
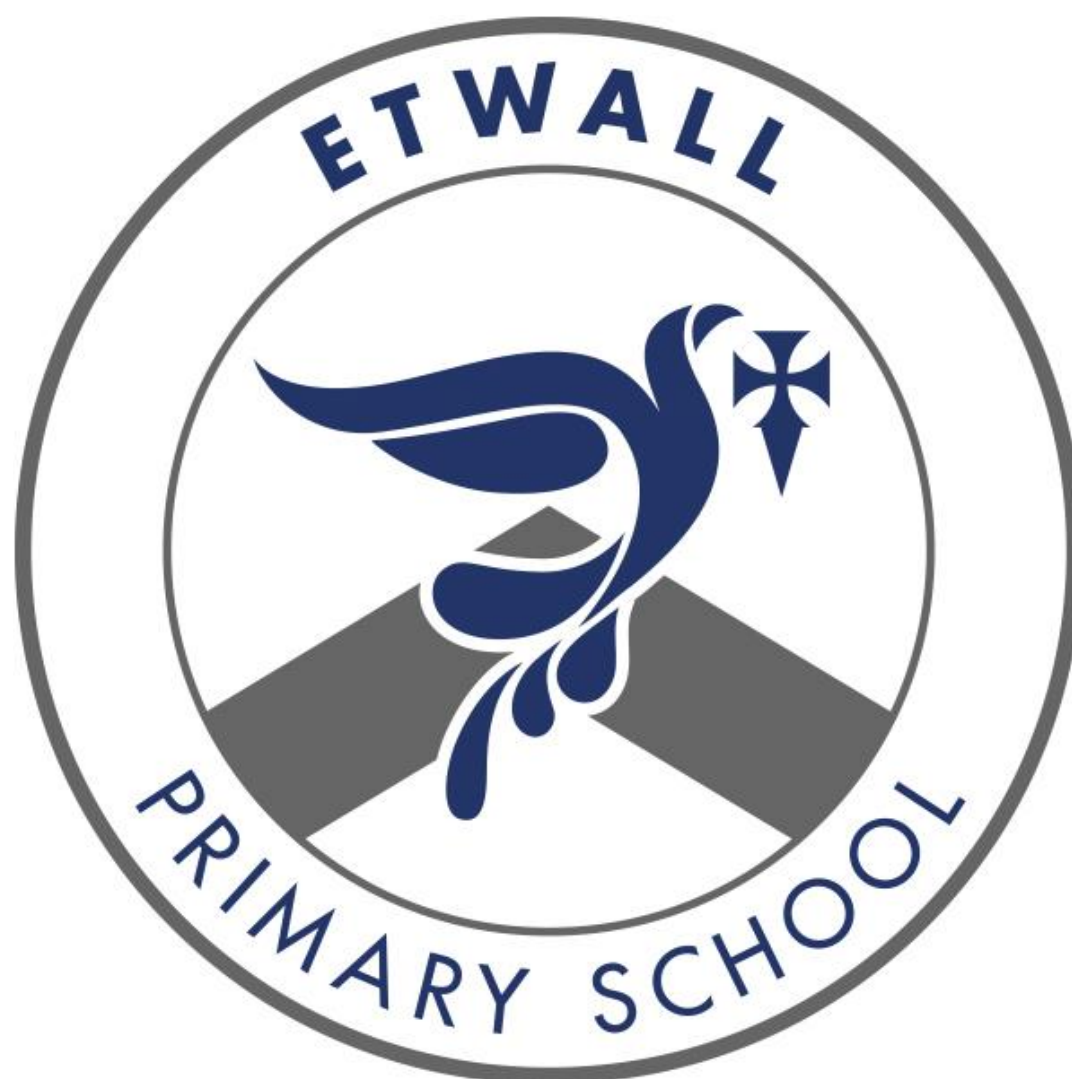


<b>Document owner</b>	Etwall Primary School	<b>Signed by Headteacher</b>	
<b>Author:</b>	Sarah Bentley		
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# Curriculum Intent Statement

## Curriculum Intent

With the child at the centre of all that we do at Etwall Primary School, our curriculum is designed to be rich and vibrant, broad and balanced and ambitious for all learners. It is exciting, relevant and responsive to the needs of the individuals within our learning community, enabling them to shine academically and flourish socially, emotionally, morally and culturally.

At Etwall, we believe that the curriculum should be seen in its widest sense – as the entire planned learning experience, including formal learning opportunities as well as the environment, the events and the enrichment activities that take place outside of the classroom. Our aim is to enrich every child's school experience by creating an environment where they are encouraged to succeed and be the best that they can be. Through this curriculum, we develop the essential knowledge, skills and understanding which are the building blocks for later life.

The breadth of our curriculum content allows pupils to explore through an enquiry-based curriculum where there is a clear progression for learning and a clear development of skills, all encompassed within the formal requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum.

The values behind the design of our curriculum are for our children to:

- **Be ambitious and aspirational**  
achieving academically across the entire curriculum and having high aspirations for the future
- **Be curious and inquisitive**  
with a thirst for knowledge and a love of learning inside and outside of the classroom
- **Be creative and rounded individuals**  
who have the opportunity to develop as artists, musicians, dancers, authors etc
- **Be caring and compassionate**  
so that they appreciate diversity, recognise and respect differences and treat others fairly and equally
- **Be healthy in mind and body**  
And equip them with the knowledge and opportunity to lead physically and emotionally healthy lives

We have designed our curriculum with how children learn and remember in mind, recognising that progress means knowing more and remembering more. We make sure that learning is made memorable and is committed to the long-term memory by repeating concepts, making links and building upon previous learning.

