

Bythams Primary School Curriculum – Intent, Implementation and Impact

At Bythams Primary School we have developed a curriculum which:

- Develop our learner's learning (Our head and body: what we learn)
- Develop the character of our learners (Our heart and character: Who we are when we learn)
- Develop behaviours and habits to become effective, lifelong learners (Our actions and attitudes: How we act when we learn)
- Develop the moral compass of our learners (Our place in the community and wider world: Who we are)

Our curriculum has a clear purpose and is focused around excitement and love for learning. We aim to ensure that learning is bespoke to the needs of our learners and demonstrates a strong understanding about specific needs to succeed in life.

Intent - What are we trying to achieve here with, and through, the curriculum?

Intention 1: Develop our learner's learning (Our head and body: what we learn)

To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum and beyond, so that children can flourish, reach and exceed their potential academically, physically and artistically.

Intention 2: Develop the character of our learners (Our heart and character: who we are when we learn)

To develop learners to have a holistic set of values that prepares them for life in the modern world in a diverse and ever changing community and work place.

Intention 3: Develop behaviours and habits to become effective learners (Our actions and attitudes: how we act when we learn)

To develop the behaviours learners need to succeed in the world such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity.

Intention 4: Develop the moral compass of our learners (Our place in the community and wider world: who we are)

To understand spirituality in themselves and others, develop social skills and understand society, build a firm set of personal morality, and to engage in the culture they live in and understand the cultures of others.



Implementation of the curriculum; how it will be taught

In order to engage every child, we ensure that they:

- Take an active part in memorable first-hand experiences
- Begin to read and research about their new theme using a range of source materials
- Ask their own enquiry questions
- Develop spoken language skills in different situations and with a range of people
- Take part in sensory activities
- Identify possibilities for future learning

Teachers will support the Engage Cornerstone by:

- hooking learners in with a memorable experience
- setting the scene and providing the context
- asking questions to provoke thought and interest
- using interesting starting points to spark children's curiosity



In order to develop every child, we ensure that they:

- Delve more deeply into the theme
- Develop an understanding of new concepts and skills
- Acquire new knowledge
- Practise and master new skills
- Make links between subjects across the curriculum
- Revisit previously learnt skills
- Compose, explore, make, do, build and investigate
- Use transferable skills in different subjects and contexts
- Read and write for different purposes and audiences
- Follow pathways of enquiry based on their own interests
- Explain and describe their learning and understanding
- Complete Learning Genie homework on a weekly basis that supports their learning

Teachers will support the Develop Cornerstone by:

- Teaching knowledge to provide depth of understanding

- Demonstrating key skills and allowing time for consolidation
- Providing creative opportunities for making and doing
- Delivering reading, writing and talk across the curriculum



Impact - Evaluating the impact of the curriculum

In order to show how innovative they can be; every child will have the opportunity to:

- Apply skills, knowledge and understanding to real life and imaginary contexts
- Show enterprise in solving problems and resolving situations
- Use their thinking skills to explore possibilities
- Build on their self-esteem and confidence
- Reflect upon and identify their own needs, skills and understanding
- Work in pairs, groups, as a whole class and independently
- Take on different roles and responsibilities

Teachers will support the Innovate Cornerstone by:

- Providing imaginative scenarios for creative thinking
- Enabling and assessing the application of previously learnt skills
- Encouraging enterprise and independent thinking
- Facilitating group and independent work to solve problems



In order to express every child will have the opportunity to:

- perform, present and become the experts
- evaluate, finish products, processes and progress
- link what they have learnt to starting points or initial observations
- reflect on their own learning
- share their achievements with parents, peers, the community and beyond
- celebrate their achievements

Teachers will support the Express Cornerstone by:

- encourage reflective talk by asking questions
- provide opportunities for shared evaluation
- celebrate success
- identify next steps for learning

Assessment of the curriculum

In-school formative assessment

Formative assessment takes place during learning and:

- assesses knowledge, skills and understanding
- identifies children's strengths
- highlights gaps in learning
- tackles children's misconceptions
- identifies the next steps in learning
- diagnoses need for support or intervention
- informs teacher planning and reporting.

Types of formative assessment include:

- assessment for learning task at the start of each lesson
- rich question and answer sessions during lessons
- marking of pupils' work
- observational assessment (e.g. during the Innovate stage)
- regular short re-cap tasks
- scanning work, from across the curriculum, for pupil attainment and development
- adult and peer feedback, response partners
- use of the appropriate Assessment Arrangements for pupil writing
- child self-assessment, reflection on learning – at the end of the Innovate stage.

Impact

What do we hope will be the impact of our curriculum and how do we measure it?

Intention 1: Develop our learner's learning

We strive to ensure that our children's attainment in core, foundation subjects is in line with or exceeding their potential when we consider the varied starting points of children. We measure this carefully using a range of materials, but always considering Age Related Expectations. We intend that the impact is that children will be academically and physically prepared for life in high school and in Modern Britain and the world.

Intention 2: Develop the character of our learners

The impact will be that our learners will have fully rounded characters with a clear understanding of complex values like equality, friendship, trust and many others. Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviours we see each and every day in all learners on the playground, in

corridors, and in the many roles we give them. The impact of this intention is seen in the daily interaction of all members of our community, including staff and children.

Intention 3: Develop behaviours and habits to become effective learners

The impact we intend to achieve by developing this intention is seen by how the children approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. The impact should be that children don't give up, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.

Intention 4: Develop the moral compass of our learners

Our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to others. Our learners will be the owners of their own destinies.