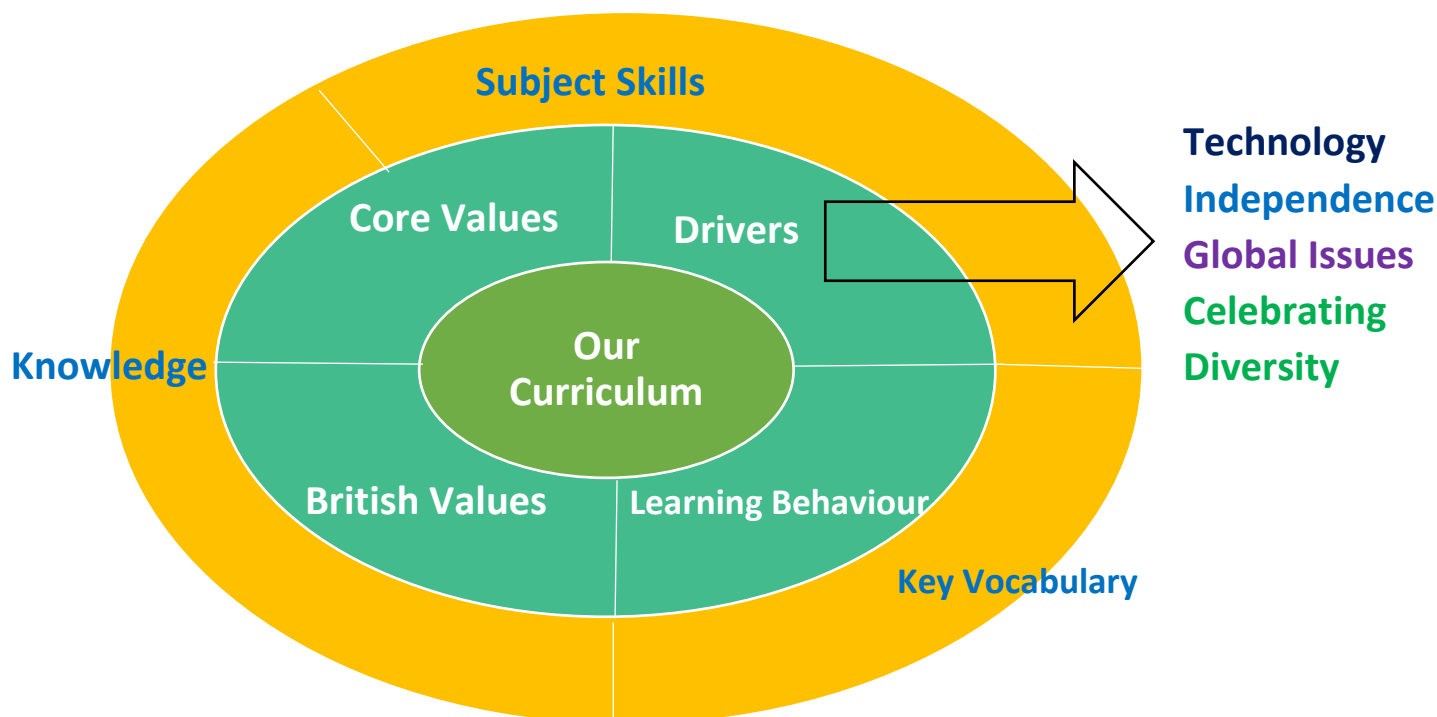


## Curriculum Intent Statement

Our curriculum provides a broad and balanced range of interesting and exciting learning experiences for our pupils. Our pupils' backgrounds, our culture and our climate for learning provide direction for the curriculum design and the identified *drivers* underpin all areas of our curriculum:



### What our Curriculum Drivers mean to us

**Technology** for us is the application of different resources to solve problems and extend our capabilities. Using different tools requires children to express what they know in different ways. Technology is used to help children to express themselves in writing. Children can express themselves using a variety of tools, each tool requiring different forms of expression. Technologies can support verbal and visual expressions as well. The experiences that children have while using technologies to represent their understanding are meaningful and memorable. Children apply key reading skills through new technology and they develop an understanding of story-which are the oldest and most powerful way to communicate experiences. Children use technology to convey stories and experiences while developing vocabulary and language.

