



Introduction

At Swallownest Primary School we want the best for and the best from everyone in our learning community. This is often articulated to people we speak to as a contract in 3 main ways:

1. We want our children to have access to the best education and therefore we expect children to work hard and behave well.
2. We will enable our staff to be the best that they can be through challenge, support and CPD and expect them to work hard for our children and for themselves.
3. We want our parents/carers to feel supported and know that their child is receiving the best possible education. In return we expect our parents/carers to support school in supporting their children.

This contract is absolutely true when it comes to our curriculum offer. We will ensure access to a high quality of education across our curriculum and expect children, staff and families to engage in this for their benefit. Children are reliant, in many respects, on schooling for their education and ability to take part in social society. Our curriculum is designed to give children knowledge, skills and experiences which allow them to have social mobility. We believe this is our social duty to provide access and opportunity for this through our curriculum.

Everything we do at Swallownest Primary is 'Investing in GOLD standard'. The time we spend, energy we expel, money we spend etc is in ensuring that our work at

Swallownest Primary is completed to a GOLD standard; not as an aim but rather as a minimum expectation. Our curriculum takes the investment of time, effort and money to ensure that it benefits our children.

Intent

Our aim is to provide our children with an engaging and empowering curriculum that equips them for today and tomorrow.

At Swallownest Primary School, the curriculum is designed to: recognise children's prior learning; provide first hand learning experiences; allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school. We frequently provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use our Swallownest Golden Standards to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as assemblies, curriculum outcomes and celebrations.

Children leave Swallownest Primary School with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong global citizens.

Knowledge, skills, experience.

Knowledge is key to children's development - within this children need to have a rich and varied vocabulary to be able to articulate their knowledge in spoken language and in writing. Research tells us that vocabulary at a young age is a key indicator of future academic success and as such we pay lots of attention to the way we engage children with and teach explicitly about vocabulary. It features heavily in the way we implement our curriculum as you will see throughout our curriculum documentation. We want all children, no matter their background or ability, to develop a deep understanding of the curriculum they are learning; connecting old knowledge to new knowledge in a sequential way.

Skills are often times where children shine - their ability to 'do' something and apply their knowledge. We want our children to master their skills across our curriculum and 'have a go' at things that they wouldn't normally have the opportunity to. We want our children to learn skills that will support them as they move on in their education. Reading is a key cornerstone of this knowledge strand and through the choosing and use of high-quality texts we plan for the development of knowledge in communication and language, listening and attention, understanding and speaking. Skills are a capacity to perform based on what is known. Often quoted is how reading is like breathing in and writing is like breathing out - we want our children to be articulate speakers, skilled comprehenders, readers and writers and our curriculum offer is designed to ensure that this happens in all areas of the curriculum.

Experiences are integral to the curriculum at Swallownest Primary School. We have the 84 experience pledge; a pledge that each half-term, from FS2 to Year 6, every child will engage in one class-level experience and one whole-school level experience; making 84 in total across their statutory primary career. Such experiences may be in class, involve a visitor or workshop; they may include going out of school as class or indeed a whole-school trip. These are designed to build cultural capital and provide experiences to make abstract concepts more concrete and bring to life what they read about in books. We want these experiences to be remembered and to benefit children's spoken language and ability to write - with direct knowledge - about a range of things. These experiences are vital in supporting the curriculum but also children's development socially, emotionally, spiritually and culturally but also in their understanding of being a British Citizen and their understanding of Fundamental British Values.

The whole-child is a key driver for our curriculum. Our children need to be loved and nurtured and therefore the universal offer and more bespoke offer for our children includes many aspects which support the development of children not only educationally but Socially, Emotionally and encouraging positive mental health. We have a good PSHE scheme of work in place alongside more bespoke offerings such as nurture provision and support from cluster services around specific needs for a child/family.

Implementation

At staff CPD sessions we talk a lot about consistency and coherence being key but conformity being the killer of creativity and stifling the skill of the best

teaching. Therefore our curriculum implementation is designed as an offer, as a framework on which teachers can build and deliver in the way that suits their teaching styles and children's needs and wants for learning. The basic premise of implementation is in line with school's learning and teaching policy (A guide on a side). English and Maths provision is more explicitly documented in subject leader documentation. English and Maths remain key drivers for the rest of the curriculum and this document serves to articulate how the remainder of the curriculum is given high priority in the overall curriculum at Swallownest.

Impact

There are of course external measures of school's performance in a narrow number of subjects:

EYFS, Year 1 Phonics, KSI SATs, Year 4 Multiplication Test and KS2 SATs. Internal tracking of English and Maths against end of year frameworks (FFT targets) are also completed for all year groups and are more fully explained in our assessment policy.

In foundation subjects, school has developed skills progression documentation. This provides a breakdown of the Knowledge, Skills and Understanding expected to be covered in each non-core subject area.

It is set out in year group expectations so as to make it easier for planning. In most subjects there is an additional section which is aimed at challenging more able pupils. It builds upon sequential learning over time. This supports teacher judgements of whether a child has gained the necessary knowledge and skills for a particular topic of a particular subject. This way the purpose of assessment is purely for the benefit of the child and the adult knowing where a child is with their learning. The assessment is not designed as a useful tool

for leadership or external scrutiny but rather clear evidence of progress for a child and their teacher. This, in turn, is designed to satisfy leadership and external scrutiny as children receiving a good quality of education and children making progress is the purpose of our role as educators.

The Learning Challenge concept is built around the principle of greater learner involvement in their work. It requires deep thinking and encourages learners to work using a question as the starting point.

In designing the curriculum, teachers and learners are using a **prime learning challenge**, expressed as a question, as the starting point. Using the information gained from pre-learning tasks and the school's context a series of **subsidiary challenges** are then planned. Each subsidiary learning challenge is also expressed as a question. Importantly the learning challenges need to make sense to the learners and it is something that is within their immediate understanding.

