



Pulford V A Lower School

Curriculum Intent Statement



Updated: 18th October 2023

Next Review Date: October 2026



Pulford V A Lower School

Intent

At Pulford VA Lower School our vision is to create a primary school that encourages its children to **Explore, Discover and Dream**. We want to help each child become a caring, confident and curious young person who has a passion for learning and achieving.

We will do this by supporting, guiding and inspiring our children through excellent teaching practices.

By working with our families we will create an aspirational school community in which everyone is valued and successes are celebrated.

Aims

Create caring, confident and curious children.

Offer opportunities that will expand horizons.

Motivate and challenge our children to achieve academic success.

Partner with families to create an aspirational school community.

Appreciate the uniqueness of each child and recognise their potential.

Support, guide and inspire through excellent teaching practices.

Show our children what they can achieve if they Explore, Discover and Dream.

School Expectations

- Staff have high expectations of themselves and all children.
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from children.
- We expect children to increase their knowledge and embed learning in their long term memory.
- We expect teachers to support children in developing independence.
- We expect teachers to systematically check understanding, intervening in a timely manner when needed.
- We expect children to be challenged.
- We expect teachers to regularly provide high quality marking and constructive feedback to children.

Implementation

Effective Teaching

At Pulford VA Lower School we embrace a pedagogy of 'Personalised Learning'; an approach which expects all children to reach their challenging targets, to fulfil their early promise and develop latent potential. High expectations of progress apply equally to children working above, at, or below age-related expectations, including those who have been identified as having special educational needs. There is an expectation of participation, fulfilment and success; and teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory and rigorous assessment to check and maintain pupil progress. There are clear plans to support those who are struggling to maintain trajectory. The teacher's priority is to support children so that they can keep up with the pace of learning and make good rates of progress.

Traditionally it was expected that teachers would differentiate by task or expectation and many different levels of success were accepted, this approach often ran the risk of lowering expectations. Those working on the pre-key stage standards will have extra support. Today, the effective teaching practices at Pulford VA Lower School see teachers expecting more children to succeed by



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offering higher levels of support or extra challenge for those who need it, so that they can access the learning at the expected year group standard.

Key Foci for Effective Teaching:

Quality first teaching

- Highly focused lesson design with sharp objectives;
- High demands of child engagement with their learning;
- High levels of interaction for all children;
- Appropriate use of teacher questioning, modelling and explaining;
- Emphasis on learning through dialogue;
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently;
- Regular use of encouragement and praise to motivate children.

Target setting

- Individual children's progress tracked;
- Strengths and weaknesses identified supporting planning and intervention
- Data collected on a regular basis and shared with staff and children;
- Children have regular opportunities to discuss their progress. Teachers actively involve children in setting and reviewing their progress towards their targets;
- Teaching, interventions and revision programmes are adjusted in the light of progress children make;
- Parents and carers regularly are regularly updated on their child's progress;
- Processes run across the whole school to ensure consistency and are regularly evaluated by SLT and subject leads to ensure that the needs of all children are being met.

Focussed assessment

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps;
- Day to day, Periodic and Transitional assessments used effectively;
- Assessment for Learning (AfL) evident across the school– learning objectives, learning outcomes, success criteria, self and peer evaluation

Intervention

- Individuals and groups who are not making sufficient progress are identified

Provision for intervention is mapped according to need;

- Detailed plans are put into place;
- Learners are enabled to perform beyond the norms expected for their year group where appropriate;
- Interventions are evaluated and relevant adjustments are made;
- Achievement Teams regularly meet to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

Learning environment

- Organisation of the classroom/learning environment adapted to the children's learning needs;
- The use of learning resources and ICT developed to allow children to work independently and successfully;
- Make effective use of other spaces – 'outdoor classroom', library, group rooms and hall space;
- Displays to be a mixture of celebration of children's work, supportive resources and information.



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Curriculum organisation

- The curriculum is designed to cater for the needs and interests of a full range of learners including:
 - *More able and talented*
 - *Learners with SEND, including those with speech, language and communication needs*
 - *Learners who are learning English as an additional language*
 - *Children who are in care*
 - *Learners with social, emotional and behavioural difficulties*
- Flexibility is built into the curriculum organisation and delivery to ensure greater coherence from the children's perspectives.

