



## Whole School Curriculum Design: INTENT – IMPLEMENTATION - IMPACT



### Intent

At Broomhaugh C of E First School our curriculum is designed with these key aims:

- **Developing Knowledge:** we ensure our children are prepared for the next stage of their learning and life. To do this we focus on enabling children to know more and remember more. Our curriculum embeds key knowledge that we want our children to have, including cultural capital (to know about and discuss a wide range of culture) as well as providing opportunities for a vast range of experiences.
- **Developing Skills:** we enable our children to question, reason and discuss in order to acquire the skills they need to meet their needs both now and in the future. We have embedded progression of knowledge and skills documents to ensure we build on firm foundations for learning.
- **Developing a Sense of Place:** we ensure our curriculum is relevant to the place that we live. We want our children to have a strong sense of their community and locality and the wider world around them in order that they can show compassion and care about the world and society both near and far. We support our children to communicate and share their ideas with confidence as well as encouraging them to innovate, inspire and imagine how things could be.

Our curriculum is underpinned by living our Christian Values. We work and learn together to enable all to flourish and thrive while promoting our strong social, moral, spiritual and cultural ethos. We want our children to be empowered, to take calculated risks and to take responsibility for their learning, to want to fulfil their potential and to be proud of their achievements.

### SMSC

We explore identity and a context in which to understand ourselves and others. Our content and approach improves our decision making and judgment skills. It also shows models of good and responsible citizenship. We work together, celebrate success, share achievements and strive to move forwards and improve together.



### Implementation

Our curriculum is based on the National Curriculum and is organised and reviewed annually to meet the needs of the pupils at the time. We review and develop subjects to ensure our key aims are at the heart of all we do. We seek to develop high quality cross-curricular links so that learning is meaningful, purposeful and connected but we also place high value on subject specific skills.

To help our staff to understand what children should already know and what children should learn next, curriculum leaders have created progressive planning coverage, skills and knowledge documents as well as identifying key assessment indicators. These progression documents set out the knowledge, skills and concepts children should understand by the end of a unit of work.

Developing strong basic skills is a fundamental principle of our curriculum. High expectations for Reading, Writing, Maths, Christian Values and PSHE enable our entire curriculum offer to flourish in both core and non-core subjects. These basic skills are assessed and reviewed through robust assessment systems and regular pupil progress reviews.

We have strong sense of context and our school grounds and surrounding area. We value outdoor education greatly and encourage our staff to work in creative, practical and innovative ways, underpinned by the development of vital basic skills which are needed for all aspects of life.

Curriculum enrichment is woven in to the fabric of our curriculum through themed days and weeks as well as annually reviewed fluid curriculum opportunities based on what is happening in the world, region and local area at that time e.g. from the Tour de Britain, Christian Aid Big Breakfast to our personal Broomhaugh explorers programme to promote 'getting outside'. Experiences for children are underpinned by British Values. We enhance this further through inclusion of educational visits, visitors to school, links with local business and the wider community and involvement with our church.

### Impact

All children in our school will be able to speak confidently about their learning, skills and knowledge. The way we have structured our coverage and sequences of learning ensure that our children have an improved use of written and spoken vocabulary across thematic topics. By clearly sequencing the learning, it is meaningful and our children can make connections. The use of regularly reviewed progression documents ensure skills and knowledge are up to date and relevant. The inclusion of collaborative learning projects allows and encourages pupils to work as a team. Monitoring and evaluation of planning and teaching undertaken by staff at senior and middle leadership levels ensures standards are high. Feedback that is given to support positive development is also robust, collaborative and triangulated between pupil voice, a rich and varied evidence base of pupil outcomes and curriculum leaders' specialist knowledge. The ongoing review and development of clear expectations for progression across each subject with end of year expected outcomes for each stage in all subject areas ensures that the children receive a broad, balanced and academically rigorous curriculum from EYFS through to Year 4 which is inspiring for all our learners and prepares them for Middle School and beyond.