

The Herrick Curriculum design, has been constructed through our ambition to provide an education that gives the less privileged access to knowledge that is needed to succeed. The belief that educational attainment is determined by vocabulary size is a concept, we at Herrick incorporate within in our curriculum. Our primary intention is to provide all learners a clear sequence of learning, linking aspects of other subjects, enhancing key vocabulary and providing opportunities to assess through our subject builders.

Our Objectives:

- design to focus on WHAT is taught and not how
- planning identifies; 'must know' and 'be able to'
- build on prior knowledge
- provide greater clarity and opportunities to assess

We will do this through our teaching – Deep Learning: Recall, Learn, Apply, Justify.

Children apply previous or new learning and use their opinions to justify or provoke further exploration of the learning objective. We go beyond the surface level as children must prove why/how they got there.

**Intent:** what knowledge and understanding do we expect – School Overviews

The curriculum is well defined and clearly identifies the knowledge, skills and understanding in our curriculum maps which is then broken down into a sequence of learning that builds on prior knowledge. Through reviewing our curriculum design we can state the following:

- Knowledge is non-negotiable and skills correlate with knowledge.
- Specific knowledge agreed, made links to community and taken into account children's heritage and locality.
- Subject specific skills stated-map reading, compass, science experiments, chronology etc
- Skills: observe, describe, debate, construct, identify etc with subject slant.

We teach subjects that are aligned with the NC, our Overviews (Intent) include challenging content that supports deep learning. When reviewing the content, in ensuring a broad balanced curriculum, connecting with our pupils in an enjoyable and engaging process of learning and teaching we can state the following:

- Range of skills and specific knowledge has been stated.
- Used NC to ensure appropriate coverage but put together a bespoke curriculum for Herrick learners.
- Where appropriate, cross curricular links have been made
- There are clear building blocks.
- The content lends itself to planning B.A.D sessions(Basic, Advanced, Deep).
- Y5/6 -all the learning comes together. In Art and Design, children are not doing practical art but moving on by learning by art movements and engaged in debate and discussion.
- History requires children to look at their background and heritage.
- The knowledge is non- negotiable. The subject builder ensures children are given every opportunity to succeed.

We have a strong ethos based on, 'to give each and every-one a chance' – our curriculum is underpinned by the values of inclusion and equality. When reviewing the curriculum for evidence of developing the Herrick Character and Learning Attitudes, we can state the following:

- Citizen of 21<sup>st</sup> Century, Learning attitudes and character are central to History and Geography.
- Teachers released to contribute, all involved in decision making about resources.
- Planned taking into account our learners' needs, locality and heritage.
- We are in early stages of leadership as staff need to secure teaching of new curriculum content. Leaders have been released to look at their subject across the school and interview children.
- It is stated in SOL and there is an end of phase assessment of key knowledge children need to have.
- Development of key vocabulary is an important aspect of our curriculum

The curriculum promotes all forms of equality and fosters greater understanding of respect for people of all faiths and those of no faith, races, genders, ages, disability and sexual orientations. It keeps pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism. It contributes to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.

We want our pupils to learn more than mere facts and content, we want them to acquire the skills to be good learners. Our curriculum encourages a respect for the school and its environment so that learning is positive and pleasurable experience for all.

It is our school's policy to maximise the potential of all pupils, including disadvantaged, EAL, summer born, SEND pupils and academically more able. We do this through:

- Rigorous systems for assessment and evaluating the effectiveness of provision mean that pupils' needs are quickly identified.
- Our assessment overviews indicate; process, purpose, planning, predictions and how it is to be communicated to both pupils and parents.
- Those children with additional needs are assessed and staff resources are deployed to support pupils particularly those with SEN and disadvantaged pupils.

We want our children to achieve well in the next stage of their life. Our curriculum is designed to prepare children for opportunities, responsibilities and experiences of future life, and we strive to do so by offering a broad and balanced curriculum from the children's first days in the Nursery through to the end of Year 6. In addition, we actively promote British values to ensure pupils are well prepared for life in modern Britain. Through a combination of learning techniques, we aim to ensure pupils enjoy learning and feel prepared for life after school. We want all children to achieve their very best and to become successful adults.

The end point of the pupil journey at Herrick Primary School needs to ensure that children can see links and make connections in learning and have real life reasons for learning. We hope that pupils will be motivated by achievement both at the end of their time at the school and in the future so that they will have a positive attitude towards themselves, others and their environment. And to recognise that **'LEARNING NEVER STOPS!'**

**Implement:** curriculum delivery, teaching, assessment and feedback - SOL

Curriculum Planning: We ensure that teachers follow the curriculum plan through our SOL (sequence of learning) which provides lesson-by-lesson, so that they are building, on what has been taught before and working towards clearly defined end-points. Each Phase has a designated member who is responsible for a specific Foundation subject and emphasis on developing subject knowledge is currently an area of development.

Subject Knowledge: Through a collaborative approach where the development a subject is shared amongst teachers we are able to monitor which elements of the SOL they are less confident with and provide focussed training. Through our emphasis on 'deep learning', teachers plan lessons which have a high cognitive demand.

Teaching: We are aware that there are aspects of the curriculum where teaching is not challenging enough, we work with teachers to support them develop their understanding of delivering key skills. They are also involved in a shared, open discussion and understanding about how to improve their teaching and are always willing to try out amendments to their practice (a coaching programme has been introduced to further support teacher practice).

*The introduction of learning attitudes/characters* is developing pupils' resilience and supporting our children take ownership of their learning.

**Impact:**

From our curriculum, we have created subject builders. We have agreed knowledge children must gain and know by the end of each phase. Through our Subject Builders, we are able to assess whether children have met the standard of knowledge expected and required at age appropriate level.