

Burton Road Primary School Curriculum – May, 2023

The Bigger Picture

International education comparisons based on narrow skills will become increasingly meaningless. We need to champion a new kind of learning; one which values teamwork, creativity and the diversity of opinion held within our classrooms. We need to educate our children to think more critically, more ethically and become more geo-politically aware.

Global Challenges Insight Report: The Future of Jobs 2017

Curriculum Intent

At Burton Road we strongly believe that children learn best through a dynamic and engaging learning experience. It is experiences such as this where learning sticks and deeper learning takes place. We believe that we are preparing children for life and for the future world that they live in and will hopefully make a positive contribution to. Lifelong learning is a core part of our curriculum aims. For this to happen, children need the opportunity to use and apply skills in a meaningful context. Learning has to contain relevance for children to be motivated to learn and teachers need to act as a role model, and inspiration, for learning. This means that we embrace thematic learning but do not pursue this in isolation, and it is not at the expense of knowledge. As an essential part of this, our learners must be highly numerate, literate and well equipped for the next phase of education. Our curriculum is designed for pupils to acquire knowledge and steadily gain a progression of knowledge before they can apply this into different contexts, or develop a repertoire of skills. However, learning needs to go way beyond this so that pupils have profound, rather than shallow, learning experiences. Children must be able to transfer this and use it a meaningful context that demonstrates not only the depth and mastery of it, but also prepares them as global learners who can apply their learning to different themes and evaluate global issues that develops them as: well informed, well rounded, independent, critical thinking and moral young people.

Core Characteristics

Through our curriculum, we aim to educate the whole child, building character and knowledge together. In order to promote this, we have identified four key characteristics that we aim to nurture within our children. Everything we do will promote the development of these core qualities which we feel are central to ensuring our children develop into well rounded, well-educated young people who are prepared for success in their next phase of education. We seek to develop lifelong learners who are given genuine opportunities to apply their learning. Hopefully this means that pupils leave us with the character and dispositions to succeed in a range of situations.

Our key characteristics and for learning and the curriculum are:

1. The Moral Child

At Burton Road we aspire for our children to develop a strong sense of what is right and wrong. They will discuss and debate, and know they need to question what they see, read and hear. They will develop a strong moral compass and uphold virtues such as: tolerance, respect, equality. We will achieve this by:

- ensuring children are provided with a range of opportunities to discuss moral questions and form their opinions and arguments.
- providing children with the opportunity to learn about social and moral dilemmas faced by people in history and across the world.
- providing a strong moral and social education and equip children to recognise and challenge prejudice and inequality
- Implementing our new PSHCE curriculum new golden values of: Responsible, Respectful & Resilient

2. The Knowledgeable Child

Our children will build a strong knowledge of the areas studied and a wider general knowledge. They will form a bank of strong, retained knowledge which will stay with them on their life-long learning journey. This knowledge will include a secure base-line in the core literacy and numeracy skills that are essential to succeed in life. Children will leave Burton Road as highly literate pupils who can show depth to these skills with the application of them. As a school we are committed to engaging in projects that develop the breadth of this knowledge (**substantive**) and the application of this matched appropriately to skills (**disciplinary**). We are also committed to the acquisition and application of knowledge throughout the full curriculum. This will include designing teaching sequences following a granular model, in all subjects, that can develop the fluency shown in Maths and English. Lesson will reconnect with prior learning and progressively build both knowledge and vocabulary. Teachers will be aware of how pupils learn at a deeper level and assess to what extent knowledge has been retained, which will inform their future decisions. They will plan their curriculum maps so that key, age knowledge is specifically identified, assessed and used in a meaningful context.

In order to achieve the above, Burton Road Primary School will:

- Provide pupils with a range of high-quality texts which will widen understanding of the world and the breadth of literature.
- Provide a rich and varied, question led curriculum which built upon strong, core retained knowledge.

- Provide excellent teaching and learning which is: knowledgeable, well informed and consistently delivers memorable experiences so that children can make sense of and use the knowledge that they acquire.
- Ensure that the curriculum intent is right by planning detailed and informative progression documents that take small steps to build on prior learning. This includes the vocabulary acquisition and retention that is vital to securing a knowledge progression.

3. The Resilient Child

Firstly, to develop resilience ambition will be nurtured in all our children. The school permeates a culture of high expectations for all. This something that is not just restricted to the classroom and academic achievement but is transferable to: the sports field, behaviour, drama productions and enterprise projects. The school has a high participation in all these endeavours and strongly believe that these opportunities and competitive sports develop resilience through: encouraging teamwork, overcoming challenges, perseverance and the setting and achieving of goals. The school strongly supports the message that success is never achieved without ambition, dedication and hard-work. Knock backs are experiences that they you draw on, shape you and make you stronger.

The school had adopted a growth mind-set and is promoting this throughout the school. This is mainly regarding positive thinking and adopting a positive thinking model. The principles that underpin this will be promoted in every classroom at an age appropriate level. Our children will build confidence in their own ability and those of others. They will be exposed to situations which give them the chance to flourish and celebrate their achievements. They will be optimistic and positive about themselves and their abilities – they will have the self-esteem needed to take risks and test their limitations.

