

FLITWICK LOWER SCHOOL

Policy

Curriculum Intent Statement



INTRODUCTION

At Flitwick Lower school we believe the curriculum is a powerful tool that promotes a love of learning and willingness to explore and the time to have fun. We are committed to developing the whole child. Our children will have the opportunity to be creative, physically active and to be academically challenged.

Our broad and enriched curriculum aims to deliver a twenty first century education that will equip each of our children with the skills required to be an independent and responsible citizen who will continue learning effectively throughout their lives. The National Curriculum sets the expectation of what children should be taught, however we want more for our children. They deserve an experience and to learn about all that life has to offer. We have high expectations for our children's learning journey and as a staff we agree on the following main drivers that underpin our curriculum to ensure it is enriched, personalised and aspirational.

- Developing a sense of community and belonging, contributing to our community and others through direct interaction – making links both within local organisations and globally with other cultures.
- Developing a cohesive, progressive curriculum that builds on children's interests and skills.
- Equipping children with skills for life, through practical experiences.
- Making learning more meaningful, through putting it into context.
- Establishing cross curricular links to foster broader understanding.
- Developing the use of ICT across the curriculum.
- Making space for true depth of study through opportunities for a flexible timetabling approach.
- Enabling children to ask questions and take risks.
- Promoting a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.

LEARNING AND TEACHING

We use a variety of teaching methods that accommodate the differing learning styles of all children. We ensure that all children are able to access learning opportunities and make progress through quality first teaching. Teaching assistants are used effectively to support learning of all children.

Effective learning takes place when:

- Children know what they are going to learn and why (learning outcomes).
- Children know what they need to do to be successful (success criteria).
- Tasks are sufficiently open ended to elicit a variety and depth of response to meet the needs and learning styles of all learners.
- Children are helped to assess their own learning and the learning of others (through self and peer evaluation and response partner work).
- Children receive positive feedback that helps them to identify what they have done well and what they need to do next (next step marking).
- Children have time to reflect and review their learning.
- Children feel secure, motivated and stimulated.
- The learning environment is stimulating and enhances learning opportunities.
- Displays show children's work at all levels with an emphasis on writing across the curriculum
- Children experience a variety of learning situations, both indoors and outdoors.
- Expectations are high.
- Children are encouraged to take responsibility for their own learning and progress.

CURRICULUM ORGANISATION AND PLANNING

The curriculum has been organised into contexts for learning and links have been made to all curriculum areas. Where appropriate some coverage may be taught discretely but this is minimal. ICT is embedded into the learning contexts so that it is integral to the learning that is taking place.

We adopt an inter-disciplinary approach to curriculum planning in all 3 key stages. We plan the curriculum carefully, so that there is coherence and full coverage of the National and Foundation Stage curriculums, ensuring the inclusion of key learning behaviours to develop independent, motivated learners.

We plan our curriculum in three phases:

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- The long term plan indicates the context for learning and the elements to be covered;
- The medium term plans give clear guidance on the objectives, experiences, activities, and outcomes;
- The short term plans are those that our teachers write on a weekly basis to enhance the activities and experiences offered to the children.

These are all differentiated to meet the needs of the children.

Curriculum groups play an important part in the success of the curriculum by being involved in a regular programme of monitoring, evaluation and review. (Appendix 1)

EQUAL OPPORTUNITIES INCLUDING SEND

Flitwick Lower provides a highly inclusive environment where learners enjoy their education. Pupils at all levels are helped to achieve their potential. Those who are most able are challenged, encouraging them to expand their skills and knowledge through varied curriculum opportunities. Those who find learning more difficult are encouraged and given targeted support to embed skills, to develop at their own pace and to learn in a style that best suits their individual needs.

The curriculum is designed to provide access and opportunity for all children who attend our school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so after consultation with the parents/carers.

RESOURCES

The class teacher and Key Stage teams are responsible for monitoring the resources for each context for learning. Should there be a need for additional resources or replacements, this should be discussed with the Key Stage leader.

