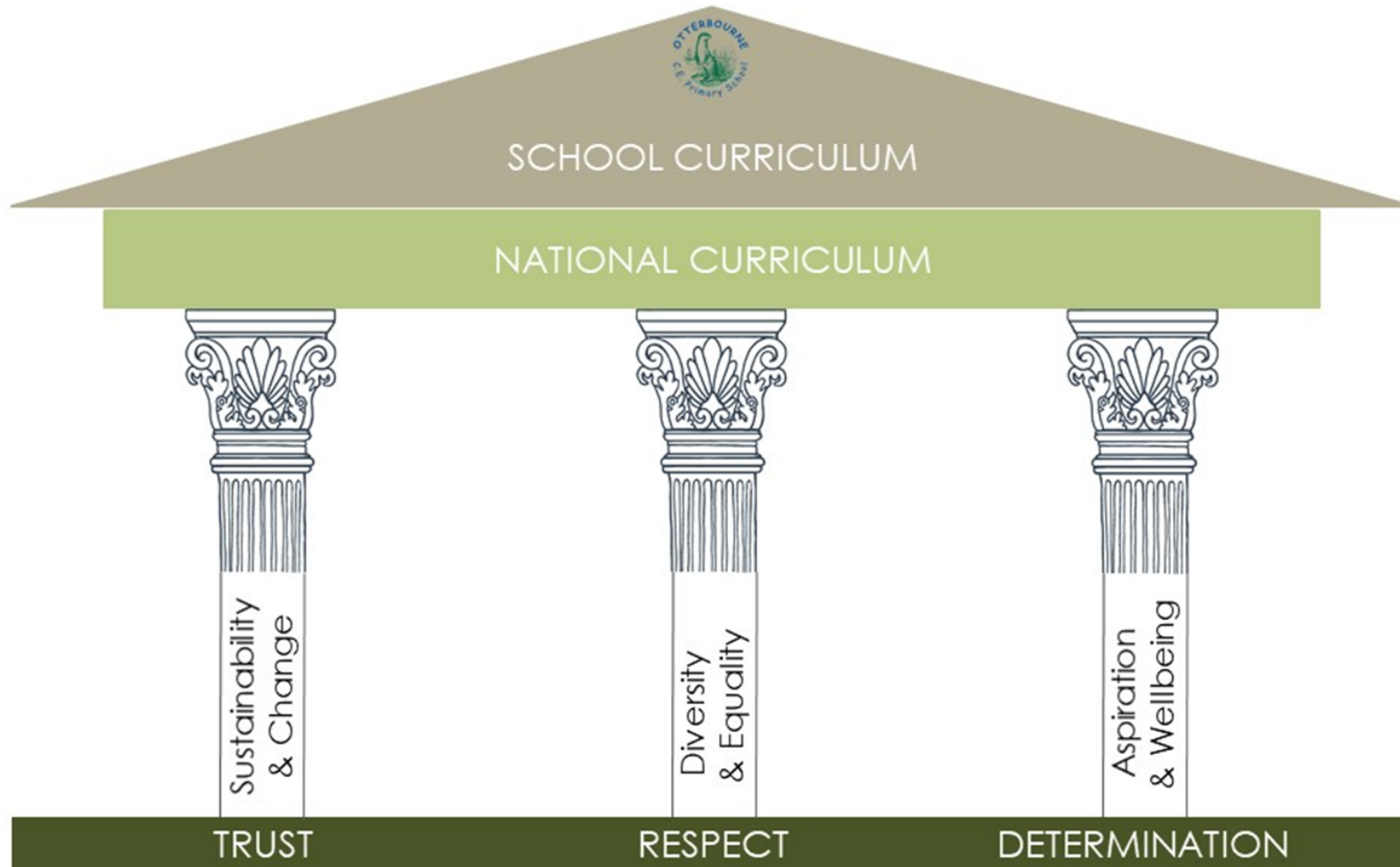


The Curriculum at Otterbourne Church of England Primary School

Intent, Implementation and Impact Statement



Our School Curriculum is developed around three pillars of learning, which are underpinned by our core Christian values of Trust, Respect and Determination.

INTENT: OUR SCHOOL CURRICULUM IS DESIGNED TO...

Give all children the space to learn the skills, knowledge and understanding set out in the National Curriculum, so all can thrive and make strong progress.

Provide varied learning opportunities to support all children to embed the National Curriculum objectives.

Be aspirational, and allow all children to extend their learning beyond the National Curriculum.

Provide opportunities for all learning styles to be supported, delivering secure learning pathways for all children.

Utilise the school and its local environment, and the wider community, in order to develop engaging opportunities for all children.

Support children to recognise their impact on each other, their place in a diverse society and the importance of equality in the global environment.

Develop the children's understanding of British and Christian values.