We live in a time where mobile learning is part of all our lives and supporting children's informal learning (as well as formal learning) can be a key to helping them become lifelong learners.

The benefit of using technology-based continuous feedback methods to improve children's engagement has been well researched.

It is easier than ever now to learn anything you want, as quickly as you can. The Internet has opened up more opportunities for us to think more deeply.

Countless programs and platforms now allow us to create and share material in a way that was not possible before. Blogs, Twitter and radio stations for example, are a great way to develop creative thinking and writing in students

Similarly, games have proven to be one of the best ways of promoting co-operation and creativity. Educational games like *Mathletics*, *Reading Eggs* and *Times Tables Rock Stars* keep children engaged with their study, ignite the interactive and imaginative element in their thinking and mould it towards creativity.

New Technology also enables us to feel socially connected to others. By working with people from different backgrounds and cultures, we also become better able to explore new ideas and possibilities. Modern means of communication such as social networks and video conferencing can ensure that our students experience foreign cultures with unprecedented ease.

Technology has the ability to enhance relationships between teachers and children. When teachers effectively integrate technology into subject areas, teachers grow into the roles of adviser, content expert, and coach. Technology helps make teaching and learning more meaningful and fun for our children.

**Independence** is when a child becomes less dependent on others for support with their learning. Personal independence boosts your confidence. Independent people naturally tend to be a little more confident in handling issues affecting their lives. This is mainly because they are more prepared to take actions and do things without having to wait for support or permission from someone else.

In order to develop independence we need to enable children to know themselves as individuals and as learners. Children need to be taught to question how they learn best and to be reflective. They need to make decisions for themselves and sometimes take risks and make mistakes without fear. Therefore developing a *Growth Mindset*!

Being independent and self-assured will enable our children to be successful learners.

**Global Issues** are any issue that adversely affects the global community and environment, such as; environmental issues, political crisis, social issues and economic crisis. Global issues for us include;

- Climate Change. The global temperatures are rising, and are estimated to increase from 2.6 degrees Celsius to 4.8 degrees Celsius by 2100. ...
- Pollution. ...

- Violence. ...
- Security and Well Being. ...
- Lack of Education. ...
- Unemployment. ...
- Government Corruption. ...
- Malnourishment & Hunger.
- Terrorism
- Substance abuse



Solutions to global issues generally require cooperation among nations.

Globalisation for us is the process of interaction and integration among people worldwide. Globalisation has grown due to advances in transportation and communication technology. With the increased global interactions comes the growth of international trade, ideas, and culture. Through discussion and debate we want children to broaden their horizons, develop the language skills and understand global issues which will affect them.

**Celebrating Diversity** means understanding that each individual is unique, and recognizing and celebrating our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. The concept of diversity encompasses community, acceptance and respect. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual. We are a community school which means local people come together with the shared goal of learning. A good community is a cohesive, safe, confident, prosperous and happy place. It is free of poverty and crime, providing a high quality of life for everyone that lives there. It values and promotes open, participative development processes underpinned by a continuous culture of trans-generational learning.

It is extremely important to support and protect diversity because by valuing individuals and groups free from prejudice, and by fostering a climate where equity and mutual respect are intrinsic.

Diversity is a set of conscious practices that involve: Understanding and appreciating interdependence of humanity, cultures, and the natural environment: Practicing mutual respect for qualities and experiences that are different from our own: Building alliances across differences so that we can work together to eradicate all forms of discrimination.

## **Our curriculum provides appropriate balance**

We believe that all children should experience the feeling of accomplishment in a wide range of areas. Our curriculum therefore gives pupils an excellent mix of academic and personal development; it gives equal importance to core and foundation subjects; physical and mental wellbeing are both valued, understood and prioritised by our careful consideration of curriculum design.

