

Ramshaw Primary School



Curriculum Intent, Implementation and Impact

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

At Ramshaw 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
- become creative, critical thinkers.

Our positive intent is to widen our children's horizons; extending experiences beyond home and increase their curiosity about the world around them. Our work for the International Schools Award reflects this.

Our intent is to raise aspirations, extending understanding of careers through our Primary Futures programme.

Our intent is to develop our children's confidence and resilience through meeting the needs of our individual students, providing emotional support and having a collaborative and enquiry based approach to learning, where children are not afraid to make mistakes.

Every child is recognised as a unique individual. We celebrate and welcome differences within our diverse 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 constantly provide enrichment opportunities to engage learning and reinforce prior knowledge gains that enable our children to retain information and apply it in a variety of situations.

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 model and 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, Career Showcases and Community Fundraising events.

Children leave Ramshaw 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 learners.

Below are our intent statements for each subject area:

Literacy statement of intent

To deliver an exciting, innovative Literacy curriculum which enables and empowers children's written and oral communication and creativity. We want our children to use their strong grasp of English as a platform to access the skills and knowledge required to achieve high standards in all subjects.

Maths statement of intent

For every child to develop a sound understanding of Maths, equipping them with the skills of calculation, reasoning and problem solving that they need in life beyond school.

Language Statement of Intent

To develop the teaching and learning of Languages across the school, preparing children for future opportunities in other countries.

Geography and History Statement of Intent

To develop children's experiences and understanding of Geography and History, inspiring and igniting their curiosity about the wider world.

PE Statement of Intent

To develop children's experiences and enable them to achieve personal successes, the appropriate skills and confidence to partake in all sports.

PSHE

To develop children's understanding of PSHE and provide them with a foundation of life skills across all contexts (home/school/community) and time spans (primary/secondary/later life).

Science

To develop children's scientific knowledge and understanding of the nature, processes and methods of science, for now and the future.

EYFS statement of intent

Working in partnership with parents to encourage independent, happy learners who thrive in school and reach their full potential.

Computing statement of intent

To develop children's experience and understanding of ICT, preparing them for jobs of the future.

Curriculum Implementation

Skills and knowledge are taught discretely through subject areas so that our children gain a broad understanding of each subject and know when they are learning about history or science for example. . These subjects are taught in a two-year cycle and the content is reviewed regularly in conjunction with our children.

English Work includes reading, writing, Debate and Speaking and Listening tasks. Reading skills are taught explicitly, but exposure to a daily class story embeds a love of reading for all children.

Reading is a fundamental part of everything we do. Children are exposed to high quality texts and high quality vocabulary across the curriculum. Children are taught skills of decoding and comprehension and book talk encourages children to think as a reader and discuss preferences, likes and dislikes. Reading for pleasure is a priority in our approach. Our library developed in conjunction with the children, reflects this. The high profile of reading in school is further enhanced by class reading challenges.

Writing is taught through a range of exciting stimuli which includes books, film clips, artefacts, visitors and real life experiences. We employ dedicated vocabulary sessions which can help children to bring their writing to life and close vocabulary gaps.

Basic Skills and Non-negotiables underpin writing in all areas of the curriculum.

Teachers model the Writing process and demonstrate the high standards expected of all our children.

In our maths curriculum, mastery is taught through fluency, reasoning and problem solving. The fluency is practised so that the children can apply these skills to

problems which help them to reason about number. These skills are transferable across the curriculum and to everyday situations where maths is seen as an intrinsic part of life.

Each term, relevant ENRICHMENT opportunities are integrated so that children are captivated by their learning. Outdoor opportunities, visits and visitors, P.E, Music, Art and Design and Computing all provide a platform for children to express their individual talents and personality.

History and Geography skills are alternated each half-term for KS2 & KS1. The children's own community, its heritage and traditions are frequently used as a starting point for engaging interest. For example Bowes Museum, Ramshaw Hall and Evenwood Historical Society.