The full range of core and foundation subjects have been mapped out across school in clear progression frameworks so that knowledge, understanding, skills and concepts build over time. These progression frameworks begin with the Early Years Foundation Stage and have clear end points to support assessment of progress.

Teaching and learning opportunities are thoughtfully mapped out to enable pupils to develop the necessary knowledge, understanding and skills to contribute successfully in the modern world. Pupils revisit, apply and deepen their learning within and across subject areas, whilst maintaining each subject as an independent discipline, with its own unique set of skills. Questioning, tasks and resources are skilfully planned to scaffold and challenge, ensuring that every child, whatever their starting point, can deepen their understanding.

We exploit every opportunity in all subjects to develop our children's language acquisition and expose our children daily to challenging new vocabulary.

We regard reading as an essential building block for learning across all subject areas. Taught reading skills are embedded and applied across our curriculum. Provision of resources, along with supportive teaching, immerse children in a wealth of literature. Since we believe that reading opens the door for every child to succeed, we are determined that every child, by the end of their time at Etwall Primary, will have a lifelong love of reading, and will be able to read fluently and comprehend all that they read.

Our aim is for each child to confidently enter the next stage of their education with the necessary skills, knowledge and mindset to reach their academic potential and to thrive, knowing and understanding their place in the world and their importance and value to society as global citizens.

## Curriculum Implementation

As we evaluate and move forward with the implementation of our curriculum we have identified the following core features that are either already embedded in our school or are currently being established and developed:

1. Skills and knowledge are taught discreetly in subject areas so that our children gain a broad understanding of each subject. However, learning links are made wherever possible to help children to make connections and to deepen their understanding.
2. In order to raise aspirations and equip children with a real belief that they can achieve anything if they are prepared to work hard, it is imperative that we prioritise experiential learning within our curriculum. To 'hook' the children into a subject or topic, all children engage in a memorable experience which enhances their learning and further develops their knowledge and understanding. This could be a visit to a place, a practical activity, an experience led by school staff or a visitor coming into school.
3. Outdoor Learning and Forest Schools is an important curriculum driver in our school. Our school grounds are varied and diverse and provide the opportunity for learning outside of the classroom to be a key feature of our curriculum delivery.
4. Taking part in extra-curricular activities and a range of sporting opportunities is important to our wider curriculum. Alongside these additional opportunities, teachers have planned a series of skills, opportunities and events to ensure that the formal curriculum is enriched with additional learning experiences, for all children, to ensure that no child remains disadvantaged. Our cultural capital is mapped out as a journey for all children to experience as they progress through the school.
5. Quality texts are integral to our curriculum approach. We recognise that reading is an essential tool and all children must leave our school as skilled and confident readers. Quality texts are chosen from Pie Corbett's Reading Spine and are supplemented with texts chosen by teachers for their high levels of excitement and engagement to promote and develop a love of reading. Texts are also chosen to support a curriculum area, in preparation for new subject content or to re-visit a previously taught area of the curriculum.
6. We endeavour to ensure that children see a relevance and purpose to their learning so we plan for learning to build towards a purposeful outcome at the end of some of our longer sequences of learning. This is an opportunity for children to showcase their learning to a wider audience, for example, through an exhibition to the school community, the publication of a class text or the presentation of information to a different audience.
7. Strong learning behaviours are essential in order for children to leave our school as independent, resilient and confident learners and so one of our schools is to 'Be ready to learn'. Being one of just three school rules means that good learning behaviour is a focus of every lesson and children regularly reflect on how their learning behaviour enables them to be successful learners.
8. Teaching staff use our curriculum progression maps to ensure that learning is sequenced so that children know more and remember more. Learning sequences build on and make connections with prior knowledge so that children build knowledge over time. Sticky knowledge is identified by staff and children are given opportunities to practise and apply this knowledge in a range of contexts in a range of different contexts so that they achieve deep, long term learning.
9. Quality first teaching is essential to all of the above and to our curriculum design. We have high expectations for the quality of teaching and ensure that continued development is the focus of our school improvement by focusing on monitoring through a supportive culture and a sharing of good practice.
10. Continuing Professional Development for all staff is a priority to ensure that they have the skills and knowledge necessary to deliver the highest standards across the entire curriculum. Subject leaders must have the necessary expertise to play a pivotal role in both the design and delivery of their subject area. Therefore, ongoing training is an essential part of our school journey and our continuous cycle of improvement.

## The Impact of our Curriculum

As a result of our well planned and implemented curriculum, we would expect that our children:

- Achieve academically across the entire curriculum, meeting at least the national expectation by the end of their primary education
- Be confident and curious learners, with a thirst for knowledge and high aspirations for the future
- Contribute to the learning journey so that it is relevant and meaningful to them
- Develop a determined, resilient, hard-working attitude to be well prepared for the challenges of the secondary school curriculum
- Explore the cultural capital of our school and our community, ensuring that every child benefits from enriching experiences and immersive learning opportunities
- Are tolerant, caring individuals with a strong moral conscience who are resilient to the influence of others and make decisions for the right reasons and in the best interests of their community and wider world.

The impact of our curriculum is monitored through the triangulation of outcomes: pupil voice, data outcomes, monitoring of books, planning and learning and discussions with pupils, parents and staff are all used to inform our self-evaluation.