Spiritual, moral, social and cultural development, along with a well-planned and structured programme of personal development underpins all of our work and is monitored as closely as academic subjects. We carefully balance the requirement for pupils to reach national expectations in core subjects with our wider curriculum aims of providing a full spectrum of thoughtful and enriching experiences. In order for our children to become citizens of the twenty first century, they will need to be prepared for an increasingly competitive world. Our curriculum is designed to integrate STEM subjects. We increasingly use the locality of the school as a resource to support and guide us in our curriculum design. Staff carefully consider national and international events and issues when planning Themes. As much as we value the progress and fulfilment of our pupils academically, we strive to offer them a rich and varied arts and performing arts curriculum too. Alongside offering our children a carefully mapped progression of skills within the foundation subjects, we work to enable the children to practice and incorporate these skills across all subjects; giving them the opportunity to express their learning in a variety of ways. As a result of this, pupils thrive.

## **Our curriculum is carefully organised for depth**

*We define progress as:*

The widening and deepening of essential knowledge, skills, understanding and behaviours. In essence this is a *mastery curriculum*. To do this ensures pupils do not merely cover the curriculum but repeat it over and over – each time they return to areas they gain a deeper and more insightful understanding of the matters, skills and processes within subjects. We refer to the 'cognitive domains' of *Basic, Advancing and Deep learning* to describe the nature of progression. This involves changing the nature of thinking rather than just acquiring new knowledge.

<b>Basic</b>	<b>Advancing</b>	<b>Deep</b>
Securing fundamental foundations	Applying fundamental foundations	Inventively fundamental foundations
<b>Example:</b> <b>Involves following instructions</b>	<b>Example:</b> <b>Requires application involving some degree of decision making</b>	<b>Example:</b> <b>Multi-step thinking reasoning and justification</b>

At our school the children in our care are at the heart of everything we do. We believe that all children are unique and must be celebrated for the special gifts and talents that they possess. Each day we encourage our children to work hard, have a positive growth mind-set, have the confidence to make mistakes, persevere and never give up – in order to succeed, and to feel good about themselves.

## **Intent**

At John Shelton Community Primary School, we want our children to experience:

- A curriculum that has knowledge, skills and language at the heart of their learning
- A rich curriculum that enables pupils to see the world from a wide range of perspectives
- A curriculum where knowledge underpins and enables the application of skills
- Opportunities to embed BASIC skills and express knowledge in a variety of ways before moving on
- Developing resilience, perseverance, challenge and support so they have the confidence to aim high and aspire to do more
- Opportunities to delve deeper into their learning, building on skills progressively each year
- A curriculum that responds to findings from pupil feedback and school data to ensure it is bespoke to their needs and reflects the ever changing world, locally and globally
- A curriculum that helps children to know how to live healthy lifestyles – both physically and mentally
- Spiritual, moral, social and cultural experiences threaded through all we do which will enable children to be good citizens

