

Curriculum Intent



Intention 1

The development of learning-**OUR ACQUISITION OF KNOWLEDGE AND SKILLS**

To provide a broad and balanced curriculum (as set out in the National Curriculum) that is accessible to all so that children can develop their knowledge, skills and vocabulary to the best of their ability as well as keeping themselves safe.

Intention 2

The development of behaviours and habits to become effective learners-**HOW WE LEARN**

To facilitate the growth and development of positive and inquisitive attitudes, so that children enjoy coming to school and develop a passion for learning.

Intention 3

The development of character –**WHO WE ARE**

To recognise the role that parents play in their child's education and work alongside them to help develop, in their child, a set of values that provides a strong moral compass to help them thrive in life.

Intention 4

The development of community—**OUR PLACE IN THE WIDER WORLD**

To enable children to respect, celebrate and contribute positively to the diverse communities in which they live and learn, becoming responsible, global citizens.

OFSTED's working definition of the curriculum:

"The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and skills to be gained at each stage (**intent**); for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**) and for **evaluating** what **knowledge and skills** pupils have **gained** against expectations (**impact/achievement**)."

Curriculum Implementation

-subjects



How we implement intention 1-OUR ACQUISITION OF KNOWLEDGE AND SKILLS

Teachers plan the wider curriculum using progressive skills, which show what children should be learning at each stage of their school life. These skills are mapped out and linked to National Curriculum expectations to ensure a broad and balanced approach. Expectations for key knowledge are set out in Knowledge Organisers so that children develop a factual understanding of each topic covered. In class, Knowledge Boards are used to record the knowledge so that regular revision of it can happen. This aids the retention of the knowledge in the long term memory. POP (Proof of Progress) Tasks are used to assess the depth of knowledge acquired. Links are made to English and Maths to ensure that opportunities for cross curricular learning are strong.

Each year group has a key event each half term linked to one of their topics. These are: a visit to a local place of interest, a visiting performance group/workshop activity, visit to a religious building, guest speakers and an 'experience day'. In addition to this, we have other additional educational activities that enhance the wider curriculum including a residential, a variety of sports clubs, events and competitions and additional music opportunities. We believe, these holistic childhood experiences are key to the development of a child's understanding of the world.

Parents are regular visitors into the classroom, with parents invited into school to learn alongside their children.

How we implement intention 2-HOW WE LEARN

When our teachers design our learning opportunities, they look for ways to develop good learning behaviours. Our school recognises that understanding learning helps us to be better learners and that memory and knowledge retention are key. This philosophy is linked to our Growth Mindset to create a common language for learning. These include:

-We remember that intelligence is something that we can grow.

-We recognise that effort is more important than results.

-We learn new things as often as we can.

-We are not scared of making mistakes or of failure because we can learn from them.

-We take risks in order to improve our learning.

-We don't say 'I can't do this' – we say 'I can't do this YET!'

We recognise that good questioning is key to good teaching and learning. Questions for each topic are planned in advance to aid discussion and maximise knowledge development as well as scaffolding the development of their understanding to enable them to close the gap between what they currently know and the learning goals.

Our teachers notice when learners are showing great learning behaviours. They award Golden Book Award certificates for this in our weekly celebration assemblies. We use Class Dojo to reward Proud Points with rewards for high achievers. We have regular awards ceremonies to celebrate progress and attainment across the curriculum.

SAMPLE CURRICULUM OVERVIEW

Curriculum Overview		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Geog/His	The Vikings	France	Europe	The Roman Empire	Cultural Birmingham	South America
	Maths Focus	compare durations of events, for example to calculate the time taken by particular events or tasks	interpret and present data using bar charts, pictograms and tables	-solve one-step and two-step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	-interpret and present data using bar charts, pictograms and tables -solve one-step and two-step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight
	Art/DT	Viking Marionette	Sculpting France	Butterfly Snacks	Roman Mosaics	David Cox	Carnival Boat
	Maths Focus	measure the perimeter of simple 2-D shapes	-draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	add and subtract amounts of money to give change, using both £ and p in practical contexts (costing)	-identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle -recognise angles as a property of shape and a description of a turn	-identify horizontal and vertical lines and pairs of perpendicular and parallel lines	measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
	Science	Light and Shadows	Rocks, Soils and Fossils	Food and our Bodies	The Nappy Challenge	Forces and Magnets	How does your garden grow?
	Maths Focus	n/a	n/a	n/a	n/a	n/a	n/a
	English Text	Riddle of the Runes Janina Ramirez	Rooftoppers Katherine Rundell	The Miraculous Journey of Edward Tulane Kate DiCamillo	The Roman Quests - Escape from Rome Caroline Lawrence	The Boy at the Back of the Class Onjali Q. Rauf	Trash Andy Mulligan

Curriculum Implementation

-pastoral



How we implement intention 3-WHO WE ARE

Blakesley Hall Primary School is established on a set of core values. We strive to live by these values, as they embody who we are as a community and our role on a local, national and global scale. We learn about values in lessons and assemblies, which we then demonstrate in order to become Rights Respecting Ambassadors and good citizens of the world. We think carefully about the value, explore it in learning and demonstrate this whenever we can. Our 6 core values are:

RESPECT, CARING, HONESTY, UNITY, PERSEVERANCE AND APPRECIATION.

Our teachers ask learners to undertake positions of responsibility around our school, as we believe that children understand values by seeing them in action, both in themselves and others. The children who hold these positions are known collectively as our Junior Leadership Team (JLT). These roles include:

Deputy/Head Girl and Deputy/Head Boy; Prefects to role model expected behaviour for each class; School Council; Learning Ambassadors; Well-being Ambassadors, The Arts Ambassadors and SEND Council.

