

Northburn Primary Curriculum Statement

Curriculum Intent

‘The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage’

Ofsted 2018

It is our intention at Northburn Primary to equip children with the skills, knowledge and understanding required to make a successful transition to secondary school and then on to become productive members of society. We aim to develop a mind-set that encourages creative thinking and the ability to reason and solve problems. Our curriculum seeks to inspire and engage all learners. We offer a broad curriculum that seeks to be relevant to our children and our context. It is also flexible and can address individual needs and inequalities, so that all pupils can gain equality of opportunity when they grow up. It is, therefore, unique to Northburn.

Northburn aims to:

- Enthuse, engage and be aspirational for our community and individuals
- Deliver a curriculum that is carefully constructed so that pupils are able to develop effective learning attitudes and the academic knowledge and understanding (across a range of subjects and areas of learning) to achieve well in relation to their personal goals and national expectations
- Encourage higher order thinking skills and challenges pupils to apply knowledge and skills creatively to reason, design and solve problems
- Encourage risk –taking when learning new things and develop a positive attitude to making mistakes
- Offer opportunities for developing resilience and independence
- Be broad and varied so that all have opportunities to be challenged and learn new things to succeed and to feel included in our community
- Explain what is needed to develop their wellbeing- both physical and mental
- Be relevant and widen our pupils’ horizons
- Inspire and interest
- Engage and convey the value of learning to pupils and their families
- Build upon prior learning, enable mastery and address misconceptions.

Curriculum Implementation

'For translating that framework over time into a structure and narrative, within an institution context' Ofsted 2018

We believe that knowledge and skills are intrinsically linked, and that the curriculum should be constructed to ensure both can be taught. We have developed a knowledge-engaged curriculum that used as its base national expectations at each phase and has been enhanced to meet needs of our children.

We have planned an eight-year curriculum from when our children are in Nursery through to Year 6. The curriculum design is outlined in the EYFS profile (recorded and shared with parents through Tapestry) and in FROG as Key Performance Indicators (our assessment tool) and therefore allows for an effective cycle of planning, assessment and evaluation. We have paid particular attention to transition points between phases to ensure that gaps in learning do not arise and our able children are in a position to exceed expectations through a broad curriculum.

Sometimes plans are theme-based (but not always, as some skills/knowledge needs to be specifically taught). Some skills and knowledge are taught discretely and other are merged. At times a whole school focus is planned e.g. a STEM project and Enterprise week. We plan to identify opportunities for learning across subjects and areas of learning to be connected so that new learning is embedded and can be applied to reason and solve problems. We have a focus on developing vocabulary so that our children have access to the appropriate technical language and the 'language of learning'. This allows them to question, argue, debate, research, draw comparisons and think critically.

We actively encourage enquiry learning and begin new learning with an understanding of what is already known and understood. Misconceptions are addressed in planning and assessment. Pupils are expected to engage with their own learning through response time.

The curriculum offers flexibility as to how certain concepts can be taught and the time spent on them. This enables us to tweak the curriculum to meet the needs of differing cohorts. We recognize the learning that takes place outside of school and before children join us. To promote a partnership between home and school, we have created a School Award, which has challenges for children to engage with at school and at home with their families. The award serves to enrich the curriculum, address identified needs of our community and values all learning opportunities. Steps are taken where it is difficult to engage families so that all children have enrichment opportunities.

We have a fabulous outdoor space and plan to further exploit the opportunities it offers to explore and learn. We are an OPAL (Outdoor Play and Learning) school. We offer a range of extra-curricular activities and trips and encourage sporting activities. We invite visitors in to

share their expertise and widen horizons. The children are encouraged to think about a variety of careers whilst they are with us. The curriculum at Northburn covers all aspects of a child's life.

We evaluate the curriculum regularly to ensure it offers sufficient challenge and is aspirational. We recognize that challenge is important for all children and not just the most able. There are planned opportunities to review the curriculum through professional dialogue to ensure we provide a good quality of education. Monitoring cycles include the observations and views of all staff, governors, children and our School Improvement Partner. Parent feedback is sought.

Subject leaders and Phase leaders work with individuals and teams to evaluate effectiveness. Points for action are recorded and addressed through the school improvement plan.

Curriculum Impact

'For evaluating what knowledge and understanding pupils have gained against expectations'

Ofsted 2018

Progress is measured across all areas of learning (EYFS) and subjects (KS1 & 2) against expectations set out in Tapestry and FROG. These expectations are in line with national expectations. (Expectations are monitored and developed by subject leaders -who have additional knowledge of the subject- often supported by subject specialists from inside and outside school.)

Monitoring identifies where children are not making expected progress and where children could be challenged further to increase the rate of progress they are making.

Attainment is similarly tracked for all children and groups of children.

Knowledge, skills and understanding are assessed. Children are expected to be able to strategically employ a range of skills (appropriate to their age), including:

- Subjects specific skill (encoding/decoding)
- Transferable skills (organizational skills, verbal communication skills, leadership skills, ability to reason and think creatively, be analytical)
- Executive functions (memory, attention, inhibitory control).

Through professional dialogue we assess our pupils' mind-set including their resilience and engagement. Their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development are important indicators of our curriculum effectiveness.

We track attendance and behaviour as an indicator of engagement and its relationship to progress and attainment.

We seek the views of pupils to assess if our curriculum inspires, is challenging and is fun.