

Curriculum Statement

At Askwith Primary School, we are totally committed to continually improving teaching and learning through an evidence informed approach. Fostering our pupils' personal development and love of learning is our passion. To this end, we believe that dialogic talk should permeate all aspects of our curriculum. When talk is a fundamental element of teaching pedagogy, pupils' confidence develops and they become much more effective, independent and collaborative learners. The development of resilience is also a vital ingredient across our curriculum. We believe that if pupils have the ability to learn from and embrace setbacks and mistakes, this not only encourages good learning behaviours but also contributes significantly to their mental health and well-being.

As our context is predominantly White/British, our curriculum promotes the rich diversity of Britain and an inclusive culture and ethos built upon respect and consideration of all others. It enables pupils to develop the cultural capital required to engage with society and know how to be a good UK and global citizen with a deep understanding of social justice. Our curriculum is ambitious for learners with SEND and disadvantaged pupils: extra support and/or resources are provided where necessary to close individual learning gaps.

Our curriculum is rooted in the acquisition of the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life. As such, it is a broad and deep curriculum which gives equal value to each foundation subject. Pupils are supported throughout their learning to remember connected and essential knowledge. We believe that it is vital for pupils to develop automaticity through deliberate practice. This ensures that their working memory is not overloaded when building knowledge progressively. We have developed sequenced units of work following a knowledge rich approach with clearly defined progression from Reception to Y6. Knowledge checks are integrated into planning to check fluency and to support the development of pupils' long-term memory. Lessons are planned so that they meet the needs of all learners whilst ensuring that they do not overload pupils' working memory. A mastery approach to deepen learning is applied throughout the curriculum.

Through the support and nurture provided in Early Years, pupils begin to develop their knowledge, thinking and skills through play based activities and focused sessions which build their phonic and number knowledge. We believe that the acquisition of knowledge begins in Early Years therefore our curriculum begins in Reception. For example, we align aspects of 'Understanding the world' to our science curriculum. Pupils learn to share and work independently and learn to play with others. In doing so, they are learning to engage with the world around them. We believe that being able to read with fluency to an age appropriate level is vital for pupils to fully access the curriculum. A key priority in Early Years is the development of reading for all pupils. In KS1, reading continues to be the focus of the curriculum alongside writing and mathematical knowledge, ideas and operations. Our curriculum provides opportunities for all pupils to read and be read to regularly, thus

enabling them to develop a wide vocabulary and a rich understanding of the meaning of words encountered.

Creativity is a strong thread that permeates our curriculum. Teachers plan opportunities in all subjects for pupils to think in different ways, find different solutions, create original designs and make links and connections between knowledge gained in different subjects. Special events and visits are planned to fit within a sequence of work to enhance the acquisition of knowledge. Music, drama and sport activities are highly valued as part of the broader curriculum. They enrich the knowledge and skills taught in other subjects.

Assessment is an integral part of planning and teaching and learning. Our culture is based on assessment for learning. We ensure that pupils are provided with quality feedback which enables them to progress. Questioning plays an important role in identifying pupils' understanding and next steps. We use knowledge checks in all subjects and in all year groups. This is part of a structured system that checks pupils' knowledge acquisition prior to and after the teaching of a unit of knowledge. These low stakes knowledge checks are supplemented with 'mini' knowledge checks throughout the teaching of a unit. We use summative assessments in a balanced way with three data collection points over the year.

We place great importance on the health, safety and well-being of our pupils. Our provision is designed to prevent our pupils from spending too long on computer games and tablets. We encourage our pupils to experience a wide range of activities both during and after the school day. Through our teaching, learning and behaviour expectations, we give pupils the knowledge and understanding of how discrimination and prejudiced behaviour is dealt with, including the prevention of bullying.

Our curriculum strives for our pupils to be the best that they can be so that on transition to secondary school they will be:

- considerate and respectful, taking responsibility for their behaviour
- open to new ideas
- respect and value differences
- resourceful, resilient and know how to keep safe
- actively demonstrating citizenship at all levels
- showing strong attitudes to learning and taking responsibility for their own learning
- willing to embrace setbacks and mistakes

Our pupils will start secondary school having met their endpoints in all subjects by the end of Y6. They will have made at least good progress from their starting points as they will have consistently demonstrated changes to their long-term memory. This will give them a strong foundation for accessing the KS3 curriculum.

Reviewed March 2021

