Introduction

Our curriculum includes all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements and subjects of the National Curriculum Framework document and Early Years Foundation Stage Statutory Framework, but also the wide range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the `hidden curriculum' - what the children learn from the way they are treated and expected to behave as well as the opportunities they encounter (monitors, school council, etc), so that they achieve their potential. We have developed a curriculum that is relevant and purposeful to the children as well as being engaging and creative.

Intent

Our Curriculum Vision Statement and Values

Our vision is to inspire every child to love learning and achieve personal and academic growth through a creative, knowledge rich curriculum.   We wish for every child to acquire the skills, knowledge, understanding and attitudes they require for a successful life within a safe, supportive school environment and community.

Our school ethos is one of encouraging success, progress and of building learning power and aspiration within every child. Our curriculum is underpinned by the vision and aims, growth mindset and learning values of our school which play a pivotal part. Therefore, when we teach the curriculum, we weave the learning values and growth mindset into the learning activities so that as well as acquiring knowledge, the children are developing as lifelong learners.

School Values

Our School Values are:

- Creativity
- Resilience
- Self-compassionate
- Respectful
- Reflective
- Independent
- Resourceful

Our school is in full agreement with the aims and guidance included in the introduction to The National Curriculum in England Framework and Early Years Foundation Stage Statutory Framework document. These are the aims of our school, upon which we have based our curriculum.

The aims of our curriculum are to:

- Achieve the aims of the National Curriculum and Early Years Foundation Stage
- Embed British Values within our curriculum so they become part of the culture and ethos of the school
- Provide equity and inclusion for all pupils, irrespective of background and starting point.
- Develop and apply knowledge, skills, understanding and enjoyment that promotes a lifetime of successful learning.
- Develop responsible young people who make a positive contribution to society.
- Develop confident individuals who lead safe, healthy and fulfilling lives
- Show respect and understanding for all cultures, including our own
- Develop strong partnerships with parents and carers that influence learning at school and home.

Curriculum Design Principles to Inspire and Challenge

Our Design Principles are used to guide planning, organisation and the evaluation process to inform future planning. They are split into three sections

1. Intent – what we aim for our curriculum to achieve and provide to the children
2. Implementation – how we will achieve our intent
3. Impact – what impact we wish our curriculum to have on the children.

	Principle	Definition
INTENT	**Coherent, broad and balanced**	Children receive a wide range of experiences and learning in all subjects, which impacts on their outcomes for learning as well as personal, social and moral. It broadens their experiences and develops tolerance and curiosity for the world around them
	Equity and enrichment	All pupils can access the learning, it is modified to be relevant and accessible to all. Learning is enriched through educational trips, visitors, high quality hooks into learning and exciting experiences
IMPLEMENTATION	**The responsive and relevant curriculum develops personal identity and relationships**	The curriculum adapts to reflect current affairs or important world events. Children can see how it is relevant to their lives, interests and aspirations
	Secure learning pathways and memorable connections	The learning journey is presented in a logical order. The children understand the links and are able to apply learning to different situations and experiences. These links are relevant and spark further questions and curiosity
	Enquiry based learning fuels curiosity	Learning is triggered by questions, enquiry sparks those questions. Children spend most of their learning time questioning and applying their knowledge to new situations. Teachers ensure that an appropriate amount of time is finding knowledge, but the emphasis is on time spent thinking and questioning.
IMPACT	**Mastery and deeper learning challenges all**	All children achieve mastery in their learning whilst being encouraged to think in more complex, ambitious ways. Children are challenged to think hard using their knowledge and skills to make and justify their decision.
	High Quality Outcomes	Task design is exciting and enjoyable for all. Learning is presented in original, interesting ways of which the child is proud, as it reflects how they have challenged themselves. It demonstrates high quality

