

Curriculum Intent, Implementation and Impact Statement

At Finham Primary School, we have designed an ambitious curriculum, where children can thrive and develop from our dedicated approach to growing children holistically, nurturing their unique skills and talents, to provide our children with the best educational start in life. Our curriculum considers the needs of a 21st Century child and is ambitious in providing our children with the knowledge, skills and learning behaviours required to become successful life-long learners.

Background

The National Curriculum is a set of subjects and standards used by primary schools so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject. Schools have the autonomy to decide on how this content is delivered and what approach we would take to ensure that our curriculum is bespoke to the needs of our children and community. Our curriculum celebrates diversity and utilises the skills, knowledge and cultural wealth of the community whilst supporting the pupils spiritual, moral and cultural development.

Curriculum Intent

At the heart of our school are a set of core values; Teamwork, Respect, Integrity, Enjoyment and Discipline. These underpin our curriculum and the ethos of the school. At Finham, we place great importance on a curriculum which develops the whole child. Through our core values, we foster an environment where the emotional, physical, academic, social, moral, spiritual and cultural development of each child is considered.

The uniqueness of every child is recognised and valued. As such, our curriculum embraces the community from which it exists, recognising and celebrating the diverse backgrounds and experiences from which our children originate. We constantly adapt our learning journey to meet the needs and interests of our children, offering an excellent education underpinned by a broad, culturally rich and powerful curriculum to ensure that all pupils are well equipped for the next stages in their education.

Our curriculum is underpinned by the teaching of basic skills, knowledge, concepts and values however, creativity is pivotal at Finham Primary School. We constantly provide enhancement opportunities to engage learning and to celebrate and develop the individual talents of our pupils, recognising everyone as unique with their own ambitions, skills and dreams. We aim to provide an environment that encourages lifelong learning.

Community involvement is also an essential part of our curriculum as we celebrate local traditions, learning new skills to enable children to take an active role in event throughout the year. Children leave Finham Primary School 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.

Curriculum Implementation

Implementation describes the way in which we deliver our intent consistently each day.

To do this we have carefully designed our bespoke, values based curriculum. This is designed to enable learners to acquire relevant subject knowledge which underpins the application of skills. Skills are carefully and progressively mapped across each key stage and subject area. Knowledge is consolidated and built upon to support retention and recall. This ensures that by the time children leave our school they have learned, and are able to recall and apply the key information that we feel is important in order for them to be successful in the future.

Skills and knowledge are taught discreetly in subject areas so that our children gain a broad understanding of each subject and know exactly which subject they are studying. However, the curriculum is designed to embed transferable skills throughout, without weakening essential skills based learning.

The outstanding quality of our classroom environments serves to stimulate and engage higher order thinking. At Finham Primary School, we also recognise the importance of feedback, both adult and peer, as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and research from cognitive science regarding the fragility of new learning. In response to this, planning is flexible and responsive to pupils' needs.

How do we plan for Cultural Capital?

The government have placed great emphasis on schools developing Cultural Capital. Cultural Capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education.

At Finham, we see Cultural Capital as the accumulation of knowledge, attitudes, habits, language and possessions that enables individuals to demonstrate their cultural competence and social status. Our school plays a crucial role in developing this through immersing children in dance and music, visiting theatres, galleries and historic sites and by introducing them to literature and art.

Embedding Cultural Capital into our curriculum is a way of closing the gap between children from differing socio-economic backgrounds by ensuring that children from all backgrounds have the same opportunities in society to achieve their full potential.

Enhanced Curriculum

Our enhanced curriculum aims to run alongside and compliments the National Curriculum, but aims to broaden the horizons of our children and links to our school's value. The opportunities offered aims to provide our children with unique experiences outside of the National Curriculum.

We broaden horizons by developing global learners, which underpins all of our values, by planning for opportunities to be aware of the wider world and its current issues and to understand and respect cultural diversity and differences with an understanding of how the world works and encourage participation in the community at a range of levels, from the local to the global. We teach our children to make the world a more sustainable place and to take responsibility for their actions. We do this by providing learning linked to:

- International/Cultural understanding
- Respect for others and our differences
- Community participation (local and global)

- Sustainability and environmental issues
- Challenging stereotypes

Retrieval Practice

- We use Rosenshine's 10 Principles of Instruction to ensure all children achieve:
 - Begin a lesson with a review of previous learning.
 - Present new material in small steps.
 - Ask a large number of questions.
 - Provide models and worked examples.
 - Practise using the new material.
 - Check for understanding frequently and correct errors.
 - Obtain a high success rate.
 - Provide scaffolds for difficult tasks.
 - Independent practice.
 - Monthly and weekly reviews of knowledge and vocabulary.

Curriculum Impact

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child, striving to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

Day-to-day, on-going assessment is a crucial method of assessment which provides instant feedback to the teacher and ensures progress within every lesson. Responsive Teaching Strategies are used in all lessons. These strategies provide a clear picture of a child's level of understanding and, ensure that teachers can quickly assess when a child does not understand and needs greater support. Lessons should be flexible enough to allow teachers to adapt to the needs of the child. Responsive Teaching Strategies should also be used to inform planning for subsequent lessons.

Progress is assessed regularly. At the end of each term, assessment data is gathered and progress is checked by subject coordinators and the Senior Leadership Team. Children are expected to make good or better progress in all subjects and this individual progress is tracked. In cases where children are identified as making 'slow progress' in English or Maths, rapid interventions are put in place to address gaps in learning.

Pupils leave Finham Primary School with a secure understanding of the academic content; with the understanding of how to be socially, morally, spiritually and culturally responsible and aware; how to make positive contributions to the local community and how to endeavour to be the best that they can be. We aim for all of our children to leave Finham respectful, skilful, ambitious and with a thirst for life and all it has to offer.