MONITORING AND REVIEW

This takes place through the scrutiny of children's work, pupil discussion, questionnaires, discussions with staff, learning walks and lesson observations.

Our governing body's curriculum committee are responsible for monitoring the way the school curriculum is implemented.

We have named governors for all our curriculum groups. The governors liaise with their curriculum group and monitor the way in which the school teaches the subjects.

The Head teacher is responsible for the day to day organisation of the curriculum. The head teacher monitors the curriculum through planning, observations, liaising with the curriculum groups and SLT.

Curriculum groups are responsible for monitoring the coverage of their subjects across the school, including Foundation Stage. They examine the planning to ensure progression and continuity and appropriate teaching strategies are used. They have a responsibility to ensure that staff have the skills and resources they need to deliver the curriculum.

Class teachers have the responsibility to ensure planning adopts appropriate learning styles so all children make progress.

The governing body will review this policy statement annually and update, modify or amend it as it deems necessary to ensure the policy meets the needs of Flitwick Lower School.



Literacy Statement

At Flitwick Lower School, children participate in high-quality communication, language and literacy development designed to promote and enhance their learning. Children take part in a wide range of activities and experiences to develop their reading and writing skills including drama, role play and discussion. Children are encouraged to share their opinions, question each other, explain their thinking and debate their views. This allows them to develop their own ideas and explore those of their peers. Children enjoy working in pairs, small groups and whole class situations to further improve their literacy skills. Early reading begins with the teaching of phonics which supports the children in recognising the sounds in a word in order to read and spell them. This is taught through the 'Letters and Sounds' scheme with a mixture of different resources and teaching styles to engage and motivate the children, including games, flashcards and interactive programmes. As the children progress, they are taught how to spell using the 'No Nonsense' spelling scheme.

Our aim is to produce competent readers who read with fluency and understand the text they are reading. In addition to this, we encourage children to develop a real pleasure for reading so that they can discover more about the world around them. Children participate in a range of reading activities on a daily basis including visits to the library, story time, comprehension activities, guided reading sessions, 1:1 reading and story CDs.

By having a firm foundation in reading, children have a range of skills required to write. Our creative curriculum is designed to generate interest and excitement around topics that children can relate to. We write in a range of genres to provide the children with a broad spectrum of writing styles. Grammar and spelling is taught discretely as well as being embedded in all lessons. Children are taught handwriting skills initially through developing fine motor skills before practicing letter formation in order to learn to join their letters.

Our aim is to equip our children, not only with the skills and understanding of literacy, but to develop a genuine desire and passion for reading and writing.

Maths Curriculum Statement of Intent

At Flitwick Lower we are committed to developing a curriculum that is accessible to all our children and one that will maximise the development of every child's ability and academic achievement. Carefully planned opportunities will enable rich connections to be developed between the maths we learn in school and its real-life application of numeracy for life. Learning is enhanced by the exploration of mathematical concepts in a range of fun, purposeful experiences; helping children to become fluent, determined mathematicians, who can confidently explain their mathematical reasoning and solve increasingly sophisticated problems.

We aim to teach mathematics in a cross curricular manner as well as discretely to teach the practical application of mathematical skills. We focus not only on the mathematical methods but also focus on mathematical vocabulary and use Mathematics Mastery to broaden and deepen mathematical understanding.

We want our children to have a secure recall of key mathematical facts and a fluent understanding of concrete calculations, therefore by basing our delivery on the White Rose Scheme, Fluent in 5 and NCTEM activities, we aim to ensure a consistent whole school approach in pedagogy.

Science and Technological Understanding curriculum statement

Our objectives are to provide the skills, tools, experiences and opportunities to develop the following areas:

- Problem solving
- Questioning and critical thinking
- Making informed decisions
- Communicating
- Investigating, recording and applying

By the time children leave Flitwick Lower school, we want them to have a natural curiosity for learning with a keenness to explore new things. We want them to have an awareness of how Science is relevant in today's society; be equipped with the

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skills required to use computers safely and effectively and to be able to apply their skills and knowledge they need to thrive in a rapidly advancing technological world.

