

Castlecroft Primary School INTENT, IMPLEMENTATION and IMPACT

Curriculum Intent. What are we trying to achieve with our curriculum?

At Castlecroft Primary School, we aim to provide an exciting, meaningful curriculum that is not only underpinned by the national curriculum expectations, but takes advantage of our unique setting, next to a nature reserve, within our city to provide learning opportunities that motivate, inspire and encourage pride and involvement in the community. Our curriculum is broad and balanced and aims to develop our children intellectually, emotionally, socially, physically, artistically, creatively and spiritually.

We aim to make sure that learning recognises and builds on children's previous learning and is made memorable by repeating concepts, making links and offering exciting first hand learning experiences. We intend for our children to develop a rich bank of knowledge, understanding and skills by being exposed to the best authors, artists, musicians etc. and the best teaching. We have a clear focus on children's language acquisition and expose our children to challenging new vocabulary in all subjects.

We see reading as the foundation of our school curriculum and we recognise how important it is for our children's future academic success to develop early reading skills and become masters of all aspects of the English language. Our curriculum encourages our children to be passionate readers with the comprehension skills to understand challenging texts and enthusiastic writers with the ability to write with grammatical accuracy for a variety of purposes and audiences with their own individual writing flair.

These skills will enable pupils to express themselves fluently and accurately not just in English lessons but across the whole curriculum with confidence. We know that this is key for our children's success both now and in their futures including later in the world of work.

Mathematics equips pupils with the uniquely powerful set of tools to understand and change the world. These tools include the ability to calculate, be logical, reason, problem solve and develop the ability to think in abstract ways. It enables children to understand relationships and patterns in both number and space in their everyday lives. We also believe that our Mathematics curriculum teaches our children resilience.

Our curriculum helps to equip our children to lead both physically and emotionally healthy lives. It teaches diversity so that our children appreciate, recognise and respect differences and treat others fairly and equally. Our motto states: '*We are all different, we are all special*'; this ethos is threaded throughout the whole curriculum and it is our intention and belief that every child will achieve irrespective of their background or starting point. Our detailed long term plans for SEND children are unique to our school and ensure that they make good progress.

Our curriculum aims to develop young people who are confident, curious, independent learners who have developed a range of transferable problem solving skills and with high self-esteem and high aspirations; who have experienced success and enjoyment at a school which has helped them to understand what subjects they are passionate about and who are prepared for the next stage of their academic journey.

Curriculum Implementation. How do we deliver our curriculum?

At Castlecroft we passionately believe that all children should have equal access to a broad and balanced curriculum. The foundation curriculum is designed so that links are made to create exciting cross-curricular topics with a Geographical or Historical lead, however we have left some subjects to be taught discreetly where we feel that this fits the nature of the subject better. We have developed strong links between our core and foundation subjects.

Enrichment activities, curriculum days and extra-curricular opportunities supplement the curriculum to enable our children to make connections in their learning and acquire a deep understanding. Children regularly showcase their creative skills in performances and assemblies and the many displays around school celebrate children's success across the curriculum.

Across the curriculum, plans are underpinned by carefully designed knowledge, skills and understanding statements and key questions and all learning objectives are written as a question. Each subject has knowledge organisers that also set out the key vocabulary that is expected to be learnt for each topic or unit of work. These statements and questions form the basis of our assessment system in each subject.

We are passionate about our responsibility to develop cultural capital and not only teach our children the skills and knowledge that will enable them to succeed in life but give them the exciting opportunities to help them develop awe and wonder about the world around them. Each year group curriculum includes a number of opportunities to develop the children's cultural capital. Part of this development uses educational visits to provide rich learning experiences that make links with their learning in school. Residential visits in Year 2, Year 4 and Year 6 further enrich the curriculum as well as developing a sense of independent wellbeing beyond the classroom walls.

Throughout school, we develop passion for reading by first embedding key phonic skills taught through the Read Write Inc. Programme; this also ensures consistency of teaching. We show our children the importance of reading by the many ways we teach reading across the curriculum including: shared reading, guided reading, individual reading to a teacher, SSR, pace and stamina checks, miscue analysis and reading partners (year 6 and Year 2 pupils) to name some.

Reading age tests are used to ensure that those children not reading at an age appropriate level are supported and heard read more often in school.

Children have access to high quality reading books throughout the curriculum, in class libraries and in our well-stocked school reading library as well as a reading scheme that has been matched to our phonics programme. Teachers also ensure that children regularly read at home and in school using a Go read app to monitor this.

In English lessons we evaluate model texts, drawing out and learning to appreciate author's techniques, and the features of the text. Children also explore the authorial vocabulary choices made. Teachers set purposeful extended tasks inspired by exciting stimuli. Through speaking and listening, drama and collaborative shorter writing activities, children begin to use and practice the key skills they will need to be successful. Grammar and punctuation lessons are taught explicitly alongside including using the RWI spelling programme.

The children are taught to plan their own work before applying everything they have learnt to their own extended writing where they bring all their writing skills together for a real purpose. The skills of editing and improving work are built up in an age appropriate way through school, beginning with correcting letter reversals in Year 1 to editing and re-drafting whole pieces in Year 6.

We believe that the reading to writing model we use allows children to practice and consolidate skills at each stage, enabling them to understand the full writing process.

We use the White Rose Maths Scheme of Learning as the basis of our mathematics teaching, supported by the Numicon programme. We are also committed to the use of Bar modelling as a means for children to have a consistent and visual approach to problem solving and reasoning. Careful planning takes the children through the concrete, pictorial, abstract cycle to encourage genuine and thorough understanding and consolidation of Mathematical concepts from fluency to Mastery in each subject. We are passionate about accelerating children's learning. Our Assess and review system allows us to pitch teaching at the correct start point to consolidate any gaps in previous learning. We ensure that all children experience reasoning and problem solving activities at an appropriate level for every topic.

Our curriculum is further enhanced by the use of specialist teaching in many areas: These include Foreign Languages, PE across KS2 and Computing across KS2. Music is delivered by class teachers in Year 1, 2, 5 and 6. Music in Year 3 and 4 is delivered by Specialist teachers from Wolverhampton music school where the children spend the year learning to play an instrument. This helps them make an informed decision whether to learn an instrument in more depth. Peripatetic teachers offer brass, woodwind, uppers strings and drumming tuition in small groups and, for those children wishing to take things further, there are pathways into city bands and orchestras. We have a specialist teacher who is developing our school choir.

Impact. What difference is our curriculum making to pupils?

The impact of our curriculum is evaluated through the end of year assessments and Government tests; through Governor meetings; visits and through our own monitoring of teaching, learning and pupil voice. All children achieve well by developing knowledge and skills on their journey through school. This is demonstrated through outcomes at EYFS, Phonics (Year 1), Key Stage 1 and Key Stage 2. Children with SEND achieve the best possible outcomes and are monitored through their school journey.

Through our core values, we instil the importance of being kind and caring, achieving well, being respectful and accepting challenges. The teaching of well-being is intrinsic to each child's learning and we support and prepare children for new challenges, instilling resilience and promoting good choices.

We are proud of the achievements of our pupils at Castlecroft and value the opinions of all stakeholders in how we can further develop our school to become even better. We measure our impact in the following ways:

- End of KS2 outcomes (Attainment and progress)
- Internal year group data
- Foundation subject data
- Attendance data
- On-going Pupil voice
- Parent voice through the annual questionnaire
- Lesson observations and learning walks
- Book and work trawls
- Staff well-being annual survey
- External opinions of our school