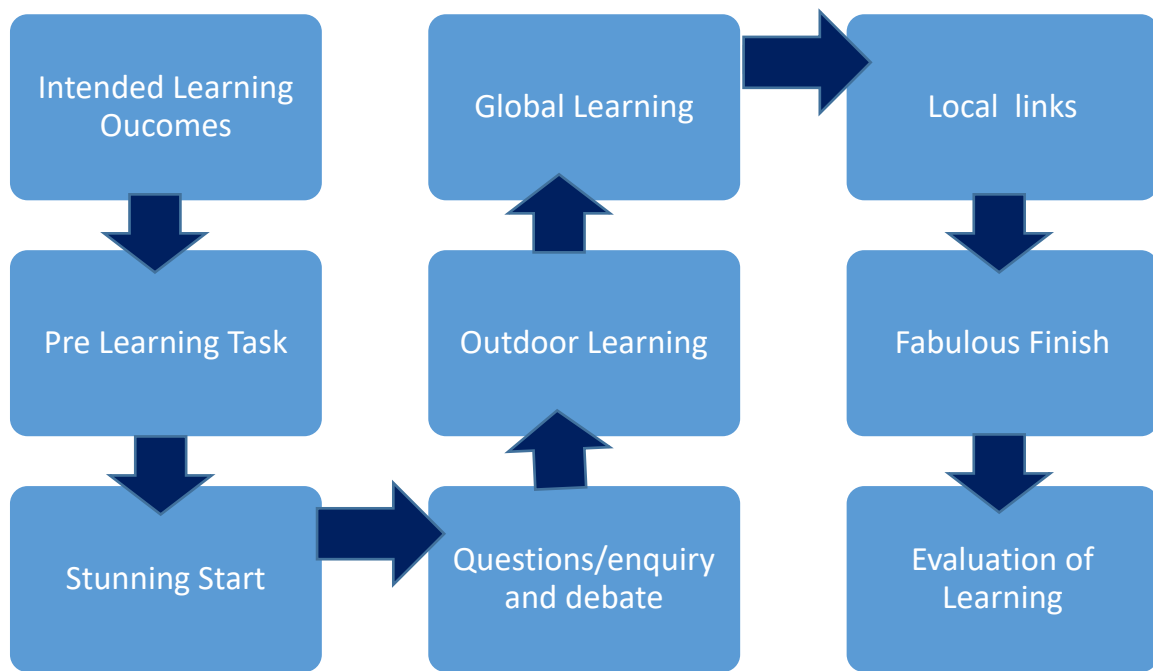
## **Implementation**

At John Shelton Community Primary School, we plan the curriculum and learning in a thematic way. This means *Themes* are carefully chosen but may have a natural subject bias. However where possible we integrate different subject areas like; Science, History, Geography, IT, RE, PSHE, Art and Design into Themes.

Themes have been organised across each year group to ensure that there is a balance of subjects and specific skills covered across each year and that we cover the content of the national curriculum. This thematic approach leads to a more flexible delivery of the curriculum. Meaning that in some week's children may not study a particular subject like Art; instead, they will have a focus on developing map skills in Geography. During other weeks, the opposite may be true. The curriculum timetable is flexible enough to enable teachers to block teach some areas of learning. Organising the learning in this way ensures teachers have the flexibility to deliver the curriculum in the way that they feel will have most impact for learners. At times learning will be directed and other times more open-ended enquiry based approach is adopted. Teachers plan for a mix of both practical and written learning and opportunities to apply basic skills such as; reading writing and mathematics are planned. We see the local community as a valuable resource and partner in our children's learning and opportunities to understand and discuss national and international issues are taken. We weave these threads through careful planning into our curriculum.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Theme 1</b>	Memory Box	We are United	Footprints in the Past	Eurovision	Gods and Mortals	Egypt
<b>Theme 2</b>	Dungeons and Dragons	Fire! Fire!	Frozen Kingdom	Traders and Raiders	Tremors	A Child's War
<b>Theme 3</b>	Crazy Creatures	We could be heroes...	Romans	Time Travellers	Waterworld	Rio De Vida
<b>Theme 4</b>	Buckets and Spades	Down Under	Beyond City Limits	Blue Abyss	Road Trip USA!	

Using the outdoors as a classroom is fundamental to our values and this can be school based or with focused learning visits to other locations. Trips/activities and experts are all vital to the learning we offer our children. It takes a community to educate a child.



Learning begins with a *Stunning Start*, which introduces the new topic to the children in an exciting and engaging way. Pupils are made aware of the knowledge they will acquire over the course of the topic. To ensure pupils are clear about the prior knowledge being built upon, language such as 'As Geographers' and 'As Historians' is used consistently. A *Fabulous Finish* afternoon will take place at the end of the topic. This is an opportunity for pupils to share their learning with their families and celebrate their success. Knowledge is reviewed at this point through Pupil Voice and parents are given the opportunity to provide any feedback, including homework feedback, which is linked to Theme topics in KS2.

Every year group as a record of the contextual learning, which has taken place during each topic, completes class Curriculum Books; this could be with drama and role-play, trips and experiences, and Art and Design and Technology. The intention (knowledge and skills) is stated at the beginning, followed by evidence of how the knowledge and skills have been implemented and finally, the impact is evidenced and linked to the Fabulous Finish.

