

## Our Curriculum Statement

### Intent

At Claremont Primary School, our core school values are Human Kindness, Equality, Aspiration, Respect, Teamwork and Self- belief- **HEARTS**.

Our curriculum development and planning are based on these shared values and being a Rights Respecting School underpins these aspects of our intent.

We aim to provide a curriculum that engages and motivates pupils, with creativity and purpose at the heart of all learning and to give each child the skills and knowledge to create a better understanding of the world they face now, and in the future.

Our curriculum is carefully planned to ensure that pupils' learning in all subjects from Early Years to Yr 6 is planned and sequenced so that new knowledge and skills build on prior learning. This provides progression in learning towards end of year and end of Key Stage expectations and ensures our children will be ready for the next stage of their learning.

Our curriculum is designed with a rigorous focus on developing basic skills in English and mathematics, to meet the needs of our children, and also to be broad and rich, to reflect the diverse and urban nature of our community. The broad and balanced curriculum will promote children's spiritual, moral, social and cultural development; and promote fundamental British values.

As an inclusive school we aim for ambitious outcomes for all pupils, to achieve the standards set out in the Early Years curriculum by the end of Reception and in the National Curriculum for Years 1 to 6 in reading, writing, mathematics and science.

In other subjects, we have clearly defined expectations of pupils' learning from Early Years to Year 6 to enable pupils to learn, recall and utilise the knowledge, concepts and skills that will make them successful learners and prepare them for adult life. Our children are encouraged to thoughtfully question the world around them and challenge preconceptions and stereotypes with confidence and kindness.

In order to do this curriculum enhancement is essential, we provide our pupils with a wide range of learning experiences, which they may not otherwise receive such as; learning to play a musical instrument, Chess lessons, Philosophy for children, Business Enterprise activities, sports tournaments and a wealth of extra-curricular clubs as well as educational trips and inviting visitors into school.

### Implementation

At Claremont Primary School the curriculum in place for all learners is organised through the Early Years Foundation Stage framework and the early learning goals (ELG's) in the Early Years Foundation Stage and through the programmes of study of the National Curriculum for all subjects from Years 1 – 6. Learning is sequenced to enable progression through age-related expectations for each year group (EY– 6) in all subjects and to meet ELG and National Curriculum expectations. In each subject, there are key strands of learning which are taught and then re-visited each term/ each year to enable pupils to build on their prior learning and knowledge. In topic-based learning, class teachers use Knowledge Organisers to 'capture' the key knowledge, skills and concepts that pupils are expected to learn within the unit of work.

Our intention is that when children leave Claremont they will enjoy learning into their adult life. At Claremont Primary School this is implemented through our core values - HEARTS. As a Rights Respecting School we teach children about their rights and support them to be able to articulate what their rights are and how to be respectful of others. We also have an Oracy rich curriculum which provides opportunities for children to become confident communicators.

The approach to teaching and learning starts in the Early Years through playing and exploring, active learning which promotes resilience and creating and thinking critically. This continues into Years 1-6 and enables pupils to understand key concepts, presenting information clearly and promoting appropriate discussion. At all stages teachers check pupils' understanding through questioning and teacher modelling and are able to identify and correct misunderstandings. The application of the concepts, the learning environment and assessment ensures that pupils embed the key concepts in their long-term memory and apply them fluently.

Assessment, both formative and summative, is used to inform teaching and learning and to ensure that all pupils are building on their prior learning and make progress appropriate to their ability. Feedback is provided in three ways: immediate feedback at the point of teaching, summary feedback at the end of a lesson and review feedback away from the point of teaching. Regular assessments are undertaken in core subjects to gauge pupils' progress and to adjust the curriculum and teaching and learning. In non-core subjects, children are assessed against the unit outcomes to ensure progress.

### **Impact**

Impact on pupils' learning is measured by:

- Summative tests in reading, mathematics and science
- Teacher assessment in writing
- Evidence against unit outcomes to enable judgments in foundation subjects.
- Evidence from assessments are then used to evaluate the progress pupils are making in their learning and to identify those pupils/ groups who need to accelerate their progress to meet national/ school expectations.
- Attendance and behaviour data is used to demonstrate the impact of the school's behaviour and attendance policies on pupils' attitudes and enjoyment of school.
- Pupil voice surveys, which demonstrate pupils' attitudes to, and views of, their learning
- Staff audits, which enable the identification of CPD needs in relation to the curriculum model.
- A structured and coherent model of monitoring and evaluation, including classroom visits and work scrutiny, which enables senior, curriculum and subject leaders to evaluate the impact of the curriculum and the outcomes for each year group.

As a result of these strategies:

- most pupils - achieve consistently well in all subjects across the school
- develop detailed knowledge and skills across a range of curriculum areas
- produce a good quality of work across the curriculum
- read widely and often, with fluency and comprehension, according to their age
- are able to apply mathematical knowledge, concepts and procedures appropriately for their age
- are ready for the next stage of their education
- disadvantaged, EAL and SEND pupils achieve the best possible outcomes
- are able to access a wide variety of enrichment activities to support their wellbeing