Little Plumstead C of E Primary Academy

Curriculum Intent

Our Vision

"from a tiny seed… all things are possible"

This vision informs our entire curriculum. Every decision we've made in the design of our curriculum works towards making this a reality. We have high aspirations and hope for our children and aim to remove any barriers which may stop them achieving their potential.

Built for Progress

Our curriculum is carefully designed and sequenced so that:

- knowledge and skills are built upon year-on-year.
- children are able to make clear connections to their prior learning
- children can make progress within subjects across a year

Curriculum Aims

Our school vision sits at the heart of our curriculum design. Through our curriculum, we aim to:

⇒ provide a highly nurturing, safe and supportive environment which empowers every child to learn, grow and flourish whilst showing consideration, respect and compassion for others;

Ensuring all learners can grow and achieve in order to live life to its fullest by:

⇒ equipping every child with an engaging, broad and balanced curriculum which provides the knowledge, skills and experiences to succeed in the 21st century;

⇒ Delivering a highly aspirational curriculum which provides opportunities for children to explore possibilities for their futures with the belief that they can achieve their goals through hard work and determination;

⇒ provide opportunities for children to engage with high-quality texts across all aspects of the curriculum and develop a rich vocabulary to support their learning of the world;

Be welcoming to all and be outward looking by:

⇒ providing an appreciation of the local area and community together with an awareness of, and openness towards, the diversity and differences within our country and the world;

⇒ having high expectations of every child and value them as individuals whilst having strong, meaningful links with parents, careers and the local community.

Christian Values

Our Christian Values of Compassion, Respect, Trust and Hope permeate our curriculum. Where appropriate, explicit links are made to these and our learning. These values lead us and we regularly use these words when talking to the children about themselves, their peers, community and people around the world.

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Curriculum Implementation

Knowledge Rich	Vocabulary	Reading	Flourishing Foundations	Spiritual Development
The curriculum is knowledge rich. Each subject and lesson has clear, knowledge-led outcomes. To ease cognitive load, lessons focus on *just one thing*. Over the course of a unit, children's knowledge increases so they can begin thinking deeper and make connections.	We teach vocabulary explicitly throughout each subject. It is emphasised and celebrated. Children need to know the meaning of key vocabulary in order to fully understand and access the learning. Subject specific planning provides the vocabulary needed to be taught.	Reading is our top priority. In most lessons, and at an age appropriate level, children are expected to read about the subject matter through high quality, diverse texts. We follow a systematic, synthetic phonics programme and develop fluency, vocabulary and comprehension through CUSP Reading lessons.	We address any potential social gaps through our full and broad curriculum we offer to our children. We focus on: • Global diversity • Finance • Careers and Aspirations • Spirituality	Across the curriculum, we develop children's spiritual development by encouraging imagination, creativity, resilience and curiosity. Our curriculum allows children to take risks, to reflect on and grow from both successes and failures.
Community	**Enrichment**	**Support for All**	**Retrieval Practice**	**Subject Specific**
We celebrate and appreciate our local area through offering experiences such as visiting the Norfolk Broads, studying local history and geography, and utilizing our school grounds. We also build links with parents, local churches, local library and local secondaries	We plan enrichment opportunities where children explore, learn more about, and are inspired by the awe and wonder different subjects can offer As well as this, we provide other experiences such as trips, residentials and sporting competitions so that every child can shine.	All children receive Quality First Teaching through small–step instruction, effective modelling and scaffolding. In addition to this, some children will receive additional support such as small group interventions in or around lessons.	Retrieval Practice helps children to remember more and, over time, moves knowledge to the long term memory. Strategies include: quizzing, remember 2 things, give one/get one tasks, and the habitual use of knowledge organisers.	We use subject 'how to guides' and the following high quality resources to deliver our curriculum: CUSP - English, Science, History, Geography, Art, DT. Purple Mash - Computing Charanga - Music Jigsaw - PSHE Norfolk Agreed Syllabus - RE Get Set PE—PE

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Curriculum Impact

Formative Assessment

Teachers constantly assess formatively, through each interaction they have with a child. We check for understanding in a low threat way to allow us to put things in place to further support, extend or revisit children's learning. Because of this, we are able to make adaptations, both big and small, to ensure children achieve the identified outcomes.

Summative Assessment

We assess the children's progress and attainment in individual subjects which is then shared with subject leaders. Subject leaders use these assessments to track attainment, but more importantly as a springboard for putting necessary resources, support or training in place to support children's continued progress.

In Reading, Writing and Maths, summative data from testing is analysed at a question level to identify strengths and areas to develop for individuals, small groups, classes and as a school.

We work with a PiXL Associate who supports us in the process of using summative assessment data to identify whole school

Monitoring the Impact

We measure the impact of our curriculum throughout the year, sharing what is going well, any questions and any areas to develop. This happens following a Pupil Book Study which includes: looking at children's books, collecting pupil voice, professional discussions with staff, performances, exhibitions, learning walks and lesson drop-ins.

Essential Outcomes

By the time children leave our school, they will be:

- ⇒ **Life long learners**, who have the knowledge and strategies they need to succeed in further education and life
- ⇒ **Empathetic members of their community** so that they can make positive relationships with people around them
- ⇒ **Global citizens** who understand and appreciate the diversity of our world
- ⇒ **Empowered** so they can make informed steps towards their goals