

Knypersley First School
Curriculum Intent



Our Key Curriculum Intentions are to :	By Promoting	Rationale
Recognise our Uniqueness	Oracy	A growing proportion of our pupils enter school with poor oracy and a range of speech and language issues. We recognise the need for children to have a wide vocabulary, understand what words mean and use them in the correct context in an age-related manner. We also recognise the importance of providing opportunities for pupils to speak publicly both within and beyond the school community.
	Pupil well being	Many of our children come from very busy working homes which have high expectations for academic success. We work hard to develop resilience, social and emotional attributes to support pupils with this additional pressure that they sometimes face. We also recognise some children may encounter personal difficulties. We seek to provide clear strategies to encourage self- taught and self- referral attitudes to mental health and wellbeing.
	Evidenced based practice	We recognise the risks of being an inward facing organisation and value the use of active research both across our MAT and that being carried out by a wide range of sources such as the EEF, local research school and teaching school in both improving and selecting practice and approaches for future innovation.

	Parental involvement	Many of our parents are working parents with a small group hard to reach. Working closely with our parents does make a difference to outcomes for our pupils and the well-being of their families. We work hard to establish and maintain these links and continually review accessibility, participation and the impact of the work that we do to support our children. Our ethos is to 'share in the journey'.
	Learning Outdoors	Our school has a wealth of outdoor learning resources which we use to engage, enthuse and bring learning to life. This includes our well established Forest School.
Be Inclusive	Ambition for all	Our school has low numbers of SEND and PP pupils which can be a challenge to us. Our curriculum will ensure access to learning and challenge for all pupils including those who enter at expected levels and could have the potential to work at greater depth. We will focus on the effective deployment of resources, innovative and reflective practice and strong subject knowledge.
	External agencies	We ensure our staff actively seek out a range of expertise beyond our school and multi academy trust to provide advice, support and resources to unlock potential barriers to learning for our pupils and their families in all areas of the curriculum.
	Bespoke provision	Every child is unique and this can mean through our in-depth knowledge of our pupils we have to adapt/adjust our curriculum provision in order for them to access the curriculum that they are entitled to.
	Varied teaching styles	Through reflective practice and strong subject knowledge our teachers and teaching assistants are flexible and adaptable in their teaching approaches whilst having excellent subject knowledge and a clear plan and respond to children's learning styles to ensure effective subject delivery.
Engage and Inspire	Themes and key questions	We recognise that cognitive development and the acquisition of new knowledge by our pupils is deepened by making links between new and prior learning, creating a clear context and ensuring skills can be deepened, applied and built upon.
	Enrichment	We believe pupils learn best if they have a context and reason to do so. We aim to provide a context via a range of enrichment experiences to

		ignite and bring learning alive for our pupils in all areas of the curriculum including those beyond the core subjects.
	Knowledge Rich	Our curriculum recognises the vital need to impart knowledge, both disciplinary and substantive in an accessible way to our pupils including via the use of subject specific vocabulary, providing time to secure and explore it in order to make links and aid retention.
	Progressive curriculum	Our curriculum has been purposefully designed to be sequential and progressive, made up of key components that lead to an end composite. As a result, pupils make connections, embed and apply knowledge ensuring they 'know more and remember more' over time.
Promote Ambition	Celebrate success	We celebrate key aspects of achievement effectively and regularly. This will encourage children to develop their self-confidence and achieve their very best. The way in which achievements of all learners to captured and celebrated is adjusted to ensure barriers are removed. Our approach to evidence and assessment is very much based on children's subject specific knowledge and skills. Staff take every opportunity to celebrate progress and praise behaviours for learning.
	Promote enterprise	We believe we have a responsibility to ensure our curriculum will provide opportunities to prepare pupils for their life beyond education by exploring a wealth of career pathways, budgeting, marketing, project management. We recognise our parents have a wide range of skills and experiences to share with us to enhance pupils understanding of the world of work and future employment.
	Characteristics of Effective Learning	Children need to have a thirst to learn and be ready to learn, we encourage behaviours for learning through metacognition strategies through our '5B's' (brain, board, book, buddy and boss). Our curriculum and the organisation of our resources will provide opportunities to develop a range of skills such as being resilient, taking risks, an effective team player, independence and the ability to be reflective. Our classrooms are organised to support pupils' in developing a range of metacognitive strategies through working walls, 'help yourself stations' etc.

	Challenge at all levels	We recognise the entitlement all our pupils have to access high quality learning opportunities, including those who enter school already working at age related expectations. We use highly effectively assessment for learning to ensure learning is flexible, responsive and involves pupils at all times. We deliver a mastery approach and ensure appropriate challenge and scaffolding is in place to cater for all pupils' needs including SEND and the lowest 20%. Teachers expertly plan lessons to stretch and challenge through the use of 'BAD' statements within learning objectives to aid all learners to make progress within the same objective (basic, advanced and deepening).
	Accountability for learning	We believe that children should be active participants in their own learning and subsequent progress, as a first school our pupils need these attributes to support transition to our local middle schools.
Create Citizens of the Future (Learning for Life)	Celebrate difference	As a predominantly white British school we recognise the importance of providing our children and their families with the knowledge and skills to be aware of different faiths, religions and races as well as ensuring our curriculum embraces difference across our school community.
	Healthy relationships	It is our moral duty to ensure children are kept safe whilst in our care and can also keep themselves safe within their home, community, online and in school.
	Promoting democracy	We promote pupil and parental involvement in the future development of our school, its policies and procedures. We believe this ownership strengthens relationships and embeds all that we value and wish to achieve.
	Respect and Responsibility	We have the very highest expectations for our pupils in relation to their behaviour, conduct and involvement in their own learning. This promotes a culture of learning in a warm, supportive and respectful environment. As our pupils move to a new school at the end of year 4 these skills and attributes all contribute to a successful transition.