Extended curriculum

- The school offers a full range of 'out of hours' activities and clubs which enhance and extend the basic curriculum;
- We ensure access for all;
- Parents and carers, as well as the wider community, are involved in extended provision;
- Access to other services is provided or arranged, including health and social services.

Supporting children's wider needs

- The school maintains close communication with parents and carers;
- We develop and maintain multi agency links to support vulnerable children;
- The school runs small intervention groups such as Social Skills, Motor Skills, speech and language and anger management.
- The school has ELKLAN trained communication champions

Effective Learning

We acknowledge that people learn in different ways and we recognise the need to develop pedagogies which enable all children to learn in ways which suit them.

We offer ways for children to learn in different ways including:

- investigation and problem solving;
- mastery approach in maths;
- open ended tasks;
- reasoning;
- research and finding out, with independent access to a range of resources;
- group work, paired work and independent work;
- effective questioning;
- presentation and drama;
- use of ICT;
- visitors and educational visits;
- creative activities, designing and making;
- use of multimedia, visual or aural stimulus;
- participation in physical or athletic activity;
- homework;
- extra-curricular clubs and activities.

Our Curriculum

Please refer to the individual curriculum maps on the curriculum page of the website.

<https://www.pulfordschool.org/school-info/curriculum/>



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The Role of Parents

We believe that the school/parent relationship is key to promoting learning beyond the school gates and crucial in ensuring children make the best possible progress. We pride ourselves on our open, friendly and approachable nature that encourages parents to be involved in their children's learning. Furthermore, we host regular 'Parent Think-tank sessions and opportunities to inform parents about how they can support and work alongside their child for example in Maths; English; topic use of the Learning Platform; e-safety.

The long term plans for each year group are published on the website so that parents can make trips to the library or places of interest in connection with the plans.

We do all that we can to inform parents about the life of their child in school by:

- Holding termly Parent's Evenings/Open Evenings – Opportunities for parents to come into school to talk to teachers about their child and share their child's work.
- Sending home three reports per year
- Bi-weekly Newsletters by e-mail – Keeping parents informed about what is going on in school and also providing useful help at home tips to support learning.
- Examples of pupil's work and photographs are placed at regular intervals on each class's Google Classrooms webpage
- Parent Information sessions – To provide parents with the knowledge and information they need to support their child's learning at home; recent events include: Maths Strategies, E-Safety, Learning Platform, expansion updates. Parent think tank sessions are also a feature, as is the 'Diversity' Group.
- Inviting parents in to the school to share in their child's learning either in class or by each class holding a class assembly.
- Opportunities to volunteer – We welcome the help of parents to support with reading, changing books, swimming, art and design projects and also when embarking on educational visits.
- The school also has an open door policy and parents are always welcome to come in and meet with class teachers to discuss issues related to their child.

The Role of Governors

Our Governors are involved in monitoring the consistent approach to Teaching and Learning at Pulford VA Lower School. Governors monitor practice in the following ways:

- Reports and presentations received at Governors meetings, ie: Book Scrutiny; anonymised provision maps
- School visits to observe classroom practice and Governor open days.
- The curriculum sub-committee monitor progress and attainment
- Governors volunteer to be subject governors, liaising with staff subject leads and accompanying them e.g. on learning walks.



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Impact

The impact of our curriculum will not only be measured by assessment procedures which allow us to measure outcomes against all schools nationally:

- EYFS % of pupils achieving a 'Good level of development' (GLD)
- Phonics Screening Test at the end of Year 1
- End of KS1 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths
- MTC multiplication times tables check for Year 4

But, will in fact be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

This statement should be read in conjunction with the EYFS policy; Learning support; AUP; internet safety policy; subject policies; discipline and behaviour policy.

Statement endorsed by the Governing Board on 18th October 2023

Signed Ed Price, Chair of the Governing Body

Equal opportunities

All young people will be treated equally, regardless of disability, race, creed, gender, culture, faith or belief.

The policy will be applied regardless of culture, faith or belief.