



Gainsborough Primary & Nursery School Curriculum Statement

INTENT

At Gainsborough Primary and Nursery School we recognise that the curriculum should be the powerful tool that promotes the learning of knowledge and competences, including life skills, as well as the inspiration to explore and take risks. It therefore includes not only the formal requirements of the national curriculum, but also our strong ethos, based on respect and responsibility for ourselves and for others.

We aim to teach children how to grow into effective, responsible young people who can work successfully and co-operate with others. This means teaching and learning in the field of **emotional literacy** and **SMSC** as well meeting current government age-related expectations.

Its purpose is to help pupils develop understanding, knowledge and skills that are cumulative and which can deliver defined end points, including preparing pupils for the next stage of their education.

Our pupils have the opportunity to be creative, to be physically active and to be academically challenged.

We aim to raise the quality and range of pupils' vocabulary, to help them improve their academic, personal and social outcomes. Increasing their vocabulary helps our pupils to retain knowledge, transfer their skills across subject areas and enhance their self-esteem.

The curriculum is taught with the consideration of the needs of all learners; inclusion is at its heart, as is overcoming any social disadvantage. Our curriculum is designed to be bespoke to our pupils and to the community in which they live. Our goal is to inspire motivation for learning as well as an appreciation of the diverse society in which we live.

The curriculum has recently been modified to address any gaps in learning arising due to school closures resulting from the Coronavirus (Covid19) epidemic.

IMPLEMENTATION

Our curriculum is designed to ignite the imagination of our pupils. Most plans originate from a stimulus such as a text, a period of history or a theme. We plan our curriculum to ensure that we meet the requirement of the national curriculum and the early years curriculum by ensuring that:

- long term plans are developed collaboratively between subject leaders and year group colleagues to ensure coverage and progression for the academic year
- medium term plans are written creatively and collaboratively, drawing on training and research
- short term plans are used to specifically tailor learning for all abilities

Each subject has a bespoke yearly overview.

Teaching and learning is designed to help pupils to remember, over time, curriculum content and to apply their knowledge in different contexts.

There is a sharp focus on pupils developing essential phonic, reading, language and mathematics skills; frequent repetition of essential learning helps our pupils 'know more and remember more'. **The school recognises the importance of reading attainment for accessing the rest of the curriculum.** Reading books in key stage 1 closely match the phonic knowledge of pupils. Where possible, there is a reading element to every lesson.

We use talk for writing, which develops children's writing skills through imitation, innovation and independence. Alongside this, children benefit from lessons in punctuation, grammar, spelling and handwriting.

The mathematics curriculum is currently supported by the 'Power Maths' scheme of work.

Values, including respect, responsibility, tolerance and compassion, are taught on their own and through other areas of the curriculum, including assemblies. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum. We are a 'no outsiders' school.

The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas.

All subject leaders are given training and opportunity to keep developing their own subject knowledge, skills and understanding so they can support curriculum development, progress and their colleagues throughout the school.

Specialist teachers support the teaching of physical education in the school.

Theme weeks, whole school activities and opportunities within and outside school all enrich and develop the children's learning. After school clubs and events extend these opportunities further.

In all year groups there are small group interventions to support pupils in gaining the key skills to become successful readers, writers and mathematicians.

Pupils have opportunities to share their learning with each other, their parents and and carers and other learners through school-based performance and exhibition, for example 'stay and play'.

Assessment is designed to be proportionate and sustainable for staff. There are 3 collection points per year and these are used to inform next steps for teaching, including clear actions for improving progress and for intervention.

IMPACT

The school is determined to:

- achieve good results through a well-constructed, well-taught curriculum
- ensure that all pupils, including the most disadvantaged pupils and pupils with SEND are given the knowledge and cultural capital they need to succeed in life
- assess the standard of pupils work through triangulation of work scrutiny, pupil conversations and test data
- The curriculum has recently been modified to address any gaps in learning arising due to school closures resulting from the Coronavirus (Covid19) epidemic.

September 2021 – Within the planned, sequenced curriculum, the teaching of missed content will be prioritised for academic year 2021/22. The key knowledge, skills, vocabulary and concepts that pupils need in order to make successful progress in national curriculum subjects have been identified and highlighted for teaching in a subject specific approach.

What makes our curriculum ambitious?

Global aims – *having clear, global aims for your curriculum.*

We encourage our pupils to 'think big' and broaden their understanding of the world; our curriculum is knowledge rich but includes essential skills. High expectations and activities that provide an equitable challenge to all children are behind our curriculum design and high quality resources help us deliver our aims.