## Maths

Mathematics is taught daily through quality first teaching. Children also get the opportunity to apply skills and solve problems in other curriculum areas. We are passionate about the developments children make in mathematics as a result we are working towards a *Mastery Curriculum* for all our children. This approach does not accelerate, it deepens. We believe all children should develop a deep understanding of the mathematics they are learning so they can apply it to solve a variety of problems. Through using a wide range of strategies, children

are supported with manipulatives and models and challenged to provide greater depth of understanding. In all year groups, children are introduced to new concepts by exploring hands-on concrete resources before moving to pictorial and abstract levels. We aim for a balance between mathematical fluency (arithmetic), reasoning and problem solving in order to ensure that our children are able to apply the skills that they learn in the classroom to everyday life. Children are also given opportunities to apply their learning in mathematics during enterprise projects and STEM weeks, periodically placed throughout the academic year. By creating a rich and exciting mathematical curriculum, we aim to create budding mathematicians, who have a deep understanding of number and a desire to tackle a range of problems in order for them to become life-long mathematicians.

## **English**

**Reading** – is explicitly taught through quality texts that inspire and engage children. We approach the teaching of reading through carefully planned guided reading sessions and on occasions, whole class reading sessions across the week. We utilise Read Write Inc in Early years and KS1 to develop the children's phonic skills. In KS2 we use a variety of different resources to plan guided reading sessions. These involve the promotion of *reading roles*. More reading and vocabulary development activities are embedded within the teaching of Theme and in the daily English session. Children's reading is enhanced and applied across the curriculum.

Books are placed at the centre of our school in a well resources library. We want books to be in our family's homes and so each class has a weekly library session, where books are borrowed and read. We also utilise the Central Library in Coventry and their staff by entering the Gifted Readers competition and holiday reading events.

During the year, we celebrate and encourage reading by holding reading focus days. These include; R Dahl Day, World Book Day, Author visits to school and other schools.

**Writing** – is taught through a carefully planned sequence of learning designed to enable the children to develop the skills needed to be confident writers. To begin with, the children complete a *Cold Writing Task* based on the genre they will be learning: in order to discover what they already know and can do. From this, teachers set individual targets for children and plan a variety of different activities. Next, children study a purposeful and exciting writing stimulus or text, which promotes and encourages creativity. Children are exposed to a particular genre where they learn about key features and techniques. They explore and record their ideas (often in their *Writing Ideas Books*) through drafting, editing and proofreading, honing their skills through focused adult feedback. Spelling and Grammar activities are also planned to enable children to write fluently. Finally, children plan their writing, before being challenged to compose their own independent piece of writing based on their specific genre. These learning opportunities are designed to enable the children to develop the skills necessary to produce a high quality *Hot Write*. Feedback is then provided to the children in order for them to understand their next steps in their writing journey.





Children are regularly asked to apply their writing skills in other subject areas and as home learning, this enables them to become fluent writing in different styles.

We promote handwriting through the award of a 'handwriting pen' where we have clear criteria for identifying children who have achieved the required standard; as a school, we promote the Nelson joined handwriting style from an early age.

### **Physical and Mental Health and Well-being**

We believe in developing the whole child and a key factor in this is their physical and mental health. As a school we promote the well-being of staff and children in order to maximise learning. The Nurture Team has been developed and trained to support people who need help and to show our commitment. We have a Mental Health First Aider and someone trained to support children with resilience, developing friendships and protective behaviours. We run weekly *Boomerang groups* for children identified as needing support. The school is working towards the national Wellbeing Award.

School Leaders consider carefully staff workload and regularly ask for feedback. All members of the school community understand that they need to be physically and mentally healthy. Measures have been put in place to reduce the amount of work required by teachers and children take part in Well-being activities once a week. These include Mindfulness, Yoga, music and art Therapy. We work effectively with outside agencies like CAHMS and SENs to ensure counselling is utilised effectively for adults and children.

In the school week, time is put aside for PSHE and Circle Time activities. Topics are planned around a central theme and the children get the opportunity to express their views regularly

and through the *Junior Leadership Team*. Children vote annually for two children in their class to represent them. Their views are sort on many different areas. Children are clear who they can talk to if they are worried about anything.

The school is clear about the need for our children to be physically healthy and to this end; we have employed a *Sports Coach* to further develop physical opportunities for children and the expertise of staff. We have an extensive and free range of sports clubs taking place after school and these are well attended. We support and compete in local sports fixtures and competitions through the shared use of a minibus.

