

## **Curriculum Intent**

We have worked with staff, pupils, governors and parents to develop our curriculum. Our curriculum is designed to take into account pupils interests, locality, strengths and areas to further develop.

Subject leaders plan the whole curriculum they oversee, develop, monitor and evaluate the effectiveness of their subject within school across all year groups and phases. Staff are committed to deliver high quality, learning experiences throughout the curriculum. The curriculum is knowledge rich and carefully sequenced; it is well balanced with all subjects covered comprehensively.

Our curriculum has reading at its heart. Teaching children to read fluently and widely.

The wider curriculum focuses on wellbeing with planned outdoor learning experiences.

The curriculum is constantly evaluated, reviewed and revisited to ensure it provides both pupils and staff with a framework that not only fully covers the content of the National Curriculum, but also is enriched and inspires all of our children.

## **Key Intent Statements:**

- To widen our children's horizons and therefore raise aspirations.
- To improve children's oracy.
- To inspire a love for reading.
- To develop our children's confidence and resilience.
- To appreciate and respect modern British Values.
- To promote positive attitudes to learning for life.
- To nurture talent, build confidence, celebrate individuality and be fully inclusive.
- To develop children's knowledge in all subject areas and make sure that key learning and vocabulary is remembered.
- To support mental and physical health.

## **Curriculum Implementation:**

### **To widen our children's horizons and therefore raise aspirations**

We aim to prepare children for life in the modern world by widening their horizons, extending their experiences beyond home and increase their curiosity about the world around them. Our work for the International School Award reflects this. School links with France and visits from International Teachers including Russia, Germany and France. Children in UKS2 have Pen pals where in their correspondences and virtual meetings they have shared curriculum content and projects. We also correspond with 16 EU schools each Year through our Christmas Decoration Project.

The outstanding development of the international dimension of our curriculum is recognised by our achievement of the British Council's International School Award. Modern Foreign Languages are taught in KS2 weekly by a specialist language teacher. Simple words and phrases are used and encouraged in KS1.

### **To improve children's oracy**

A main priority is to ensure children in Early Years develop Language and Communication skills. We model language, share stories and non-fiction, sing Nursery rhymes and songs. We encourage Talk Partners. Children are encouraged to contribute and share thoughts, opinions and ideas. Any additional needs or difficulties are quickly identified and professional help is sought to support children with Language and Communication challenges.

Throughout the school, we celebrate good speaking and listening skills and use every opportunity to introduce new and topic related vocabulary. We provide opportunities for all children to speak and listen in different contexts: to staff, peers, visitors, in debates and discussions, presentations and assemblies. Also in our wider community and during educational visits.

### **To inspire a love for reading**

Reading is at the heart of our curriculum and fundamental in everything we do. Children are exposed to high quality texts and vocabulary across the curriculum. Our whole school Phonic scheme teaches children the skills of segmenting, blending and using polysyllabic words to

support reading. Children are taught the skills of comprehension including inference and deduction, they discuss preference, likes and dislikes. Reading for pleasure is a priority; each class has its own reading area for children to have choice in their reading.

#### To develop our children's confidence and resilience

We aim to have children who are motivated so that they can be the best they can be. We model and promote positive attitudes to learning where children are able to learn from their mistakes, take on board feedback and improve from this. We support children in being responsible for their own learning and future successes.

#### To appreciate and respect modern British Values

We see Ramshaw Primary School, as a genuine 'community school', and promotes the basic British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. A key part of our plan for education is to ensure children become valuable and fully rounded members of society who treat others with respect and leave school fully prepared for life in modern Britain. We have excellent links with our local councillors who work with us to support our teaching of Democracy and Rule of Law. Our RE/PSHE/RSE curriculum follows statutory guidelines, which teaches age appropriate messages. In consideration of our locality, we recognise that we need to provide additional experiences in terms of religion, ethnicity and many of the protected equality characteristics. To emphasise the importance of Democracy, Individual Liberty and Tolerance of others we have invited visitors from other faiths. In assemblies we share and discuss key figures e.g. Nelson Mandela, Rosa Parks.

#### To promote positive attitudes to learning for life

We aim to give children the greatest chance of success in all curriculum areas. We have looked at the latest research as to learning behaviours and work on a metacognitive approach to support the children in being successful in all areas of their learning. Our aim is that all children have the opportunity to reach their full potential. Explicit subject knowledge and skills are taught and applied in a rich and meaningful context. Staff model positive learning behaviours and attitudes, which demonstrate resilience, determination, collaboration and independence. These characteristics are celebrated and awarded in our Celebration Assembly each week.

### To nurture talent, build confidence, celebrate individuality and be fully inclusive

Every child is recognised as a unique individual to celebrate and welcome differences within our diverse school community. We recognise children's talents and strengths and provide enrichment opportunities to engage learning and further develop these. We celebrate all children and their wider experiences and talents beyond school. We provide extra curricula activities to develop the child outside of school; sporting teams, STEM activities, community projects, Bowes Museum Projects. Our sporting fixtures enable pupils to compete against other schools and at a County level. We perform in front of larger audiences for example school plays. We invite professionals into school for our Career showcases.