		cross curricular English and maths learning as well as foundation subjects

Our Subject Vision Statements

Subject	Vision Statement
English	At Itchen Abbas, English teaching is relevant, purposeful and engaging for all children. We want the children at our school to find pleasure in the learning of English and recognise it as an essential and highly valuable tool for communication. It is our vision that the children will leave our school as competent readers, writers and speakers; we want them to take ownership of their language and use it to express themselves with confidence.
Maths	To allow all pupils to access the curriculum in order to calculate, reason and problem solve so that they are prepared for everyday experiences. We want our children to be engaged and confident in maths when they master concepts in a variety of ways.
Science	Our vision is that our high quality science curriculum will stimulate the minds and curiosity of our children, encouraging them to develop an enquiring approach to learning about and understanding the world around us.
Computing	Our vision is to provide pupils with the ability to use computational thinking and creativity to understand our ever-changing world. Computing is an integral part of everyday life and will play an immeasurable part of our children's futures. We aim to ensure our children become digitally literate so they become active participants in a digital world.
Geography	Our vision is that children will develop interest and fascination about their surroundings and the wider world. By understanding the cultures and differences between places, both physical and human they develop greater understanding of how the environment effects people's lives.
History	Our vision for history is that children will become excited historians who understand that History has impacted the ways in which we live today. They will develop historical skills and concepts and build knowledge over time of significant events, periods of time and individuals.
Art and Design	Our vision for Art and Design if for every child to be inspired by artists, designers, crafts makers, sculptors and architects to create their own artwork and express themselves in different ways through art and design.
Design and Technology	Our vision for Design and Technology is to mold creative, enthusiastic designers who take risks and are aware of how to confidently make a variety of products. They will have the ability to reflect and improve projects.
Music	Our vision for music is that every child will receive a broad, high quality music education which promotes enjoyment and respect for a wide variety of styles and genres of music and encourages enjoyment of music and creative self-expression for life.
PSHE including RSE	Our vision is to demonstrate and teach the skills, knowledge and understanding children need to make informed positive choices which they can draw upon throughout their lives. This will enable them to lead a confident healthy lifestyle and be equipped with a range of strategies which promote mental well being. We provide opportunities, in a safe environment, to challenge, question, contest and explore issues regarding ourselves and others. These experiences will ensure they have a high regard for personal safety, possess a tolerance for and an awareness of difference and have a strong sense of self.

	Our ultimate goal is that every child should have the necessary tools they need to help them to be emotionally and socially ready to manage their lives now and in the future.
PE	Our vision for Physical Education (P.E.) is that the teaching of P.E. will equip all children with the skills, confidence and knowledge to participate successfully in a range of sports and live a healthy and active lifestyle.
MFL	A "Love of Language" is our vision at Itchen Abbas Primary School. Children are encouraged to develop an understanding of the world in which we live in by having the opportunity to develop their language skills as well as learn about culture and traditions. Our chosen MFL is French, taught in Key Stage 2.
EYFS	Our vision is to provide opportunities for every child to take charge of their own learning through positive relationships and enabling environments. We celebrate the uniqueness of each child, recognising they all learn and develop in different ways and at different rates. We nurture children's natural curiosity and joyfulness. We have the highest aspirations for every child, believing that they should be empowered to take ownership of their learning and their environment. Our provision promotes learning through play and exploration. They will become critical thinkers who solve problems. The challenges posed develop skills in resilience and resourcefulness. Our aim is for all children to develop a thirst for knowledge and a life-long love of learning.

Implementation

Curriculum Statement

Our curriculum in planned in units of work – planned over topics to provide progression and ensure breadth of coverage and experience. These are broken down into Learning Journeys and weekly plans which are informed by teacher's assessment of current learning.

At our school we plan our curriculum in three phases. We agree a long-term curriculum overview that indicates which topics are to be taught in each term, and to which groups of children. We review our long-term curriculum overview on an annual basis.

Through our topic overviews, we give clear guidance on the end point for each topic, objectives that we use when teaching, and any enrichment activities. Threshold concepts are used to identify subject specific big ideas which link across the scheme of work to support long term changes to memory; in other words, learning. Using the skill progression documents and curriculum overviews, plans are prepared by class teachers with guidance from subject leaders where necessary.

Short-term plans are used by teachers to set out the skills, knowledge and key concepts for each session, and to identify what resources and activities we are going to use in the lesson. These are driven by daily assessment of learning and provide detail of the learning objectives and how the learning will be delivered.

Our curriculum is broad and balanced and reflects the needs of our community. In order to achieve this, we may block the learning in a subject into a half or whole term or hold special focus days or weeks. This means that, for example, a child may concentrate in one half term on a history topic, and then switch to a greater emphasis on geography in the next half term. Over our two year, each child has the opportunity to experience the full range of National Curriculum subjects.

Class teachers and subject leaders are responsible for evaluating all aspects against our Curriculum Design Principles, as well as each subject within at the end of each learning unit. These evaluations are fed to subject leaders for subject monitoring and the SLT who collates and uses to evaluate curriculum provision as a whole.

