

Collis Primary School

School Curriculum Intent – Refined in October 2024



Key Principles Underpinning the Planning of the Collis School Curriculum

INTENT -The Curriculum



- 1 Our 5Cs underpin everything we do at Collis in our aim to give all our pupils phenomenal teaching and learning.
- 2 Our central aim is to do the right thing for our pupils, starting with keeping them safe and then increasing the life chances for all pupils by being lifelong learners.
- 3 We aim for children to achieve academic success while being socially developed and emotionally resilient.
- 4 Our curriculum is designed and pitched with high expectations, equity (closing the gap) and inclusion at its core.
- 5 We aim to provide a broad, balanced, ambitious and carefully sequenced curriculum. It goes beyond that expected by the National Curriculum by providing an excellent range of visits, events, resources and after school clubs.
- 6 We aim to contrast our local context with diversity and ethnic role models; this is to help prepare our pupils for life in modern Britain.
- 7 We promote Cultural Capital experiences with a focus on the things children would probably not learn at home or outside school. We provide a range/variety of opportunities for pupils to develop their talents.
- 8 We prioritise reading and learning vocabulary - the gateway into our curriculum.
- 9 Our curriculum provides powerful 'sticky' knowledge and memorable experiences that are regularly revisited and retrieved to ensure movement into our long term memories.
- 10 Our aim is to listen to staff and - systematically and strategically - free up staff time from unnecessary curricular activities (particularly workload and excessive data collecting), so we are able to focus on the priorities of Collis while having a healthy work/life balance. We protect our staff from bullying and harassment.

The three essentials of
a rounded education at

Collis

1. Academic success

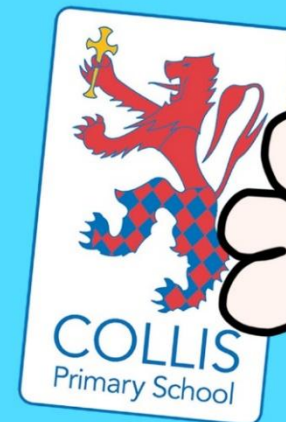
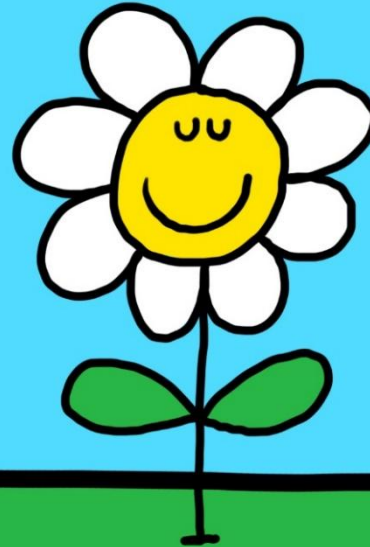
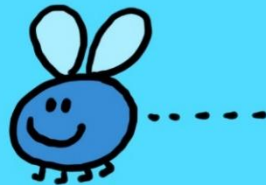
To learn all the knowledge and skills needed to become a learner and to be motivated to love learning.

2. Socially developed

To be able to develop friendships and other relationships, as well as handle conflict.

3. Emotionally developed

To be able to recognise and express feelings.



Foundation Stage (nursery and reception) provides a stimulating environment which encourages independence and a real motivation to learn. Children quickly develop the independence and confidence to learn and interact with others. The new classrooms and outdoor areas have excellent resources to promote learning. Early reading, Essential Letters and Sounds phonics and writing skills are taught in an effective and engaging way and children achieve extremely well in all areas by the end of the Foundation Stage ensuring they are ready for KS1.

From Year 1 to Year 6 children receive subject specific lessons in: English, Mathematics, Science, History, Geography, PSHE, Religious Education, Design Technology, Computing, Music, Dance, Art, Computing, Foreign Languages and PE (gym/dance/athletics/ swimming and water safety).

Rationale for the key concepts of our Curriculum:

The starting points: We carefully build up the knowledge, vocabulary and skills for each subject.

We start at Nursery moving through to Year 6 ensuring the sequencing and progression is comprehensive and challenging.

Start points and End points of their learning - we regularly check that pupils are remembering and using key knowledge and vocabulary.

We constantly review these key concepts ensuring that they are embedded in our curriculum.

5 Key Points:

1. **Cultural Capital** – maximising vocabulary growth while exposing pupils to learning beyond our immediate grasp. Strategies and opportunities to address social disadvantage and for all children to experience *‘the best that is’* in our world. This starts with every child being a confident reader and competent mathematician while being exposed to all the richness and beauty of the curriculum subjects. Offering racial and cultural diversity understanding outside of the *Collis Bubble*.
2. **Moving learning from our short term memories into our long-term memories:** - embedding the true meaning of learning (If you don't remember it you haven't learnt it) into our curriculum and teaching. To check that the knowledge is *sticking* with the pupils by recapping and *revisiting/revisiting/revisiting* at the end of each stage while carefully preparing for the start of the next stage.
3. **Knowing more, remembering more –‘The Golden Nuggets’:** ensuring at each stage of learning we have ascertained and boldly planned what pupils need to know. Ensuring the content is clearly sequenced and progressing at an appropriate rate.
The ‘remembering more’ approach will be assessed through regular ‘check and see’ opportunities throughout our teaching.
4. **Impact:** We aim to develop character, confidence and resilience for future success. When children leave Collis they will be able to use the following lifelong learning skills which will free them to think and act more powerfully in their lives –*Care /Challenge/ Collaboration/Courage/Creativity*
We have a deliberate curriculum plan and trajectory to provide meaningful experiences for all pupils covering the same objective through a scaffolded approach.

5. **Strengths and developments for our curriculum:** ***Our starting point: All Children Knowing All.***

Strengths: The love of reading and growing our vocabularies are paramount.

Our cross-curricular curriculum supports the values of creativity, diversity and inclusion.

We have ensured the statutory requirements of the National Curriculum have been covered while ensuring the pitch and progression of the learning is appropriate for our school context and life in modern Britain. We think and learn with a growth mindset and have invested heavily in innovative training.

Staff work hard to ensure that the learning and teaching is ambitious, inspiring and challenging to all.

We use the Building Learning Power skills (BLP) to help our young people become better learners both in and out of school.

We believe BLP promotes the development of positive learning habits and attitudes - so our pupils are equipped as lifelong learners. This gives them the skills to be prepared when faced with uncertainty.

Our teaching styles focus on Formative Assessment and 'active learning' guaranteeing pupils engage with the learning through a range of flexible approaches including collaboration and opportunities for independent working.

Refinements:

To ensure how the knowledge and skills progress and connect across the whole curriculum.

To grow vocabulary and extend it through, beyond and across the initial curriculum experience.

To develop a deeper understanding of the working and long-term memory.

To develop subject leaders' research, knowledge and understanding of the deep dive and the learning process.