We promote healthy life-styles through the following:

- Our Core Values of; commitment, opportunity, respect and excellence are all modelled and visible through Physical Education.
- Children are shown strong positive role models from the staff and sporting world- when possible they are brought into school to inspire children
- All children are given the opportunities to work with the ENGAGE coaches and develop an understanding of a balanced diet and take part in Tag rugby festivals
- Our Science curriculum enables the children to understand the benefits of regular and vigorous exercise
- The school promotes healthy eating through healthy snacks
- There is a very well-designed P.E curriculum that leads to children developing excellent skills and compete in a range of local tournaments
- We provide an extensive range of free afterschool clubs for different age ranges
- Play Leaders at lunchtimes encourage children to work together and develop friendship and equipment is provided
- The environment outside ensures structured playtime games and social skills are being fostered.
- Daily assemblies gives children the opportunity to discuss their thoughts and feelings
- Regularly asking children, parents and staff for their opinions and feedback
- House sports matches with different age groups involved
- Involving children- *Sports Leaders* in the organisation of competitions and setting up and putting away of equipment
- We have established close links with; Wasps Rugby Club, Coventry City FC and local secondary schools. All of whom Champion physical excellence.

## **Religious Education**

We follow the Coventry agreed syllabus for the teaching of RE. RE is taught in blocks of learning and we use the religious festivals of the world as a guide for learning. Whole school and Class assemblies allow children to share their real life experiences. Parents have the right to withdraw their children from certain parts of RE. We work very closely with Fr Simon- the vicar at St Luke's Holbrooks. We use the local community and different places of worship as a resource for learning. Governors and parents are consulted when difficult issues arise.

## **Music**

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies also provide an opportunity to practise singing. Pupils will be taught to play a variety of untuned percussion instruments as well as an instrument such as a recorder, ukulele or ocarina. The children will be encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. Children are also given the opportunity to compose their own music and write song lyrics. This is enhanced by the use of ICT to allow the songs to be 'produced'. Music lessons are linked to Theme work where possible and music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking. The Music Express programme will support our teaching of music across the school as well as the deployment of a specialist music teacher one afternoon per week. We run an after school singing and drama club which we encourage all children to attend but particularly our gifted and talented musicians and performers.

We encourage children to develop performing art.

## **Science and STEM Subjects**

Science and STEM subjects are an essential part of our curriculum because many of our children will be looking for careers in these areas. The local community of Coventry and the West Midlands is well known for engineering and the development of new technology. There are many industries and higher education establishments who champion STEM subjects. We look for meaningful opportunities within our Themes to enhance our curriculum through establishing these links. Each year we organise a careers afternoon at the end of Enterprise/money week. Adults with different careers are invited into school to discuss their journeys into work. We also operate a school bank in partnership with HSBC. Children have roles in the bank, which they apply for and they organise and run it. All children are encouraged to save and think about responsible budgeting and finance. We have also established productive links with Coventry Building Society. They provide good opportunities for children to understand how a building society operates.

## **More Able Learners**

We believe that through quality first teaching and our *Mastery* curriculum children are challenged to work at greater depth. All children have talents, we need to find and encourage them to grow. They develop the skills of fluency, reasoning and problem solving in mathematics through setting. In Literacy, children are set in ability groups in order for teachers to plan appropriate learning tasks. Where possible children work in small intervention groups focusing on identified criteria for greater depth. Children with the potential to work at this level in reading, writing and mathematics are identified by teachers in the autumn term. Learning is planned so that they reach the higher levels by the summer term. Children with other talents in areas such as music, performing arts, sport or science flourish during lessons and at after school clubs/events. We report children's progress

towards working at this level three times a year at *Parent Consultation Meetings*. We discuss individual targets with children and parents in order to strengthen the partnership and maximise individual progress. The school supports the academic development of these children and they are given the opportunity to attend G+T workshops set up at other schools in our network.

