

Curriculum intent statement

Pupils' learning and development should be at the heart of every school's curriculum; it should be broad and balanced and equip pupils with the skills necessary to succeed in life after school.

This curriculum intent statement and template outlines how we at Broadwas CofE (VA) Primary School have created our curriculum and the benefits that this will bring to pupils' learning and self-improvement.

What the curriculum is designed to do

At Broadwas Primary School we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners.

Through a combination of learning techniques, we aim to ensure pupils enjoy learning and feel prepared for life beyond school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. Termly overview plans are created and shared with parents and carers, these are then developed into cohesive medium term plans that cover the whole curriculum and are shared with all staff to ensure that learning is cumulative throughout the school, with regard to both subject skills and knowledge, leading to secure understanding, confidence and the ability within learners to apply their skills in different learning areas.

We recognise that pupils should be challenged in their schooling; learning through resilience and celebrating successes. We plan for our curriculum to be empowering, enabling pupils to develop their interpersonal skills, creativity and independence.

How the school intends to deliver the curriculum throughout the school

We intend to deliver the curriculum through a variety of methods that are both classroom-based and extra-curricular. Below, we have outlined how we intend to deliver this promise. We promote equal opportunities to all of our pupils in line with the Equality Act 2010 throughout our practices.

Classroom-based learning: Our staff value the different ways in which pupils learn and plan lessons to account for these differences, this includes the use of PSHE and wellbeing sessions. We encourage teachers to make cross-curricular links where possible within their classroom planning and practise, so that pupils can draw upon knowledge from different subjects and understand how each area of learning plays a part in everyday life.

Teachers use different learning resources to teach core content, including the use of web based resources, field trips and learning within the local and wider community, specialist P.E.

teaching to support staff professional development as well as providing an enriched and varied P.E. curriculum, and offsite learning linked to specific projects and topics. By using different techniques, we intend on keeping pupils engaged with learning and meet the individual learning needs of all of our pupils.

The school carries out one-to-one teaching sessions for pupils who require additional support or challenge. We also incorporate interventions for small groups of pupils as part of our learning provision. These can be used to revisit learning, extend understanding through challenge and application as well as providing additional learning support where it is needed. This allows pupils to get dedicated one-to-one time, ensuring any questions that pupils may have get answered in a way they understand. Where pupils require additional learning in order to access the wider curriculum and make progress, individual intervention sessions are planned and carried out on a regular basis.

Extra-curricular activities: We provide a variety of extra-curricular activities for pupils that enhance their learning experience. The activities range from after-school clubs, to educational trips and visits – a list of the extra-curricular activities available is updated every term and shared with parents and carers. Extra-curricular activities are designed to enhance and extend pupils' learning experiences, form personal connections between pupils and their peers, provide additional opportunities beyond the classroom curriculum and support in the acquisition of social skills essential for life both within and beyond school.

How the school involves parents, pupils and the local community in curriculum planning and delivery

Our school values the input of its pupils, parents and carers with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it. We inform parents of curricular learning through both class and individual parent/teacher meetings, which also provide an opportunity for parents to share their own ideas about the class curriculum.

We engage with the wider community by ensuring there are opportunities for pupils to participate in community projects and work with local organisations and groups, for example the Parish Council. We embed each project within the curriculum into the relevant subjects. This shows pupils the value of being an active and responsible member of their community.

How the curriculum benefits pupils' learning and personal development (add additional information in relation to developing children's awareness and living our six key Values)

Our curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, pupils will benefit in the following ways:

- Learning how to lead safe, healthy and fulfilling lives
- Understanding that failure is part of the road to success
- Being rewarded for academic successes

- Being supported with their next stages in education or training and feeling prepared for life after school
- Becoming responsible individuals who contribute to community living and the environment
- Achieving to the best of their ability
- Acquiring a wealth of knowledge and experience
- Becoming critical thinkers
- Finding a sense of belonging to the school and its community
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.
- Developing and showing respect for themselves, each other, and people within the local, national and global community through an understanding of diversity, linked to our six core Values.

Reviewed and agreed by the Standards Sub-Committee December 2019