How we implement intention 4-OUR PLACE IN THE WIDER WORLD

When our teachers plan the curriculum, they think not just about what we should learn and how we should learn it, but also how they can bring in an understanding of their role as global citizens and the wider world. They do this through the use of the school values, as well as an understanding of the rights of the child.

Our school is a Rights Respecting School and each of the 54 different articles are referenced in assemblies, in the teaching of PSHE, HRE and other curriculum subjects, as well as being on display around the school so the children and staff can refer to them. The rights of the child are an integral part of the curriculum in our school and consequently, they are embedded in our learning.

We believe in celebrating each child's cultural legacy and tailor our curriculum to suit the needs of our children and school setting. As part of this, we ensure that in our half termly learning, each topic is made relevant, in some way, to each individual child. We also teach the children to think about how to **challenge stereotypes**. We learn about slavery, both historical and modern, thinking about why it happens and what motivates this. Our teachers identify positive role models that challenge stereotypes.

We invite members of local religious denominations to meet the children and host assemblies as well as visit a variety of religious settings. This provides the children with the opportunity to celebrate their own religion and culture but also learn about others too. This provision helps us to celebrate our diversity and understand our similarities and differences.

We have links with different community groups and services and work closely with other schools within our Kingfisher Collaboration and the Cole Heath Consortium. This opportunity to learn from others and network is valuable to how we move forward as a school and ultimately benefits the members of the school community and beyond.

Our regular charity fundraisers model the importance of the need to help others and helps our children to develop a valuable sense of empathy.

Curriculum Impact



The impact of intention 1-OUR ACQUISITION OF KNOWLEDGE AND SKILLS

We strive to ensure that our children's attainment in wider curriculum subjects is in line with or exceeding their potential when we consider the varied starting points of children. POP Tasks (Proof of Progress) and Art, DT and Music evaluations provide feedback on learning which are used to track attainment and progress. Class Learning Journeys tell the story of learning across each year group. We have a full monitoring programme where leaders conduct lesson walkthroughs, pupil voice activities, book looks and coach staff to ensure the curriculum meets the needs of all pupils. The curriculum is regularly reviewed and changes made where required. The impact is that children will be academically and physically prepared for life in secondary school and in Modern Britain and the world.

The impact of intention 2-HOW WE LEARN

We want children to develop a Growth Mindset which provides them with the skills to approach everyday challenges with confidence. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. The impact is that children grow their intelligence, make a good effort, learn often, are not scared to make mistakes, take risks in their learning and always strive to be better. Children will use questioning as a tool to expand their knowledge of the world around them.

The impact of intention 3-WHO WE ARE

The impact will be that our learners will have fully rounded characters with a clear understanding of complex values like equality, friendship, trust and many others. Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community, demonstrating tolerance and equality and will understand their rights and responsibilities as global citizens. We measure this not just by the work our children produce, but in the behaviours we see each and every day in all learners on the playground, in corridors, and in the many roles we give them. The impact of this intention is seen in the daily interaction of all members of our community, including staff and children.

The impact of intention 4—OUR PLACE IN THE WIDER WORLD

Our learners will be articulate, responsible, and motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to others. Our learners will be the owners of their own destinies and help to positively shape the destinies of others around them.



Community Voice

What our children say

- "We get to do lots of different things. It helps me feel smarter."
- "Everyone helps us to do our very best."
- "No matter what, staff are always there for us."
- "It is a good school. Everyone is polite."
- "The teachers are friendly and have helped me build my confidence."
- "The school is really well organised."
- "Blakesley Hall helps me to prepare for life."
- "School gives me knowledge."
- "School helps me read and learn."
- "I enjoy learning about different religions. It helps us to respect each other."

What our staff say

- "Staff have a sense of camaraderie, cooperation, and empowerment to ensure that the main focus is always about the child."
- "We try to make the school fun, educational and safe for them and care 100% about their well being as well as their education. I'm proud to be a part of this school."
- "I am grateful for my year group team, who have been endlessly understanding and supportive since I joined the school in September."
- "We really want our children to be safe, secure and successful. We try our best each day and work hard to get it right for the children in our school."

What our parents say

- "All my children have attended and are doing really well. This is down to the teachers at Blakesley School."
- "I've had 4 kids come to this school. I'm very happy with their academic achievements."
- "My child loves Blakesley and is very happy here."
- "My child is well looked after and looks forward to coming to school."
- "This school is really good and I'm happy for my kids to stay in this well led school. The school has been amazing since my first child came here. I am proud to say my children come to Blakesley Hall Primary School."
- "A really good school that listens to your concerns as a parent and acts upon them."

What our governors say

- "Our school is amazingly diverse and very supportive."
- "One of the things that attracted me to be a Governor at Blakesley Hall School was the warm welcome I received from both teachers and pupils when I first arrived in the school. There is a real sense of community within the school and the children are always at the centre of all the decisions that are made."

What our visitors say

- "I was made to feel welcome at Blakesley Hall Primary. On our tour, I noticed that it's a wonderfully calm, child centred school that really works hard to be inclusive for all the children and to help them thrive. I truly enjoyed being in that atmosphere!"
- "I was blown away by the leadership! A school invested in its pupils aspiration and well-being. I love the respect for diversity within the school. Love the values driven ethos."
- "It has been amazing to meet the children, who were brilliant and polite. The SEN staff deserve a medal and the progress in the children made me happy. Blakesley Hall is an amazing school."
- "It was so refreshing to see such a positive learning environment for the pupils, where staff try their upmost to engage all in a caring way."