

**ROUNDWOOD PRIMARY SCHOOL**  
**Curriculum Statement**

*“The curriculum is a framework for setting out the aims of a programme of education, including the knowledge, understanding and skills to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and skills pupils have gained against expectations (impact/achievement).”*

<p><b><u>Curriculum intent</u></b></p> <p>Moral purpose Agency/acceleration Skills Tailor-made Enriching Rich knowledge Young people</p>	<p>Our school curriculum has been designed paying close attention to the needs of the children in our school. The aim for our children is they receive a broad and balanced curriculum where their skills and knowledge are built upon, year on year. We aim to deliver clear progression through a question led learning thus ensuring the opportunity for child led learning, vocabulary development and engagement of all.</p> <p>By the time children leave Roundwood Primary School we aim to have provided them with:</p>	<p><b><u>Foundation Stage Intent</u></b></p> <ul style="list-style-type: none"> <li>• Supporting transition into our school</li> <li>• Meeting new people and making friendships</li> <li>• Developing independence</li> <li>• Learning routines and meeting expectations</li> <li>• To extend knowledge, skills understanding and confidence from their individual starting points</li> <li>• To build positive relationships with adults and each other</li> <li>• To establish characteristics of effective learning</li> <li>• To develop awareness of themselves as part of the class and school community</li> <li>• To progress in their learning through well planned, purposeful activities and appropriate interventions</li> <li>• To take part in rich and stimulating experiences in a supportive environment</li> </ul>
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	<ul style="list-style-type: none"> <li>• A love of learning</li> <li>• Skills to learn independently</li> <li>• Courage to ask for help and guidance when needed</li> <li>• Careful nurture so they have an environment to thrive, both academically and socially</li> <li>• Opportunities for enrichment through trips, experiences, extra-curricular activities</li> <li>• Values to learn and live by such as honesty, responsibility and respect</li> <li>• An appreciation of how to fail and what you do to pick yourself up and then achieve</li> <li>• An understanding of the wider world and the courage to take the next steps after primary school</li> </ul>	<p><u>Key Stage 1 intent</u></p> <ul style="list-style-type: none"> <li>• Instilling our school values</li> <li>• Effective transition from EYFS to the National Curriculum</li> <li>• Mastery of skills, knowledge and understanding – depth over breadth</li> <li>• Literacy and numeracy skills acquisition</li> <li>• Broad academic experience and wide range of subjects</li> <li>• To develop an inquisitive interest of the wider world</li> <li>• Preparing children for SATS</li> <li>• Stretch and challenge for all</li> <li>• Targeted support for disadvantaged children</li> <li>• To develop robust social skills that lead to playing an active part in both the school and wider communities</li> <li>• To be able to take care of themselves with friendships, people they don't know and on the internet</li> </ul>
Curriculum implementation	Our curriculum intent is successfully translated into practice through:	
		<p><u>Key stage 2 Intent</u></p> <ul style="list-style-type: none"> <li>• Mastery of skills, knowledge and understanding – depth over breadth</li> <li>• Literacy and numeracy skills acquisition</li> <li>• Instilling our school values and becoming strong, responsible people with a good understanding of what is right</li> <li>• Broad academic experience in a wide range of subjects which leads to children wanting to learn more</li> <li>• Preparing children for SATS</li> <li>• Contemporary issues - social media, mental health, life in modern Britain</li> <li>• Stretch and challenge for all</li> <li>• Targeted support for disadvantaged children</li> <li>• Preparing children for transition with our curriculum underpinning learning for KS3</li> </ul>

	<p><u>Curriculum Experiences:</u></p> <ul style="list-style-type: none"> <li>• Daily lessons following question led learning</li> <li>• Use of cold and hot tasks to assess knowledge at the beginning of a unit and the end</li> <li>• Never heard the word vocabulary grids – develop understanding of vocabulary linked to a topic and learn how to use it in context</li> <li>• Draw upon children’s knowledge and experiences first hand</li> <li>• Daily assembly – embedding our values and successfully enriching our students morally, personally, spiritually and academically</li> <li>• Time spent with their teacher in nurture opportunities</li> <li>• PSHCE teaching which includes opportunities for rich discussion and debate</li> <li>• Extra-curricular opportunities which include clubs, trips, visitors, theme days, charitable support</li> </ul> <p><u>Policy into Practice:</u></p> <ul style="list-style-type: none"> <li>• Behaviour policy - helps us instil excellent standards of behaviour across the curriculum. Promotes the conditions for successful curriculum delivery as every teacher can teach and every child has the opportunity to learn</li> <li>• Assessment policy – supporting successful assessment of curriculum delivery and feedback to all children</li> <li>• Assessment practices - including formal assessment check points (Phonics screening, KS1 SATS, KS2 SATS)</li> <li>• Curriculum progression documents – allowing teachers to see what learning has taken place previously and allows them to build upon embedded knowledge</li> <li>• Pupil Premium strategy - documenting the actions we take to encourage curriculum access for all of our disadvantaged children</li> </ul>
Curriculum impact	<p>Curriculum impact is assessed in the following ways:</p> <ul style="list-style-type: none"> <li>• Children’s outcomes</li> <li>• Learning walks and observations</li> <li>• Book scrutinies</li> <li>• Pupil voice</li> <li>• Children’s engagement in the curriculum -attitude to learning and behaviour tracking</li> <li>• Report data</li> <li>• Pupil progress meetings termly</li> <li>• Extra-curricular attendance</li> <li>• Disadvantaged children tracking</li> </ul>

	<ul style="list-style-type: none"> <li>• SEND tracking</li> </ul> <p>Evidence shows impact to be strong, with:</p> <ul style="list-style-type: none"> <li>• Excellent outcomes at the end of EYFS, KS1 and KS2</li> <li>• Phonics screening results are in line with National and Bucks for both Year 1 and Year 2</li> <li>• Demonstration of progress over time</li> <li>• Excellent behaviour for learning evident across the curriculum</li> <li>• Engagement in alternative curriculum provision such as Sparkle Day</li> <li>• Disadvantaged children making good progress</li> <li>• Children who understand their value and the value of others</li> <li>• Minor evidence of bullying across school, picked up efficiently and dealt with</li> </ul> <p>Continued areas of focus:</p> <ul style="list-style-type: none"> <li>• Embedding stretch and challenge across the curriculum</li> <li>• Ensuring the curriculum is accessible and engaging for our disadvantaged students</li> </ul>
Our curriculum journey	<ul style="list-style-type: none"> <li>• Annually revise long term planning</li> <li>• Consult subject progression of skills documents to ensure NC objective coverage</li> <li>• Consider appropriate vocabulary, building on previous years, when planning cold and hot tasks</li> <li>• Create medium term plan each half term: <ul style="list-style-type: none"> <li>○ Maths – skills based</li> <li>○ English – Text based with a clear writing process</li> <li>○ Foundation subjects – Question led</li> </ul> </li> <li>• Plan daily for all lessons</li> </ul>