We value the components of our curriculum outside and in addition to the lessons. The learning environment plays an important role. It reflects current learning and is accessible to all children to support them in their learning. The outdoors environment is equally important and used to facilitate learning across the whole school. We establish routines and expectations with our children.

Children with additional needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school.

If a child has an additional need, such as SEND, behaviour or medical, our school carries out it's best endeavors to ensure it meets these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation and through quality first teaching. For higher levels of need, we contact external agencies and professionals to support with more specialised assessments. This may sometimes lead to a request for statutory assessment in order to apply for an Education Health and Care Plan (EHCP). We provide additional resources and support for children with special needs as appropriate which are additional to or different from their peers.

If a child has been identified as more able or talented, then the teacher, with help from the Subject Leaders, will adjust the curriculum and provide challenge accordingly to meet individual need.

Our Learning Powers - The Use of Metacognition Science and Strategies

According to the Education Endowment Foundation, the use of metacognition and self-regulation approaches is high impact, low cost as a technique for supporting children's progress in learning (+7 months). Such methods require children to take greater responsibility for their learning and develop their understanding of what is required to succeed.

At Itchen Abbas Primary, we have used evidence and information from the Education Endowment Foundation combined with Rosenshine's Principles of Instruction to develop techniques for teachers to use to support children in developing and using metacognition and self-regulation.

We call these our **Learning Powers**. They are:
- Succeed in your learning
- Take small steps
- Review what you have done
- Evaluate your progress and work
- Practise
- Ask questions

Research based principle	What this could look like	Where would we expect to see this?
Activate Prior Knowledge		
Our Learning Powers – Question and Review		

Daily review. Aim – to develop automaticity	• 5-8 min review of previously covered material including vocab • Additional practice of facts and skills for automatic recall • Review knowledge and concept relevant to the lesson • Ask where children had difficulties or made errors • Review these errors • Review of material which needs overlearning ie new skills	Particularly important when teaching material that will be used in subsequent learning.
Ask questions. Aim – to provide rehearsal and practice of new material and check how well it has been learnt.	• Increase the number of factual and process questions asked following presentation of new material • Find ways to involve all children in these questions • Active participation to review who is correct and confident • Reteach material as necessary • EXAMPLES OF STEMS FOR QUESTIONS • How are _____ and _____ alike? What is the main idea of _____? What are the strengths and weakness of _____? In what way is _____ related to _____? Compare _____ and _____ with regard to _____. What do you think causes _____? How does _____ tie in with what we have learned before? Which one is the best _____ and why? What are some possible solutions for the problem of _____? Do you agree or disagree with this statement: _____? • What do you still not understand about _____?	When teachers are checking understanding. When reviewing and rehearsing previous learning.
Present new material using small steps. Aim – to prevent overloading working memory	• Present small amounts of new material at a time • Assist children as they practice this material, • Only once this is mastered, move on to next steps • Check understanding of each point and reteach if required. • Take time when presenting new material and guide student practice. • Provide good explanations, give many examples, check understanding so that children work independently without difficulty. • Model and think aloud– supervise children practicing, children summarise how	Every time new material is being introduced.

Independent Practice / Monitor

Our Learning Powers – Small Steps, Practice, Question

Provide models. Aim – to support in learning to solve problems and to	• Modelling and thinking aloud how to do the task • Use worked out models and part worked models to allow children to focus on certain steps of the task and avoid cognitive load	Problem solving tasks including in maths, science, writing and

support working memory	• Follow this Provide a prompt – modelling – guided practice – supervised independent practice	reading comprehension
Provide scaffolds for difficult tasks Scaffolds help students learn strategies. Aim – to help children learn difficult tasks as guided practice	• For example, the use of cue cards, checklists, models of procedures to compare against • Give prompts for steps they might use • Use teacher thinking aloud • Ask them to think aloud to clarify their thinking • Have a checklist to evaluate their work. Get them to make their own checklist and compare against the teachers	When new learning is introduced or a child is finding the learning tricky. When scaffolding enables the child to rehearse a specific skill
Guide Student practice. Aim – to provide sufficient rehearsal for material to be stored in long term memory	• Ensure there is sufficient rehearsal of new material • Spend time rephrasing, elaborating and summarizing new material so it can be stored in long term memory • Rehearsal helps retrieve information	When material is new or not yet sufficiently practiced
Independent practice Aim – to provide rehearsal time and elaboration needed to become fluent in a skill	• Fluency applies to facts, concepts and discrimination that must be used in subsequent learning. • Independent practice should involve the same material as guided practice • Children must be prepared for their independent application and practice • Teacher circulation and monitoring is effective in engaging children in their work • If children are making errors, guided practice has not yet been sufficient • Students helping students is effective in supporting learning for all •	When practicing and rehearsing new learning

