



## Curriculum: Intent, Implementation, Impact

### Intent

At North Clifton Primary School every child's uniqueness is recognised and valued. Our core values of Respect, Resilience and Responsibility form the backbone of our curriculum. As such, our curriculum embraces the community from which it exists, as we strive to recognise, embrace and celebrate each individual child and their diverse backgrounds and experiences.

We constantly adapt our learning journey to meet the needs and interests of our children, offering an excellent education underpinned by a broad, ambitious, culturally rich and powerful curriculum to ensure that all pupils are well equipped for the next stages in their education.

We want the children at North Clifton to develop their **knowledge** by:

- Broadening their knowledge across all curriculum areas.
- Building on prior knowledge.
- Developing vocabulary.
- Retaining sticky knowledge.
- Developing knowledge, which is relevant to their lives and the wider world.
- Using technology

We want the children at North Clifton to develop their values education by:

- Being respectful
- Demonstrating independence.
- Developing resilience.
- Taking responsibility.
- Extending their curiosity.
- Developing their ethical vocabulary.
- Become 21<sup>st</sup> Century citizens.

We carefully sequence our children's learning to develop their academic knowledge, skills and understanding; develop their personal and social skills, and support their emotional, mental and physical well-being, so that every child can achieve their full potential.

Each term, the teachers plan exciting areas of learning based on the Early Years Foundation Stage and the National Curriculum requirements and beyond. Creativity is pivotal to our planning, and we regularly provide enhancement opportunities and WOW moments to engage learning and to celebrate and develop the individual talents of our pupils, recognising everyone as unique with their own ambitions, skills and dreams. We aim to provide an environment that encourages lifelong learning which is reflected in our whole school ethos and core values.

Community involvement is also an essential part of our curriculum as we provide opportunities for the children to take an active part in their local and wider community, embracing new knowledge and skills throughout the year.

At North Clifton Primary School, we aim to provide an inclusive curriculum that is differentiated for those with Special Educational Needs or Disabilities (SEND). We have high expectations for all pupils and are

committed to ensuring our curriculum complies with the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.

Our inclusion statement emphasises the importance of providing an inclusive learning environment for all pupils including those with SEND. Additional information on this can be found in our Special Educational Needs Policy and our Equalities Policy.

The children at North Clifton Primary work and grow together as part of a caring and motivated family team, and children leave North Clifton Primary with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learner on their life journeys.

## **Implementation**

At North Clifton Primary School, skills and knowledge are taught discreetly in subject specific domains so that children gain a broad understanding of each subject and know exactly which subject they are studying.

Planning is led by three key drivers - Discover, Create and Explore, which aim to build knowledge, develop creative thinking and promote independence.

All areas of learning have a key enquiry question to ensure that learning is relevant, with context and provides opportunities for the children to develop their own enquiries.

We are a reading-centric school and ensure that each curriculum area is text rich. Texts to support subject areas are carefully mapped, ensuring a range of fiction, non-fiction and poetry are available to enrich the learning of a subject. Vocabulary within all subjects is progressive, planned for and central to all lessons.

Our 'North Clifton Mastery Learning' pedagogy underpins all teaching and learning, ensuring pupils are given opportunities to:

- Activate prior knowledge (revisit, retrieve and recall)
- Benefit from support where required (e.g. pre-teach, corrective instruction, next day interventions)
- Work independently
- Demonstrate their understanding
- Access enrichments/challenges where required.

The quality of our classroom environments serves to stimulate and engage higher order thinking.

At North Clifton Primary School, we also recognise the importance of feedback, both adult and peer, as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. In response to this, planning is flexible and responsive to pupils' needs.

## **Impact**

**Our children:**

- Are supported to be respectful, resilient and responsible individuals
- Demonstrate the values upheld by school which in turn, prepares them to be good 21<sup>st</sup> century citizens.

- Are supported in the development of their individual abilities and talents in order to reach their full potential
- Are prepared for their next step in their education and have the skills to be life-long learners

### **Social and Emotional, Mental and Physical Well-being**

Our children:

- Have respect for themselves and others
- Understand the importance of values, including the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- Know how to recognise their own needs and keep physically and emotionally healthy
- Recognise, form and maintain healthy relationships; Understand the physical aspects involved in RSE at an age-appropriate level
- Can keep themselves and others safe, including on-line safety
- Take pride in themselves, their school and the wider community
- Are equipped with skills to resolve conflicts

### **Academic, knowledge and understanding.**

Our children:

- Reach their own potential
- Are competent readers, who can access life-long learning
- Make good or better progress across the curriculum
- Progress to their next step of education with age-appropriate standards (or better) in reading, writing, maths and across the curriculum
- Celebrate their achievements, within school and in the wider community