

## Meredith and Isambard Junior School's Curriculum Intent September 2019

It is intended that our school curriculum is the **vehicle** which will enable every child to achieve our **vision** that:

*Together* we will make a difference; supporting, encouraging and inspiring everyone to be: **successful learners, responsible citizens** and **happy, confident individuals**.

### Curriculum Intent

We endeavour to promote a love of learning through a **rich, engaging** and **ambitious** curriculum; which is personalised to the needs and interests of our learners.

*'Curriculum matters, as it defines the knowledge and experiences that learners will receive beyond their home environment'* (Biesta, 2009). Education is the key to transforming life chances; we support every member of our community to **think about their thinking** and be a part of **shaping their success**. We aspire to grow a **positive and empathetic culture**, in which staff know about and care about pupils; endeavouring for each child to **be their best**.

### Curriculum Implementation

- Subject leaders consider how best to enrich the curriculum, **personalised** to the needs and interests of our learners. They design **rich** and **deep** opportunities that **engage** and promote a **love of learning** for all learners, including the most **disadvantaged** and those with complex learning barriers.
- Subject leaders construct an **irresistible, ambitious** curriculum for all learners including those with **special educational needs** (SEND).
- Subject leaders plan across the whole primary phase, where **conceptual knowledge and skills development are intertwined**.
- Our school curriculum is interwoven. It is coherently **mapped and scaffolded** so that key learning is **progressively planned** and **cyclically sequenced**. With the intention of revisiting and reinforcing **portable knowledge**, deepening understanding, building stronger learning pathways, challenging misconceptions and forming **long term memory aid**.
- Our curriculum is **progressive**. Senior leaders support and promote teachers to continue to **develop their own pedagogical knowledge** through developing effective teaching methods; subject knowledge and pedagogical content knowledge by knowing how best to teach a subject or topic. This development includes in-house teacher training, wider Thinking Schools Trust training,

actively seeking out or being a part of school action research, pedagogical reading and wider outreach.

- Reading and language development is prioritised to allow pupils to access the full curriculum. A rigorous and sequential approach to the reading curriculum develops fluency, confidence and enjoyment. There is a sharp focus on ensuring that younger children gain the phonic knowledge and language comprehension skills necessary to read; together with the skills to communicate. 'The correlation between vocabulary size and life chances is as firm as any correlation in educational research. 90% of vocabulary is encountered through reading and not in everyday speech. Subject leaders deliberately plan to expose children to a wider breadth of vocabulary.

### Curriculum Intent and Implementation for the Early Years Foundation Stage

The EYFS is a crucial stage in children's development and education. We strive to ensure that young children are motivated by an engaging curriculum with a balance of adult initiated and child led play and learning; supporting development and independence. 'Play is the highest form of research' — Albert Einstein. For a child, play is the vehicle for exploring and learning, developing new skills, and connecting with others. Through play children practice talking, singing, writing, reading and developing key skills that serve as a foundation for school readiness. Relationship building is crucial. Through nurture, questioning, promoting clear routines and challenge children children's characteristics of learning are developed including becoming a confident and resilient learner.

### Curriculum Impact

- Every child at Meredith and IBJS will be a successful learner, responsible citizen and happy, confident individual.
- Children will make informed, responsible choices for themselves, their school and home family, their wider community and their wider world and environment.
- Every child can articulate and apply the school's learning habits of resilience, reciprocity, resourcefulness and reflectiveness.
- As children move towards KS2 they are confident to explain and apply cognitive tools that help to structure and analyse their thinking.
- Every child who has completed Meredith and IBJS, from nursery or Early Years to Year 6, will achieve good or better progress.
- Attendance is at least in line with national.
- Parents know what their child is learning and how to support learning at home as well as life-long habits.

- Our curriculum will not stagnate. Instead it will continue to offer **relevant, aspirational** content that will adequately **prepare** learners for KS3 and beyond, including the work force and life-long skills.

### **Monitoring Impact of the Curriculum**

- SLT monitor weekly and the **Head Teacher monitors overall impact**. This includes assessment data, whether initiatives are informing standards and promoting quality education, whether teachers are meeting standards.
- Teachers, year leaders and subject leaders **monitor impact** of their planning, resourcing and curriculum development.
- Teachers assess children in every lesson and plan for next steps. We also adhere to the Thinking Schools Trust's monitoring cycle.
- **Children remain at the heart of assessment** for learning. They **value feedback and act upon it**. Children also begin to self and peer assess one another as **learning from our peers** is an inevitable part of how we learn. End of year reporting allows our **learners a voice** within their summative assessment.