

Our Whole-School Curriculum

Our curriculum is designed to deliver an education that will equip our pupils with the knowledge and skills required to become independent and responsible citizens in an ever changing and evolving society. We do this by offering a broad range of learning experiences in the classroom, outdoors and in the wider community.

Intent

We believe everyone in the school community should follow our mantra of making a difference, defined by us as: *to cause a change leading to a positive outcome.*

We believe it is important to support our children to have a voice that can make a positive difference to all aspects of their life. To do this, we encourage and provide many opportunities for our children to develop a sense of themselves and then to develop their aspirations, independence and resilience. We also explore how our school community, local community and wider community are important to us, influence us and the reciprocal contributions which lead them to become future model citizens.

At Benjamin Adlard Primary School, our research-based, progressive curriculum is broad and balanced. Our curriculum design ensures that our pupils have equal opportunities to:

- Broaden knowledge and develop skills
- Support pupil's mental and physical wellbeing
- Be aspirational, independent, and resilient
- Ensure children develop socially, emotionally, morally, culturally and spiritually
- Celebrate achievements and diversity
- Enhance British values and become a valuable member of modern Britain

There are three drivers in our curriculum. These form the foundations of our curriculum and permeate all aspects of school:

Language and vocabulary

There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language, which may affect their school experience and learning later in their school lives. Department for Education research suggests that, by the age of seven, children in the top quintile know around 4,000 words more than those in the bottom quintile.

At Benjamin Adlard, we want to give all children the best possible opportunity to develop academically by closing the word gap. With the context of our school in mind, language development is crucial - with some children hearing a broader vocabulary for the first time, while others deepen their understanding and use of specific word choices.

We recognise it is essential for children to develop their tier 2 vocabulary. We do this by explicitly teaching vocabulary and by all adults consistently engaging in high quality interactions with the children. We ensure we provide a word-rich environment, with a focus on key words in all subject specific vocabulary, so that children can increase their understanding and application of language.

Mental health and wellbeing

We have built a culture based on the belief that every child is able to learn best when they have strong self-esteem, a sense of aspiration, emotional intelligence, independence and resilience. We know that children need self-awareness, social awareness, self-management and relationship management skills to succeed in life. We recognise relationships between staff and pupils are critical in promoting wellbeing and in helping to engender a sense of belonging to school.

Opportunities exist across the curriculum for pupils to develop and promote social and emotional skills through a dedicated Personal Social Health and Economic education (PSHE) curriculum – including statutory content regarding Relationships and Sex Education (RSE) and Health Education. This supports children to develop characteristics such as resilience and independence which we believe are crucial skills that our children will need to face the challenges of life.

Securing personal wellbeing is at the core of everything we do, for not only our pupils, but also our staff and community too.

Social mobility

In our society, research shows us that where you start in life will, all too often, determine where you finish. And while talent is spread evenly across the country, opportunity is not.

In the latest Index of Multiple Deprivation (IMD), the Gainsborough South West Ward area was ranked 2,157 out of 32,844 in England (lowest 5%). Raising the educational achievement of young people from low-income families remains a key priority in education, and this critical issue forms one of the focal points for our curriculum drivers. We believe everyone deserves a fair shot in education and a chance to go as far as their hard work and talent can take them.

At Benjamin Adlard, we have built a culture where we expect the best from every child, regardless of their background. We do not believe that disadvantaged learners have less potential to succeed. We implement effective social and emotional support strategies to help children in need of additional support. School leaders provide consistently high standards, through setting high expectations for learning. School leaders share their ambitious thinking and work collaboratively with staff, children, parents, families and the local community. They ensure the schools at the heart of the community as they seek out new ideas to develop all children's educational experiences.

We embed cultural capital into our curriculum to close the gap between children from different socio-economic backgrounds and ensure that every child has the same opportunities to achieve their full potential.

Implementation

- At Benjamin Adlard, we have used the EYFS statutory framework and National Curriculum alongside specific year group themes to allow our children to gain the necessary knowledge and skills to succeed.
- Knowledge is consolidated and built upon through academic and subject specific retrieval and recall practice. To ensure that progression and balance is maintained, the programmes of study are developed into medium-term plans.
- English, including guided reading and GAPS, and maths knowledge and skills are explicitly taught daily in key stage one and key stage 2.
- Foundation subjects are taught discreetly. Teachers follow coherently and well sequenced curriculum plans mapped to the EYFS framework and National Curriculum.
- Senior and middle leaders undertake monitoring each term which includes learning walks, talking to children and looking at their books to ensure there is consistency of expectations, challenge and progression across the school. Subject leads have oversight of how subjects are taught from EYFS through to Year 6, and regularly monitor and evaluate that there is progression both within and between year groups. They drive improvement through carefully planned actions to improve curriculum design further.
- Enriched educational visits, visitors and experiences are a key feature of the curriculum providing our children with the background knowledge and vocabulary to have the greatest impact in their learning throughout the whole curriculum.
- The school deploys specialist PE and music teachers and instructors to deliver these areas of the curriculum.
- For our children to successfully access our curriculum, we recognise the importance of meeting our children's physical and emotional needs. We do this by delivering a strong bespoke PSHE/RSE curriculum, including a unit called 'Growing up Gainsborough'.
- The learning environment forms a key part of our school curriculum and is used effectively to support the learning in each topic. Through well-planned, stimulating activities, the children acquire a strong knowledge upon which their learning can develop.
- Teachers have a good awareness of each child's needs and tailor their learning accordingly. There is good use of questioning and opportunities for speaking and listening through discussion, paired/group work, role-play etc.
- Teachers make good use of their strong subject knowledge although they are reflective and are constantly looking for ways to improve their practice.
- Teachers use formative and summative assessments to check children's understanding and application. Cognitive theory, metacognition and memory (CTMM) strategies are used so children remember the knowledge taught to them in the long term.
- Marking provides constructive feedback about successes and areas for development (next steps), using the rewritten marking code which is displayed clearly in all classes. Time is

provided for children to respond to any feedback or marking in their books and this has had a positive impact on children's progress and their awareness of their next steps.

- Children with SEND are well supported through targeted use of resources such as teaching assistants in class and intervention programmes are tailored to suit children's needs.
- Children are tracked closely and the attainment of every child in the school is discussed at termly Pupil Progress Meetings between teachers, subject leaders and the SLT. Successes are highlighted and used to share good practice as well as any identified barriers to progress.
- Children who are making less than expected progress are then discussed further with plans put in place to support them e.g. parent meetings, intervention, one-to-one tutoring and/or additional classroom support or small group work. Intervention is closely tracked to ensure maximum impact and cost effectiveness.

Impact

The focus on vocabulary and providing our pupils with enriched experiences prepares our children with the opportunities to flourish academically, socially, emotionally, morally, culturally, and spiritually, ensuring diversity and equality is respected and celebrated.

Our pupils will be motivated by a strong sense of morality, they will make decisions for the right reasons and in the best interest of the local and wider community. Experiencing a broad and balanced curriculum with a focus on personal development helps to grow our children into aspirational, independent, and resilient pupils who are prepared for the next stage of their education.

The curriculum is adapted as appropriate and in line with the SEND Code of Practice guidance, Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.

How will the curriculum be made accessible for children or special educational needs?

The curriculum is taught through whole-school themes and class teachers differentiate work to match the needs of all children.

Reasonable adjustments are made through Quality First Teaching to ensure every child has access to the curriculum and learning is moved on. This can include visual prompts, writing frames, seating positions, success trackers.