With a focus on providing many opportunities for practical lessons across the school, we deploy teaching strategies which promote the use of enquiry skills, critical thinking and problem solving. In doing this, children will later be able to investigate and answer questions which puzzle them; use effective communication and critical thinking skills in everyday life, and to become confident users of IT and responsible digital users.

The delivery of our curriculum supports our whole school ethos, integrating learning behaviours such as teamwork, curiosity and independent thinking into our lessons, while promoting resilience and responsibility through our values-based approach. We cater for disadvantaged and minority groups through our out-of-school clubs which provide a variety of technological-based opportunities. We use mixed ability groups in lessons to aid learning opportunities and to ensure all children reach their learning potential.

We believe that resourceful-rich lessons with 'hands on' experience will promote an enthusiasm for learning for all children.

The RE Curriculum

Through RE teaching and learning, we want the children to have an understanding of other cultures and religions and to take advantage of their curiosity and enjoyment for learning. We want them to value different ideas, faiths and beliefs and to show tolerance and a mutual respect for those different to their own. Our core school values are also part of this ethos and are reflected in the RE curriculum.

RE lessons should offer a safe place to share ideas and knowledge about faith, beliefs and cultures. The RE curriculum is especially important to us due to the limited experience our children have of a multicultural community. The RE Agreed Syllabus is the framework for our teaching and learning, with key concepts and skills being built up through the year group. Planning is adapted to meet the needs of our children and our community. P4C is a useful tool to support the teaching and learning of RE and PSHE.

PSHE Curriculum

We believe that PSHE education is central to our school's ethos, supporting children in their development, and underpinning learning in the classroom, school, and in the wider community. PSHE education equips children with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It also provides opportunities for children to reflect on and clarify their own values and attitudes. We use P4C as a tool to support this.

Our shared school values underpin all that we do. As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens.

PSHE education makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety, and to their emotional wellbeing.

EAD Curriculum Group

We teach Art and Design, Drama, Dance, Music and Poetry, to give our children the skills, knowledge and experiences to improve their self-esteem and confidence.

Furthermore, we teach these subjects to enrich the children's experiences of the world around them, by developing their personal, social and cultural identity. Through a varied combination of teaching approaches, we aim to ensure the needs of all children are met, enriching their lives as a result.

Physical, Well Being, Health and Lifestyles

At Flitwick Lower, we aim to provide our children with high a quality PE and sports curriculum which establishes a lifelong desire to lead healthy, active lifestyles. We recognise the importance of being physically active and the benefit this has in supporting children's learning and development in other areas of the curriculum. Being physically active also contributes towards emotional well being, which has a positive effect on the children's behavior and self-esteem, both in school and the

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wider community. Alongside developing a positive mindset towards physical activity, we also believe that our curriculum is key in promoting qualities such as perseverance, enthusiasm, tolerance and respect. It is our aim to ensure the positive values of sport are intertwined with our whole school ethos and that children's experiences of physical education is positive and motivating.

We shall do this by

- Ensuring all staff feel they have the skills to plan an exciting, motivating PE curriculum that allows all children to take part and feel valued
- Ensuring that children are physically active for sustained periods of time to encourage and develop gross motor skills
- Encouraging a love of sport and physical activity through promoting wider school sports events and national events that inspire the children to further their participation in a range of sports
- Provide opportunities for children to participate in competitive sports and activities both within PE lessons and through intra-level competitions
- Provide a range of sporting opportunities for those children who thrive in a less competitive environment
- Promote healthy active lifestyles through positive, engaging experiences, such as 'wow' days to promote a range of sports and wellbeing activities
- Support the mental health of both staff and children through planned events that focus on well-being and mindfulness