### **Class Dojo Points**

At John Shelton Community Primary School we place, great importance on improving the children's learning skills; this is done through the school's teaching of Growth Mindset. Children are rewarded with Class Dojo points for displaying a positive Growth Mindset and learning behaviours. We encourage and reward children so they become independent lifelong learners. The learning behaviours we encourage are;

1. Changing and learning
2. Meaning making
3. Curiosity
4. Creativity
5. Learning relationships
6. Resilience
7. Strategic awareness

Children demonstrating these qualities are awarded Class Dojo Points or Learner of the Week/Term in our Celebration Assembly. House Captains are elected by their peers each new academic year and lead in different events. They develop leadership skills through motivational speeches and presentations. Our houses at John Shelton are:

Ash

Beech

Willow

Oak

They are designed to encourage the children to; develop leadership and work collaboratively to achieve a shared goal.

### **Impact**

First and foremost, we want to instil in our children a love of learning and an understanding that learning is part of a journey. We want them to feel safe, to express and celebrate their learning achievements and recognise their own personal and academic growth.

How we know we are successful in this is through:

- **Teacher Assessment** -*Formative* – through ongoing questioning, dialogue, verbal and written feedback, informal quizzes, practical tasks, day-to-day work, reasoning.  
*Summative* – End of Theme learning tests, written tasks.
- **Learner Voice** – pupil questionnaires, self and peer assessment, school council, learning dialogue in the classroom that encourages self-evaluation.

- **Parental Feedback** – parent questionnaires, parent café, fabulous finish afternoons, parent/teacher meetings, Facebook group polls, informal meetings before and after school, PTA
- **Data Analysis** – internal with SLT, subject leadership, pupil progress meetings, governors, external data (SATS)
- **Quality Assurance** – lesson observations, drop ins, learning walks, book trawls
- **Positive Attitudes to Learning** – children engaged and inspired by their learning, posing own enquiry questions, taking initiative, co-constructing the learning pathway
- **Commitment** -The children will show they are committed to their learning and making progress by responding positively to feedback provided by adults and making changes for the better
- **Opportunity**- Children will take up every opportunity to learn in order to find their talents and pursue their personal ambitions
- **Respect** – visibly demonstrated through their school environment, their learning, interactions, moral responsibility, tolerance and spirituality
- **Excellence**- Children will strive for ‘personal excellence’ by improving what they do each time they try something.
- **Participating in Community** – proudly representing their school through school Choir and performing arts, Junior Leadership Team, Coventry Building Society, sports tournaments, bag packing at Morrison’s, STEM activities, Council house visits community events, invited guests such as Magistrates talk
- **Case Studies** – to measure the academic, personal, social and emotional progress of our most vulnerable children through case studies.
- **Class Curriculum Books**- In an attempt to capture some of the learning *Class Curriculum Books* have been produced by staff and placed in the school Reception. These are for visitors to the school to see how; well planned, rich and varied our curriculum is.

The impact of what we do and what the children achieve cannot always be measured in data sets and numbers so we always try to look holistically at the whole child. We consider our children as individuals who are facing future challenges and ultimately leave us ready for secondary school having enjoyed and embraced their learning experiences along the way.

## EYFS Curriculum

### Intent

Across Nursery and Reception, our curriculum aims to offer:

- Create a happy, caring, secure and fun environment for all children;
- Encourage confidence, independence and a desire to learn;
- Focus on the development of every child as an individual, valuing and building on their previous experiences and responding to their individual needs;
- Work in partnership with parents and carers;

- Develop in children an enquiring mind, an interest in learning and an enthusiasm for the next stage of school life;
- Provide good foundations for later learning;
- Encourage good social relationships, developing a positive self-esteem and mutual respect for others.

## **Implementation**

In Nursery and Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum.

These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These 7 areas are used to develop children's learning through a range of carefully planned activities. The highly skilled staff within EYFS make sure the activities are suited to the children's unique needs and set a high level of challenge. Our curriculum is really flexible so that staff can follow the children's needs and interests to get high levels of engagement and enthusiasm towards learning.

Children in the EYFS learn by playing and exploring, being active and through creative and critical thinking. A vital aspect to develop knowledge and skills is the use of continuous provision (both indoors and outdoors). This means that children are using and developing certain skills and knowledge throughout the year on a daily/weekly basis. Continuous Provision practice and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving.

## **Impact**

To give all children the best possible start to their education and set secure foundations to learning which will enable the children to build on their learning journey at John Shelton Community Primary School.

