



**Individually Strong, Collectively Stronger!**

# Curriculum

**Intent:**

At Allen Edwards, our curriculum aims to develop the whole child. Children will be equipped with the knowledge, understanding and skills to be educated, active citizens and to be successful as they transition into the next stage of their lives. Through our school values - honesty, kindness, respect, tolerance and trust, we create an environment where the academic and physical development of each and every child is prioritised equally together with their social, moral, spiritual, cultural and emotional development. Our staff, parents and children recognise and value the importance of children feeling safe, secure and happy and how this is fundamental to embedded learning.

Alongside our school values, our curriculum drivers of collaboration, communication, community, possibilities and resourcefulness permeate the teaching of every subject area and underpin the inclusive nature of our broad, balanced and rich curriculum. Reading is at the core of our curriculum providing connections with many other subjects and enabling children to use and apply learning holistically. Our curriculum design is constantly evolving considering the needs, characteristics and interests of our children; their prior learning and experiences; the diversity of the local area and our school community; the ever-changing global, national and local contexts and the statutory requirements of the curriculum (the National Curriculum and the Statutory Framework for EYFS).

Supported by a culture of equality and ambition, our curriculum aims to remove disadvantage and nurture self-belief to ensure every child can thrive and extend their learning from their starting points. Children's opportunities to embed knowledge, further develop understanding and apply skills across the curriculum are enhanced by opportunities for pupils to learn in a cross-curricular way where meaningful, purposeful and engaging links can be made. All subjects have a progressive development of knowledge, skills and understanding to ensure that all children are provided with the opportunity to develop into well-rounded individuals, who are curious about their learning.

At Allen Edwards, we intend to motivate and engage children to enable them to develop a love of learning and a desire to become a lifelong learner. Through a broad, balanced and enriching curriculum, we aim to support children's creativity as well as ensuring that every child is both challenged and supported to reach their full potential without barriers. Our children embody what it means to be part of our school's community and in turn our curriculum will ensure they are given the best possible start in life to excel, be successful and live a fulfilled and happy life.



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### Implementation:

We implement our curriculum in a variety of ways. It is delivered through highly effective quality-first teaching and is supported by practices based on research. Daily review is used across subject areas to consolidate prior knowledge and connect learning across lessons. Teachers ensure learning intentions are understood by all with clear steps for success identified. Modelling, shared writing opportunities and scaffolding prompts and resources are vital in the implementation of our curriculum to ensure that high expectations and positive learning attitudes are embedded within lessons. Adaptations, e.g. pace, resources, questions, outcome, support all provide an opportunity for children to reach their full potential through engaging and motivating lessons. Teachers' use of questioning plays a significant role in assessing within lessons and allowing adaptations to be made as misconceptions are identified or extensions are required to move the learning on. In order to adapt the learning, a variety of assessment for learning strategies are used, such as 'show me boards'; peer and self-evaluation, 'odd one out' and think-pair-share are examples used to monitor learning and close any gaps that develop during lessons. Interventions are used throughout the day, led by teachers or teaching assistants, to ensure that children have the opportunity to secure knowledge, understanding and skills that they have found challenging.

Visual aids, concrete resources and problem solving in a wide range of contexts are all strategies that our teaching staff use to make learning meaningful and purposeful. Our teachers work hard to make abstract concepts real for the children to enhance a deeper understanding. The learning environment across the school is one in which learning is supported and promoted. Within core subjects, modelling and shared writing form a washing line that can be utilised by the children as a tool and reference point for their learning. There are a variety of supportive learning tools that pupils are able to access across the curriculum, such as artefacts, word banks, hundred squares, number lines, digit flips, dienes, dictionaries and thesaurus'. This embeds our vision of supporting children to be independent learners. From EYFS to Year 6, the children are immersed into a language-rich environment where vocabulary development is celebrated and valued. Every classroom has a vocabulary wall specifically designed to tailor the vocabulary towards the learning across the curriculum and well-resourced book corners are inviting for children to use. Not only is our learning environment one which recognises the importance of learning but it also values the importance of children feeling safe, happy and secure through the behavioural and wellbeing tools that are fundamental to children feeling able and ready to learn.

Children's knowledge before learning is assessed and planning builds from pupils starting points. To begin termly new learning, the children are immersed through the use of a launch day. Many active teaching and learning strategies are utilised during this day, including drama, treasure hunts, inquiry-based group work and collaborative projects to engage and provide memorable learning experiences. Knowledge organisers, for subjects which are cross-curricular, outline the core knowledge that pupils will learn within that term based on the sequence of learning **INSERT LINK FOR KNOWLEDGE ORGANISER**. Additional background knowledge is used to stretch and deepen the learning of those pupils working at a higher level. These are used both for the purpose of home learning support as well as within sessions as a tool to provide relevant background information. The core text for that term is also launched on the termly launch day and book talk is used to develop cross-curricular connections.

Each term, every child will take part in an enrichment activity to ensure that all children leave Allen Edwards with the cultural capital they will need to have continued success. Children's work is celebrated with parents and other children. Children are given an opportunity to complete a knowledge quiz to share the knowledge they have learnt across the term.



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### **Impact:**

At Allen Edwards, our children make accelerated progress from EYFS to the end of KS2 ensuring that they are ready for the next step in their educational journey. Through a tailor-made curriculum and quality-first teaching, children leave our school with a secure understanding of the knowledge and skills that they will build upon. They achieve well and make good progress at each stage of their education while at Allen Edwards. Because of the central role reading plays in our curriculum, children leave us with a love of reading and an understanding of how reading can be the key to opening many learning doors.

Our staff utilise a range of assessment techniques to ensure the children's progress is at the heart of their teaching. Formative assessment strategies, such as whiteboard work, think-pair-share and self-evaluation, are used daily to not only allow the teacher to assess the children's learning but allow the children to develop an understanding of their own learning needs. Teachers use marking as a tool to ensure continuous progress for every child. Summative assessments are used at intervals across the year to form the basis of pupil progress meetings, allowing staff to celebrate successes and formulate a plan for those who require further support. Therefore, all children are given the best possible opportunities to succeed. The high expectations that teachers have for their children, as well as the consistent, warm relationships they build with their classes, ensures that children strive to and are given the opportunities to achieve their full potential.

Through the breadth and depth that our curriculum offers, our children embody the school drivers and values and are rounded, grounded and well-equipped for the future. Because of the curriculum and learning experiences our children have at Allen Edwards, our children are enthusiastic, motivated learners, who are creative and physically able, with future goals and a desire to be successful. They value and celebrate our community – its diversity, its inclusivity and its collective ability to ensure that everyone is treated equally. Through many activities across the curriculum, especially during our annual Black History Month celebrations, our children develop a strong sense of moral justice and are able to recognise and express the importance of the British Values of democracy, rule of law, individual liberty and tolerance and respect.

Our children leave Allen Edwards ready, academically and personally, for the next stage of learning. They value who they are and are proud of what they have achieved. The children are developing a sense of independence and resilience to be confident when facing challenges. They understand the importance of positive behaviours for learning and how they impact on their successes, as well as how to regulate their emotions so that they are ready for learning.