



## **Curriculum Intent**

At Cam Woodfield Junior School, we have created a curriculum that triggers curiosity, enables innovation and motivates pupils to be the best they can be!

We understand that learning is enhanced if pupils recognise its importance and relevance to everyday life, especially when it reflects their community and culture. Our curriculum ensures that pupils make these connections, applying skills and knowledge they have gained in previous learning, transferring them confidently to different concepts; relating this back to why it is important to learn such information. In order for this to work effectively, we develop pupils' learning with strategies that promote long term memory to support retention and recall of information as and when required. After all, we want pupils to be empowered with new knowledge and skills, motivating them to use these throughout their lives!

Immersed in this curriculum is the fundamental principles of spiritual, moral, social and cultural (SMSC) learning. We want all pupils to leave our school having a clear understanding and respect for themselves and others in the world. It's also important to us that pupils use their voice to reflect and discuss their views about different events and ideals within lessons, have the skills and confidence to think through a well thought out argument or debate, based on their own study and discovery of facts and knowledge – we need our pupils to develop skills where they are resilient, self-assured, independent thinkers and learners. They have the opportunity to do this within our curriculum.

Leading on from this, our curriculum does not just give pupils the prescribed learning from the National Curriculum, it also looks at enhancing it with opportunities and experiences that broaden and deepen a child's education. We do this to stretch their preconceived ideas and challenge any misconceptions that might arise from the world around them and again links are made to clarify purpose and usefulness in everyday life.

There is a great emphasis within our curriculum, to teach pupils in how to identify their own strengths and provide them with the skills to cope when times are tough. For some pupils, outside factors can have an adverse effect on their learning which the school has very little control over. This is why, our curriculum also understands the importance of making sure that pupils' wellbeing and mental health is paramount and supported. We do this by ensuring there is a strong pastoral curriculum that works in partnership with academic learning, putting a great emphasis on a supportive network and provision to remove barriers for pupils, so that they can access the school's curriculum and achieve.

As part of the school's curriculum, we also believe that successful learning for our pupils must engage positive partnerships between home, school and the wider community. We do

this by having lines of communication with parents that look at their child's learning in school and at home. Parents and visitors are encouraged to come into school and contribute to pupils' learning during special celebratory events over the academic year. We also ask for parents and visitors to bring into school their professions and skillsets, to inform pupils of the skills and qualifications required to fulfil such positions. We want our young people to be ambitious, understanding that everything is possible if you have the drive to succeed. The drive is what we instill in our pupils at Cam Woodfield Junior School.

All these elements are the 'INTENT' of our curriculum:

- The purpose of why you are learning something – contextual learning.
- The relevance of how skills or knowledge can be transferrable to other concepts – linking ideas, skills and knowledge; making connections.
- Long term memory is supported by key strategies that build upon prior knowledge and skills.
- Creating and developing learners who are:
  - Knowledgeable and skilful
  - Respectful
  - Resilient -Reflects and identifies strengths and areas to develop.
  - Risk Takers
  - Confident
  - Independent thinkers & learners
  - Adaptable and embrace change
- Pupils have an understanding of the journey they need to take to achieve their goals and that there may be barriers that they have to overcome to do so.
- Pupils are eager to learn more – An enjoyment of growing academically '*From our Roots to Our Shoots We Grow!*'
- Giving our pupils the opportunities and experiences that enrich learning and challenge preconceived ideas.
- Creating and developing young people who are driven with ambition and have a sense of place in the world around them.

Cam Woodfield Junior School's broad, balanced and ambitious curriculum for all, gives pupils the knowledge and cultural capital to succeed into the future.

### **Curriculum Implementation**

The curriculum is set out and mapped, to ensure key skills and knowledge are progressive from Y3 – Y6, and that opportunities are in place to build on previous learning. All subject leaders ensure that their objectives have full coverage over the course of the terms and if necessary, rolling programmes are in place to support mixed age classes. If this is the case, pupils are identified and their curriculum learning is plotted for subsequent years. This is to

ensure that pupils do not miss essential skills and knowledge over time. Subject Leaders monitor coverage of skills and knowledge, ensuring that high expectations of outcomes are evident in pupils' work and assessment data. They are ambitious for their subject and promote further opportunities and learning that extends beyond the curriculum.