### To develop children's knowledge in all subject areas and make sure that key learning and vocabulary is remembered

We have invested in whole staff development to use a metacognitive approach to develop children's knowledge and retention of their key learning and vocabulary. Staff plan and teach the curriculum in a sequence of lessons where prior learning is always revisited at the beginning of each lesson and links are made within lessons and across subject areas. Staff subject knowledge is constantly developed through CPD and Local Authority subject network meetings. Information is cascaded to all staff in staff meetings. Subject Leaders complete regular monitoring and Learning Walks to ensure that strengths are highlighted and areas for development are recognised.

### To support mental and physical health

We are committed to supporting the health and wellbeing of our pupils and staff to ensure that the school is a community where everyone feels able to thrive. Positive mental wellbeing is essential if children and young people are to flourish and lead fulfilling lives. We appreciate that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play. Our aim is to provide a supportive environment for staff, pupils and their families to ensure that children are able to thrive.

As part of our curriculum we teach Online safety and celebrate Safer Internet week, First Aid, attend Safety Carousels, weekly RSE/PSHE lessons, invite external visitors i.e. Police, Fire, Medical Services. This contributes towards the children's understanding of how to keep themselves safe. Our Forest School sessions allows learning to take place outdoors in all weathers further supporting mental and physical

health. All staff and children complete the Daily Mile, include Active Bursts into lessons and plan active and outdoor learning opportunities where possible.

<u>Target</u>	<u>Impact</u>	<u>Assessment to Date</u>	<u>When? Whom?</u>
<ul style="list-style-type: none"> <li>To widen our children's horizons and therefore raise aspirations.</li> </ul>	Children are knowledgeable and have the skill and aspirations to look at what is on offer in the wider world.	<ul style="list-style-type: none"> <li>Our work for the International School Award reflects this. School links with France and visits from International Teachers including Russia, Germany and France. Children in UKS2 have Pen pals where in their correspondences and virtual meetings they have shared curriculum content and projects. We also correspond with 16 EU schools each Year through our Christmas Decoration Project.</li> <li>Careers Showcase</li> </ul>	Continuous MFL Lead and Mrs. Sturrock
<ul style="list-style-type: none"> <li>To improve children's oracy.</li> </ul>	Children listen and speak confidently in a range of contexts. Children's vocabulary is wide and used effectively.	<ul style="list-style-type: none"> <li>Model language starting in EYFS, share stories and non-fiction texts. Talk Partners, debating sessions, Language interventions. Local community visits, visitors in school, Educational visitors, Author visits, School Council. Opportunities to give real purpose to learning e.g. letter writing to councillors etc.</li> </ul>	SLT reviewed Termly
<ul style="list-style-type: none"> <li>To inspire a love for reading.</li> </ul>	Children have a love for reading they can recommend and discuss books. Use their reading skills to enable them to be independent learners.	<ul style="list-style-type: none"> <li>Exposure to high quality texts and vocabulary across the curriculum</li> <li>Use of Sounds Write Phonic Scheme to teach reading skills.</li> <li>Dedicated comprehension lessons</li> <li>Accelerated Reading Scheme</li> <li>Reading at home celebrated through weekly reward scheme</li> </ul>	Continuous All staff

		<ul style="list-style-type: none"> <li>• Children purchase books through our saving scheme.</li> <li>• Recommendations by children</li> <li>• Read and Relax sessions Parents and Carers attend</li> <li>• Teachers demonstrating their love for reading through sharing of books.</li> <li>• Author visits – Sarah Moor Fitzgerald (KS2)</li> <li>• Purchasing new non-fiction books to update and make library relevant. Autumn 22</li> </ul>	
<ul style="list-style-type: none"> <li>• To develop our children's confidence and resilience.</li> </ul>	Children understand that through making mistakes they can learn from this in a positive way.	<ul style="list-style-type: none"> <li>• Living Well County Durham initiated Well-being sessions.</li> <li>• School nursing Team</li> <li>• Dedicated staff to support well-being.</li> <li>• RSE/PSHE</li> <li>• Sharing successes/celebration</li> <li>• Strong staff/child relationships</li> <li>• Supporting parents to support their children.</li> <li>• Career showcases</li> <li>• Forest School sessions</li> </ul>	Continuous All Staff
<ul style="list-style-type: none"> <li>• To appreciate and respect modern British Values.</li> </ul>	Children demonstrate their understanding of the 4 Key Principles of British Values by being model citizens throughout life.	<ul style="list-style-type: none"> <li>• Visitors from other faiths including Islam/Sikhism</li> <li>• Assemblies – Key people e.g. Black History month, Rosa Parks</li> <li>• Active School council</li> <li>• Class debates and discussions</li> <li>• Choosing which charities to support e.g. NSPCC, Genes for Jeans</li> <li>• PCSO visits</li> <li>• Visits to a variety of places of worship</li> <li>• Regular visits from our local councillor</li> <li>• Parliament week</li> <li>• Picture News</li> </ul>	Continuous All Staff