Explicit subject knowledge and skills are taught and applied in a rich and meaningful context. Key Science knowledge and skills are developed each half term. The skills in other subjects such as Art, Design and Technology, R.E, P.S.H.E and P.E are taught discreetly, with key cross curricular links and links to SMSC.

Specific projects (for example Norman Cornish in collaboration with Bowes museum) provide children with a meaningful platform to showcase their understanding.

International Projects we believe, are fundamental to equipping our children with the knowledge and skills to thrive and compete in an ever-diversifying global market.

Modern Foreign Languages are taught in KS2 regularly throughout the year by a dedicated language teacher.

In KS1, the emphasis is on songs, games and key vocabulary to introduce the children to new languages.

School links with Russia and Germany accompany whole class visits to Germany for Key Stage 2. We also correspond with sixteen EU schools each year through our Christmas Decoration projects.

The outstanding development of the international dimension of our curriculum is recognised by our achievement of the British Council's International School Award.

Computing skills are embedded in engaging and interesting ways. When developing Computer Science skills, 'unplugged' activities embed a deep understanding of the importance of precise commands to form algorithms, while discussions around errors in these tasks helps children to develop their debugging skills. These activities are used alongside Programming software such as Scratch Animation.

Children apply I.T skills in creative ways to inform learning across the whole curriculum; this engagement in creative aspects of their curriculum helps *all children* to make progress.

Ensuring that *all children* at Ramshaw Primary School become Digitally Literate is a key focus of the curriculum. Children understand how Technology has an impact on the real world and how to stay safe online. Regular Online Safety lessons alongside a child-friendly Online Safety Policy helps pupils and parents understand both possible online dangers and a range of appropriate and necessary safety measures to action.

RE is taught in each class using the Durham Agreed Syllabus. Our children are taught knowledge and understanding around a range of religious and worldwide views so that they can; describe, explain, analyse, and investigate beliefs and practices. This allows our children to appreciate the diversity, meanings and values between beliefs, communities and individuals.

PHSE is delivered during class group sessions, assembly time and in Votes for Schools sessions. The messages are interleaved across the curriculum on a daily basis.

Our Early Years curriculum combines a wide variety of learning experiences based around our children's interests with focused and dedicated teaching of basic skills based on the Prime and Specific Areas of the EYFS curriculum.

Impact of the Curriculum

An integral aspect of our curriculum is that children are prepared for the future – perhaps for job roles that have yet to be created.

We believe that *every child* is unique – they all have the potential to achieve; and our broad, varied curriculum allows *every child* to excel based upon their own personal strengths, interests and core values.

Monitoring Impact of the core curriculum:

Core subjects are assessed in a summative way each term and data is analysed by the SLT and staff as a whole. Internal Maths and Writing moderation also occur each term and external moderation takes place with cluster schools..

Attainment and Progress is tracked termly for Reading, Writing and Maths. In other curriculum areas, Attainment is tracked by SLT and Progress is shared with parents through a termly Progress Report.

Monitoring Impact of the non-core curriculum:

In non-core subject areas, curriculum impact is quantified by end of year assessment data where children are assessed as *Working Towards, Expected and Exceeding*

Age Related Expectations, based on their understanding of knowledge and application of skills in each curriculum area.

Whole school areas for development are identified as a result of data analysis. The data analysis enables CPD to be implemented to close any gap in these curriculum areas for *all* children in *all* year groups. Tracking skills for each class in the same way also allows further support to be provided for teachers as necessary.

The impact of the non-core curriculum is monitored through work scrutiny, discussions with the children, comparison with national expectations and inter-school moderation.

Subject Leaders

At Ramshaw Primary School we have subject leaders who oversee, develop, monitor and evaluate the effectiveness of their subject within school across all year groups and phases. Staff are committed to deliver high quality, learning experiences throughout the curriculum. Support staff have developed their strengths in order to further enhance the quality of learning. All members of staff benefit from continuous CPD tailored around their own individual needs and aspirations.