



## **Curriculum**

### **Mission Statement**

To provide a stimulating environment which enables pupils to enjoy learning and reach their individual potential.

### **School Values**

The core values are respect, honesty and kindness. These are embedded throughout the curriculum.

### **School Ethos**

Every pupil is valued as a unique individual. "All unique, all different, all special"

### **Overall Intent**

For all pupils to reach their individual potential and to provide ambition and direction so that they are well prepared for the next stage of their education and beyond.

### **The Curriculum**

The curriculum is all of the planned activities that are organised in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum and EYFS, but also the range of extra-curricular activities and experiences that the school organises in order to enrich the education of the children and to develop them spiritually, morally, socially and culturally. It also includes the 'hidden curriculum', which is what the children learn from the way they are taught and are expected to behave.

### **Curriculum Intent**

The school aims to go over and above for all pupils. The curriculum is adapted to include 'a little bit more'. The curriculum is enhanced above and beyond the requirements of the National Curriculum and is relevant to the pupils at Robert Drake. The curriculum maps reflect the current context and the pupils' needs, they also take into account the main school priorities and makes strong links to protected characteristics, British Values, consent and equality.

The curriculum intent is:

- To deliver a knowledge-rich, creative and ambitious curriculum, which inspires creativity, curiosity, compassion and creates positive memories;

- To provide opportunities and experiences that will shape the future for all pupils by developing values, knowledge, skills, understanding and competencies. The school ensures that they are intrinsically linked and developed progressively;
- Be relevant to the school's locality and context;
- Reflect national policy including the National Curriculum and EYFS Curriculum;
- Be responsive to the needs of all pupils by following their own interests and immersing them in new experiences.

### **Curriculum Implementation**

The curriculum is designed to:

- Be organised on a two-year rolling programme (with the exception of English and maths) to ensure that there is full curriculum coverage and cater for the mixed age classes. Year groups are not taught separately in the same class – pupils are recognised as individuals. Planning caters for all pupils and all levels of ability;
- Allow some subjects to be taught in blocks (history, geography, art, DT, music) so that there can be continuity and focus on that area of learning. Science is taught weekly;
- Make links between subjects made where it is meaningful;
- Be rich in vocabulary because the understanding of key vocabulary is vital in pupils' development;
- Be relevant to Robert Drake pupils, so there is a focus on speaking and listening because pupils start school with a level of communication and language skills below that which is typical for their age;
- Have a focus on reading because it is the gateway to the curriculum and learning;
- Ensure that end points are clearly set out in curriculum planning. In English and maths the curriculum is set out on weekly overviews, using Smart Notebooks. In Foundation Subjects and science, Knowledge Organisers/Projects on a Page set out end points in regards to key learning and key vocabulary;
- Ensure that time allocated is reasonably flexible. The curriculum has been designed so that there is sufficient time to study units in depth so that high quality learning can take place.

### **Curriculum Impact**

Pupils' progress is measured through ongoing assessment and two key assessment points during the year.

Pupils leave the Robert Drake Primary School with:

- A secure understanding of the academic content of the curriculum;
- Ready for the next stage of their education;

- Positive attitudes towards life-long learning and ambitious present and future aspirations;
- The understanding of how to be socially, morally, spiritually and culturally responsible and aware;
- Empathy, tolerance and respect for others as they grow to be adult citizens;
- The confidence and courage to be independent and individual.