		<ul style="list-style-type: none"> <li>Parliament visit pending Spring 23</li> </ul>	
<ul style="list-style-type: none"> <li>To promote positive attitudes to learning for life.</li> </ul>	Children understand and demonstrate the best learning habits, which will equip them for their learning now and in the future.	<ul style="list-style-type: none"> <li>Class Charter</li> <li>Rights Respecting</li> <li>Restorative Behaviour approach</li> <li>Dojo Rewards system</li> <li>Celebration Assembly</li> <li>Staff model positive learning behaviour</li> <li>Learning walks and observations focus on positive learning behaviours.</li> </ul>	Continuous All Staff
<ul style="list-style-type: none"> <li>To nurture talent, build confidence, celebrate individuality and be fully inclusive.</li> </ul>	Children can confidently share their individual talents and preferences in school.	<ul style="list-style-type: none"> <li>Sharing of Support plans and work with multi-agencies</li> <li>Use of PP funding to provide opportunities and experiences for all.</li> <li>Extra-curricular activities</li> <li>Sporting Teams</li> <li>Work with local Secondary Schools – SSP</li> <li>Young Sports Leaders</li> </ul>	Continuous All Staff Linda Flatters PE Lead
<ul style="list-style-type: none"> <li>To develop children’s knowledge in all subject areas and make sure that key learning and vocabulary is remembered.</li> </ul>	Children can hold onto prior knowledge to use, apply and make links across all curriculum areas and be ready for the next stages in their learning.	<ul style="list-style-type: none"> <li>Metacognition Training for all staff.</li> <li>Subject Leads have received the most up to date training.</li> <li>Regular subject Network Meetings are attended to ensure staff are relevant and up to date.</li> <li>SLT review evidence from the EEF and cascade to staff.</li> <li>Interventions for memory and vocabulary are in place.</li> </ul>	Continuous SLT

<ul style="list-style-type: none"> <li>• To support mental and physical health.</li> </ul>	<p>Children are able to apply strategies to support their mental and physical health.</p>	<ul style="list-style-type: none"> <li>• Forest School Sessions</li> <li>• Mental Health Champion</li> <li>• Living Well County Council Initiative</li> <li>• Sharing of Support plans and work with multi-agencies</li> <li>• RSE/PSHE lessons</li> <li>• Buddies</li> <li>• Assemblies</li> <li>• Staff Training</li> <li>• Relax Kids</li> <li>• Yoga</li> <li>• PE/Science</li> <li>• Work with individual families</li> <li>• Extra Specialist Coaches to support PE and extra-curricular opportunities.</li> </ul>	<p>All Staff Mrs. Colegrove Mental Health Champion Mrs. Flatters PE Lead</p>
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## Impact

An integral aspect of our curriculum is that children are prepared for the future. We believe that *every child* is unique – they all have the potential to achieve; and our broad, varied curriculum allows *every child* to excel based on their own personal strengths, interests, and core values. Pupils leave Ramshaw Primary School with the understanding of how to be socially, morally, spiritually and culturally responsible and aware: how to make positive contributions to the local community and how to endeavour to be the best that they can be. We aim for all of our children to leave Ramshaw Primary respectful, skilful, ambitious, resilient and independent learners and with a thirst for life and all it has to offer.

The impact of the school's curriculum can be seen in the books they produce and the outcomes for all groups of pupils within the school. Everything we do is with the child at mind, and strong relationships are built between pupils and staff, which create an atmosphere for learning which is conducive to success.

### **Monitoring Impact the curriculum:**

Pupils' progress is measured through ongoing assessment and through three key assessment points during the year. Work is planned to address misconceptions and gaps in learning are identified to ensure that the curriculum effectively meets the needs of all pupils.

Core subjects are assessed in a summative way each term and data is analysed by the SLT and staff as a whole. Internal Maths and Writing moderation also occur each term and external moderation takes place with cluster schools. Attainment and Progress is tracked termly for Reading, Writing and Maths. In other curriculum areas, Attainment is tracked by SLT and Progress is shared with parents through a termly Progress Report.

In non-core subject areas, curriculum impact is quantified by end of year assessment data where children are assessed as Working Towards, Expected and Exceeding Age Related Expectations, based on their understanding of knowledge and application of skills in each curriculum area.

Whole school areas for development are identified as a result of data analysis. The data analysis enables CPD to be implemented to close any gap in these curriculum areas for all children in all year groups. Tracking skills for each class in the same way also allows further support to be provided for teachers as necessary. The impact of the non-core curriculum is monitored through work scrutiny, discussions with the children, comparison with national expectations and inter-school moderation.

## **Subject Leaders**

At Ramshaw Primary School we have subject leaders who oversee, develop, monitor and evaluate the effectiveness of their subject within school across all year groups and phases. Staff are committed to deliver high quality, learning experiences throughout the curriculum. Support staff have developed their strengths in order to further enhance the quality of learning. All members of staff benefit from continuous CPD tailored around their own individual needs and aspirations.