The Planning Stage: Prior to the following term, all staff including, teaching assistants, sit down and plan the learning that needs to take place. It's important for our school that everyone is involved in the planning and has an understanding of the journey it has taken to get it from the plans into the 'delivery of lessons' stage. It also means that all learners' needs are discussed in this forum and planned for accordingly- making sure adaptations, if required, are in place to ensure inclusivity. Within these sessions the year group objective overview is used and highlighted on what needs to be taught. Then the fun starts, where staff start to make solid links between the subjects and cross curriculum opportunities, as well as highlighting the reading material associated with their theme in order for the pupils to see the purpose and everyday context of their learning. SMSC learning is also planned for but in a way that it works in conjunction with the rest of the pupils' curriculum, it is essentially permeated through daily lessons.

We plan exciting learning through a thematic approach. To assist with this, the classroom environment is a very important tool and driver. These areas are created to reflect the term's themed learning. Each classroom has a focal point that is elaborate and captivating to engage the learner. This focal point is a tool to be used to alight pupils' imaginations and 'hook' them into their learning. Over the course of the term, this focal point enables teachers to setup scenarios or tasks for pupils to pursue through learning- making the delivery of lessons more enjoyable and appealing to all children but especially to those who have a barrier to certain subjects.

Quality first teaching, a raising of high standards and expectations within lessons, enriches learning within our school. We ensure that teachers assess and plan to support pupils' starting points; understanding the pathway that each learner needs to take to achieve the learning intentions and to be successful within lessons.

Lessons are planned to encompass sequential learning. During lessons, pupils are given clear learning intentions and success criteria. To reinforce these learning intentions, teachers use a strategy called 'modelling' the task which gives pupils a visual representation of what the learning outcome will look like and what the teacher expects to see at the end of the lesson. This modelling strategy unpicks the stages and the skills the learner will need to achieve, and it promotes a greater understanding of how to be successful in lessons. This strategy is essential for our pupils, as it raises expectations and demonstrates to pupils, the thought processes and questioning that the teacher has gone through to achieve the outcome. Teachers use a range of differentiation and support techniques to ensure that pupils have

every opportunity to be challenged, regardless of their stage of learning. This can incorporate such techniques as pre-teaching, guided group work, 'mop up sessions' or scaffolding strategies.

As part of the lesson structure, greater emphasis is given to oracy skills and in particular, the Voice 21 National Programme and its principles to develop pupils' ability to debate, reason and articulate ideas associated with their learning. To support this initiative, the school also ensures that there is an importance on pupils having a library of vocabulary, where they have the confidence to use a wide range of words to express and convey their opinions or ideas as part of their subject learning, but also an ability to recall these skills in everyday situations.

We have three key books in which pupils record their work. They comprise of an English Skills book, Maths Skills book and a Theme Book.

The English Theme book will mirror the process in which the school sets out its English curriculum. We understand the importance of reading and this is why the school has adapted its daily teaching of the subject, to ensure that pupils see its value and enjoy reading for pleasure.

Reading: Every day the children are immersed in a text as a whole class, exploring new vocabulary and researching the context of the book / text. Then dependent upon the learning required, they will then focus on a 'Reading Skills Domain' for that session. These domains are as follows:

- Define- give/ explain the meaning of words in context.
- Retrieve – retrieve or record information / identify key details from fiction and non-fiction.
- Summarise – summarise main ideas from more than one paragraph.
- Infer – make inferences from the text / explain and justify inferences with evidence from the text.
- Predict- predict what might happen from details stated and implied.
- Relate- identify / explain how information / narrative content is related and contributes to meaning as a whole.
- Explore – identify / explain how meaning is enhanced through choice of words and phrases.
- Compare – make comparison within text and other text previously read.

We are also very aware that pupils enter our school still having limited phonological awareness. We support these pupils by baselining all Y3s and in doing so, identify their needs in reading. Once this has been established, we then provide intervention sessions to address the gaps in both phonics and reading skills for these pupils.