Develop children's understanding of themselves, the importance of self care, wellbeing and mental health, and the needs of others.

Provide children with opportunities to find success, receive recognition and feel a sense of pride, through a mix of extrinsic and intrinsic motivators.

Enable children to be effective learners who recognise how to be the best versions of themselves.

Ensure children see the value of prior learning when looking to develop new skills, think more deeply or develop a mastery of knowledge and understanding.

Encourage children to be independent learners who take responsibility for their own actions and successes.

Help children develop positive communication skills, enabling productive discussion with challenge and constructive disagreement.

Challenge children's thinking, so that they become resourceful, evidence-based learners who are curious and enthusiastic.

Provide opportunities for children to recognise pride in themselves by meeting their personal challenges.

Develop the foundation skills for numeracy and literacy for all children in order for them to more easily access the entire school curriculum.

Prepare children for life after primary school, by giving them a solid platform on which to build as they continue their education, and beyond.

Be flexible, allowing teaching and learning to respond to current affairs and global events.

Enable calculated risk-taking, to encourage all children to confidently make informed decisions and to learn the value of respectful behaviour.

IMPLEMENTATION: OUR SCHOOL CURRICULUM INCLUDES...

Three main threads of learning known as “the pillars of our curriculum”, which build on the school’s core Christian values

Sustainability and Change - understanding the small changes that we can make to help look after the planet

Diversity and Equality - recognising and celebrating the differences, and treating everyone the same

Aspiration and Well-being - having goals, striving to achieve them, and knowing how to stay healthy and happy.

“Golden Threads” that flow through all curriculum subjects ensuring key skills or areas of knowledge are developed and embedded over time.

A cohesive roadmap for all subjects so that new learning builds on prior learning, enabling children to more easily achieve their objectives.

Effective and dynamic feedback to quickly address misconceptions, and move children on to the next steps in their learning.

Engaging units of learning, that include a wide range of enrichment activities to give children exciting, first hand experiences.

Units and topics that are supported by varied and engaging text drivers, that put reading at the centre of learning and allow children to explore a range of different global perspectives.

Opportunities for the promotion and greater understanding of the core Christian values, British Values and pillars of the curriculum.

Rich-tasks, designed with purpose, that enrich learning and provide opportunities for deeper thinking.

Individually scaffolded tasks to ensure all children can reach their full potential.

A range of extrinsic rewards and motivators, including daily, weekly, monthly and termly stickers, certificates and awards

Opportunities for children to work ‘beyond the classroom’ including outdoor learning, visits and visitors, links to the community, trips and residential experiences.

Events and activities to support children to overcome their personal challenges, develop self-confidence and natural talent.

A focus on ALIVE - a teaching and learning strategy that ensures a personalised approach for all children...

IMPLEMENTATION: Keeping Learning ALIVE

Assessment for Learning - scaffolds and managing misconceptions to remove barriers, and challenges to support higher attainment

Learning Journey – helping children understand what the learning builds on, and what it is building towards

Intention led - clear objectives and criteria so expectations are clear and children know how to be successful

Vocabulary – rich language, explored and understood so children feel confident when taking risks

Environment – effectively using working walls, classroom layouts, supporting adults and resources to support all learners.

IMPACT: OUR SCHOOL CURRICULUM WILL BE SUCCESSFUL IF OUR CHILDREN...

Leave us with the skills, knowledge and rich understanding necessary for a positive start to secondary school.

Have gained a wide range of opportunities and experiences that support their learning and provide lifetime memories.

Have, regardless of individual needs or abilities, flourished and found individual success.

Have learned the value of self-reflection in becoming the best version of themselves, academically, socially and in other pursuits ('Aspiration and Wellbeing').

Know how to be an effective learner, motivated to be the 'best version of themselves'.

Recognise and respect the needs, differences and characteristics of others, and the importance of equity and equality ('Diversity and Equality').

Can recognise the progress they make whilst with us, and find pride in their achievements.

Have developed a respect for the environment, a positive attitude towards sustainability and a love of nature ('Sustainability and Change').

Have found a passion or interest that keeps them engaged in learning and positive about the challenges of subsequent years.

Are able to recall prior learning to support new learning, or know how to independently seek out resources to help them.

Discuss previous topics and subject with enthusiasm and clarity.

Understand the importance of British Values and demonstrate them in their daily lives, showing mutual respect and kindness to others.

Have developed a clear sense of identity, and understand more about their place in the world and their local community.

Leave us knowing that the future is in their hands and they can all make a difference to the future of the planet.

They remember the 10 key words that they have lived with in their time here:

TRUST, RESPECT, DETERMINATION, SUSTAINABILITY, CHANGE, DIVERSITY, EQUALITY, ASPIRATION, WELLBEING, PRIDE