Structured Reflection / Evaluate learning

Our Learning Powers – Succeed, Review, Evaluate

Check for student understanding. Aim – to check that all children are learning the new material	• Check for understanding – ask children to summarize, repeat, whether they agree / disagree • This will confirm understanding and clarify what needs to be re-taught • Ask children to think aloud as they work or plan or explain their view	With all new material teaching.
Obtain a high success rate. Aim – to ensure that what children learn is correct	• Check that children are not practicing errors (completing the work incorrectly) or this error will be learnt • Learnt errors such as spelling, procedural or other facts are not rehearsed adequately and errors in new information are not corrected and therefore learnt	When practicing and rehearsing new learning
Weekly and monthly review.	• Extensive and broad reading and practice develops well-connected schemas.	When supporting the children to

Aim – to develop well-connected schemas in long-term memory	- When knowledge is well connected, it makes it easier to earn - Knowledge organised into patterns takes less space in working memory - The more one rehearses and retrieves information the stronger the connections become and supports automaticity - Review previous works week every Monday - Review the previous month on the four the Monday - Use quizzes / reviews as long as incorrect answers are corrected - Material which is not adequately reviewed and practice is easily forgotten	make links in their learning and develop their new knowledge into patterns

Our Confidence Powers

Sanacore (2000) defines educational resilience as 'the heightened likelihood of success in school and other life accomplishments despite environmental adversities brought about by early traits, conditions and experiences.'

Guy Claxton (2002) states that 'a resilient learner as one who is ready and willing to fully engage in learning whilst being able to persevere through difficulties and feelings such as fear and frustration.'

We recognise that children need to be confident learners to succeed. For children to be able to demonstrate true confidence in their learning requires four personal attributes; courage (heart) to take risks, growth mindset, resilience and self-compassion (Kostlerlitz (2015). We call these attributes our Confidence Powers and children are taught to use these to support their learning and personal development.

CONFIDENCE

Courage
• I am brave
• I take risks
• I take responsibility for myself
• I am independent

Growth mindset
• I practice hard
• I know effort will mean progress
• I know I can improve
• I have the power or 'yet'

Resilience
• I don't let my frustrations stop me
• I persevere
• Failure is the first step in learning
• I keep trying

Self-compassion
• I am kind to myself
• I do not judge
• I do not listen to other's judgements
• I know I am not alone
• I understand my pain and look after myself

The role of the subject leader

The role of the subject leader is:
- to create enthusiasm and shared vision for the subject
- to ensure the curriculum is well planned, of a high standard and well resourced
- to evaluate the effectiveness of provision and the impact this has on teaching, learning, assessment and outcomes for pupils
- to secure improvements in the quality of teaching and learning, assessment and outcomes for pupils
- To ensure export all adults have the expert subject knowledge they require and plug any gaps through CPD

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and offer guidance and support for year teams on how to improve. Each subject leader reviews their subject through monitoring of planning, work sampling and pupil conferencing to ensure that there is full coverage and that progression is accurately planned into topics. They lead and encourage a professional dialogue with teachers and teaching assistants to review and drive improvements in their subject.

Impact

Monitoring and review

Subject Leaders are responsible for monitoring and evaluating the impact of provision in their subject using internal assessment data and national test results to check that children are achieving well and ready for the next stage in their education. Subject leaders monitor the way their subject is taught throughout the school as above to ensure that appropriate objectives, skills and teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are used stored and managed. For more information, refer to our Assessment Policy and Procedure.

The Headteacher and Senior Leaders are responsible for the day to day organisation of the curriculum.

The governing body in partnership with the Headteacher, is responsible for monitoring the way the school curriculum is implemented and its impact on standards. Governor monitoring to measure the impact of this policy will include:

- Governor visits to learning unit hooks/outcomes
- Classroom visits related to children's learning journey (scaffolded by SLT/Year Leaders)
- Pupil conferencing related to learning
- Looking at pupil's work
- Evaluating internal and external assessment data
- Agreeing, monitoring and evaluating School Development Plan Priorities.

Date agreed: July 2022

To be reviewed every 2 years.

Date for next review July 2024