Following on from their reading session the pupils will then use this knowledge to inform their writing. The school follows a consistent approach to teaching the skills of writing called 'Find it! Try It! & Apply It!' This process is as follows:

- Find It! – immersion in a text or grammar skill.
- Try It! – having a go at using the features or grammar skill.
- Apply it! – demonstrating the feature, style of genre or grammar skill within your work. Again you will see the process clearly set out in pupils' books.
- There is plenty of opportunity for planned sessions where recapping of skills and prior knowledge is built upon in these stages of lessons.

For more information on English within the school, please see the English Curriculum Intent, Implementation and Impact Statement.

Maths Skills book will reflect the 'Can Do Maths' principles. 'Maths Meetings' are for classes to revisit daily prior learning. 'Maths intelligent Meetings' are for new learning that builds on the prior learning. Within this scheme, pupils are taught to solve reasoning problems with a strategy called the 4Cs. The 4Cs stand for the following:

- **Consider** the problem: what is it to do with? What sort of problem is it?  
What is the nature of the problem? If it is a worded problem, you may want to convert the question into a statement.
- **Construct** a picture, jotting or model to make sense of the problem.
- **Calculate** using the required steps and operations.
- **Check** your solution to ensure it really does answer the original question.

Within the Intelligent Maths Meetings, the school's consistent approach of delivering new maths concepts and skills is underpinned by using ACE: **Acquire** the skills, **Consolidate** the skills and **Explore** the skills. These are also evident in the pupils' work as they progress through the stages to secure mathematical understanding.

For more information on Maths within the school, please see the Maths Curriculum Intent, Implementation and Impact Statement.

FTA (English learning strategy) & ACE (Maths learning Strategy) are in place to support reluctant learners. Both strategies break down tasks to support delivery of teaching, the learning for the children and assessment of their understanding.

Foundation subjects in the school are taught with meaning and purpose. Teachers plan by identifying the key skills and knowledge that needs to be taught for the individual subjects. From there, links are made with other subjects to allow pupils to apply prior skills e.g. measuring temperatures in science overtime, will then be recorded accurately in a line graph; skills that were gained in a previous maths lesson.

For more information on Foundation subjects within the school, please see the Foundation Subject Curriculum Intent, Implementation and Impact Statements.

Our Theme books are a celebration of the work and learning that has been achieved over the course of the term. In these books you will see high quality skills and knowledge demonstrated across the subjects. This book is an exemplar and record of a pupil's ability. There are planned opportunities for pupils to display their application of transferrable knowledge and skills across a range of cross-curricular activities and subjects. The majority of work produced in this book is presented in a creative way that reflects the theme or subject in which the work has been achieved.

We also know that learning that takes place out of school hours is just as important as the learning that takes place in school. That is why we host a wide variety of extra-curricular activities. School makes a conscious effort to monitor attendance in these activities in order to ensure that pupils develop drive and persistence.

Home Learning: Cam Woodfield Junior School is committed to setting regular home learning appropriate to the age and needs. It aims to provide opportunities for parents, pupils and teachers to work in partnership; to share with parents the expectations school has regarding their child; to provide opportunities for parents and pupils to work together to enjoy learning and to encourage the development of positive attitudes towards learning among pupils.

### **Impact**

The following impact is expected for all pupils:

- The school's curriculum design enables an enrichment of learning opportunities that stretches and broadens pupils' education across all subjects and beyond.
- All pupils achieve good or better progress from their relative starting points across all subject areas.
- The vast majority of children achieve ARE or above, across all curriculum subjects.
- Test assessments and results are in line or above National results.
- Pupils leave Cam Woodfield Junior School knowing their strengths and next steps to succeed.
- They are confident learners who take on challenges with resilience and perseverance.
- All pupils can enthusiastically articulate their learning, showing great pride and confidence in their ideas and opinions.
- They have a firm grasp of fundamental skills across all subjects for their year group.
- They aim high and challenge themselves to achieve great things.
- A strong sense of moral purpose and respect for others.
- All pupils are progressively more knowledgeable and skilled in a range of subjects, recalling facts and ideas when required.

- Pupils are active learners who gain further knowledge through first quality teaching and the enjoyment of reading.
- Pupils understand the importance of knowledge and its power to open up a wide range of opportunities.
- Pupils are motivated to learn through their desire to achieve.
- Pupils understand that everything is possible even when obstacles present themselves.
- Pupils love learning and continue this positive attitude into the future.