4. The Global/Lifelong Learner

Learning is brought to life through current contexts that connects to our children's lives - who they are, how they fit into the world and how they contribute back. Our curriculum connects to real life, promotes thinking as a global citizen and develops the character skills so that young people can make meaningful contributions to society. Even very young children are trying to make sense of a world marked by division, conflict, environmental change and extreme inequality and poverty. It is designed to enable children to make deep connections between learning and understanding the world that they live in, leading to children connecting taught knowledge and skills with agency and purpose.

Therefore, we ensure learning is 'deep' rather than shallow. Deep learning requires planning for and modelling behaviours and actions associated with:

- deeper thinking
- deeper purpose
- active and collaborative engagement so that children meet the world but are not at the centre of it.

We see our curriculum as a vehicle for connecting with the bigger cause. This means we enable children to form meaningful relationships with their learning, see patterns and apply skills into a context where learning can make a difference. Children see that their learning has human significance. They understand that their global learning is relevant to future decisions and the active contribution they can make to the world.

In developing global learners we will seek to do the following:

- *Design a curriculum which enables children to: consider, explain, discuss, justify, research, collaborate, innovate, present, evaluate and reflect.*
- *Select subject matter which is current that allows the children to learn deeper than the surface level*
- *Helps children to make sense of an increasingly globalised, complex and rapidly changing world*
- *Enables critical thinking about world issues*
- *Develops awareness of own actions can have on others and the wider community*
- *Helps children to develop attitudes and dispositions to make a positive contribution to the world.*

Teaching Sequence

In order to develop the curriculum that we seek and fulfil our aims our teaching sequence needs to balance the subject domain, teaching sequence and relational learning. All teachers must have this in mind when subjects are delivered. The mastery curriculum advocates a thinner curriculum and more time to embed knowledge and skills. Again, it is the independent application of higher order skills where deeper learning take place. Planned units must take account for this and decide the end task that would best deliver this and work is' way back.

The teaching sequence is:

1. Knowledge acquisition **(Substantive)**
2. Enhancement of knowledge **(Substantive)**
3. Application of knowledge and skills in a meaningful or purposeful context.
(Disciplinary)

The application of these skills will involve setting tasks that provide opportunities for children to:

- Explain
- Summarise
- Reason
- Reflect
- Challenge
- Evaluate
- Think Critically

There is no hierarchical approach to these skills and they are only applied once knowledge is secure.

Curriculum Design

The curriculum design at Burton Road no longer retains a high profile for thematic/cross curricular learning. Knowledge and curriculum design is sequential and thematic links are made as hook, stimulus or real life context, only when it enhances the curriculum content and progression.

In literacy, link to chosen topics must enhance the curriculum content taught before providing context for children to make connections and for learning to be meaningful and have a purpose. Some Literacy, will not provide topic links and will instead be a vehicle for promoting and developing an understanding of age-related literature and the impact that an author conveys to the reader. Core Literacy skills will be delivered at the start of the day. This will be through the Read Write Inc Phonics programme and the explicit teaching of key skills in Grammar, Punctuation and Spelling. The timetable has been designed around a prompt start and a pure skills focus. Following this as Reading and Writing is delivered topic themes will be incorporated to provide a subject matter for these skills to be developed and enhanced. Likewise, work in subject/topic books will be an additional opportunity for the application of reading and writing skills. High standards and high expectations must be maintained.

Reading will retain a high profile throughout the curriculum. The school has a strong rationale for the promotion of appropriate age related literature. From Year two onwards, reading skills will be explicitly taught to the class with a strong focus upon: Retrieval, Inference, Summarising and Explaining (RISE). This will be supplemented by Guided Reading and individual reading programmes, where appropriate. The rewards system has been overhauled and Reading Miles has been replaced by recommended reading list and a termly Bronze, Silver, Gold Rewards Scheme. Each class will undertake an, in depth, class novel study as one of their topics. This will stand alone without the expectation to be thematic.

As the school has previously, committed to the IPC and strives for a global dimension to our curriculum, so that children can be 21st century, modern lifelong learners then each class must select a modern, topical and global issue. This will encourage critical thinking and a

healthy awareness of the evolving world that they are seeking to make a positive contribution. As an insular local community, it also seeks to extend their horizons beyond their own doorstep.

As the topics are largely selected as appropriate hooks for learning and as a stimulus for pupil engagement the school needs to audit how this fulfil the needs required for the breadth of the curriculum. Considering this, the school has audited and tracked all topics against subject disciplines, key knowledge and vocabulary. Gaps have been highlighted and the curriculum has been redesigned. Much has been done to develop our own very specific, granular progression model, where teachers are very clear on 'why this lesson now? And how learning builds incrementally. This overhaul has led to a much more thorough curriculum to be in place. Some subjects are very well-established and others are under review. The school has adopted a thorough curriculum review audit tools and constantly has clear priorities for improvement to ensure that our pupils consistently receive good teaching and comprehensive knowledge progression across all subjects.