



## Lickey Hills Primary School and Nursery: Curriculum Intent, Implementation and Impact Policy

### 1) Curriculum principles ~ what our curriculum stands for at LHPSN

**Key themes that surfaced** from qualitative research with pupils, staff and parents as well as research based professional development, led us to work towards a common purpose. At LHPSN, we believe that bringing all these elements together, we will have a significant impact on children's skills progression through their primary education giving them every opportunity to leave LHPSN equipped with the expertise to evaluate, analyse, apply and be creative with new knowledge and understanding thereafter.

*'A new interconnected school curriculum linking subjects across year groups that intends to give children opportunity to **ensure learning is deep, meaningful, relevant and long lasting**. This whole school curriculum creates a **coherent learning journey** for children across non-core National Curriculum subjects. Its primary focus is through history and geography elements which ensures that a knowledge and skills-based approach is established. We aim for children to have a good grasp of what it means to be a historian, a geographer or a designer for example and **be able to analyse and apply these skills and knowledge to future learning**, rather than simply learning a series of facts.'*

*'To support coherence, we have incorporated four golden threads across all year groups to **link learning from one theme to the next, one year to the next**. By giving a focus on similar concepts and contexts, **new knowledge becomes connected and builds on foundations of existing understanding**.*

- **Knowledge** - To know more, remember more and be able to do more.
- **Legacy** - To study the footprints left behind after a group of people, time in history or a person's impact on different societies.
- **Global Citizenship** - To understand our role and responsibility to each other and to our world.
- **Childhood, Home and Family** - What different childhoods, homes and families are like and in the past, making connections through comparisons to our 'home' - the local environment of the Lickey Hills.

*We aim for each year group to make connections in some of their learning by study of and comparisons to **our local environment in Lickey Hills**. Furthermore, our broad and balanced curriculum incorporates opportunities to learn about **significant individuals from diverse backgrounds and their impact on our world and society today**.'*

At Lickey Hills Primary School and Nursery we believe in developing the child in a progressive way through a creative but rigorous approach to teaching and learning, planning activities that challenge each child whatever their level of ability. We believe that learning should be memorable and that appropriate teaching and learning experiences help pupils to lead happy and rewarding lives. All pupils have access to the curriculum regardless of their individual ability, gender, race, cultural or social background or any physical or sensory difficulty.

### 2) Curriculum Infrastructure ~ a joint endeavour through distributed leadership

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The success of the LHPSN curriculum lies in the teaching and delivery. **The role of the subject leader has been vital** in ensuring that what is 'planned on paper is executed in the classroom'. Therefore, a strong model of distributed leadership has been necessary to ensure the shared vision/intention is sustained while individual subject development flourishes.

**Shared leadership and empowering others have been most successful where there is:**

- passion for the subject and striving for excellence
- strong subject 'leadership' to instigate coherence and a 'well planned expedition'
- collaboration between LHPSN staff, Grove and Bromsgrove School Partnerships, wider local authority partnerships and training, professional development through the NPQ programmes and links with professional partners in the wider community, including the GLOW Maths Hub, part of the DfE / NCETM National Maths Hub Programme
- candid conversation about the quality of the curriculum; what is working well, what can we do better for the children of LHPSN
- prioritisation and realistic action planning; developing a long game approach but recognising the need for
- reflection, reaction and response, applying a growth mindset to developing our teaching as well as our learning

### 3) Reading - a powerful driving force for learning

Research shows that there is a significant link between reading for enjoyment and attainment and that this is more significant than parents' socioeconomic status. Additionally, studies show that as pupils develop emotional literacy, their ability to learn improves.

At LHPSN we know that being able to read fluently and with understanding is the key to unlocking learning across the whole curriculum. Therefore reading is planned from EYFS to Year 6 starting with phonics > reading to understand > comprehending texts > integrating reading skills into other subjects. Teachers ensure lessons make connections and allow the skills practiced in literacy lessons to be transferred in other curriculum areas.

**The curriculum is planned to provide LHPSN readers with:**

- Cultural literacy - local, national, international. For example: Pupils learn about climate change and the impact on the environment, they learn about how this impacts international and national decisions, such as reducing use of plastic and they link this to how this impacts on their own daily choices to reuse and recycle.
- Emotional literacy - empathising with others whilst reading enables pupils to understand and express their own emotions and self-regulate their responses. For example: Pupils are encouraged to explore injustice and courage through reading about Vlad and the Great Fire of London (Year 1) to Malala Yousafzai: My Story of Standing Up for Girls' Rights (Year 5).

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### 4) Character Education - LHPSN school values are caught, taught and sought

The school is committed to developing pupils' positive personal characteristics both implicitly and explicitly; personal qualities are caught, taught and sought so that pupils cultivate knowledge of themselves.

At LHPSN we believe that values such as perseverance, honesty and courage are teachable and essential for pupils to flourish in life. Whilst our school values permeate the ethos of the school in behaviours and attitudes, they are also well planned in assemblies, PSHE and in stories and literature as a vehicle to develop character. Pupils are given multiple opportunities over time to explore social concepts and exercise the school values in their day to day lives. Additionally, we know that children 'do as they 'see' so all members of the school community model acts of kindness, trust, resilience to promote a consistently strong message aligned to the school motto: Dream together, believe together, achieve together.

These values are reflected in our learning powers of perseverance, independence, cooperation, curiosity and respect.

### 5) Curriculum Implementation ~ joy, learning behaviours, pedagogy, assessment, connections

**Love of learning and intrinsic motivation:** teachers at LHPSN know that a number of conditions need to be in place to ensure the curriculum plans can be moved from paper to the classroom so that pupils know more, can remember more and do more.

Teachers recognise that the true joy of learning drives pupils learning forward, heavily engrosses them in learning, creates endless questions and sends them home buzzing. The teachers' own passion for teaching, enlivening the curriculum and setting clear learning goals are essential in creating the right conditions. Teachers know that the curriculum is part of a wider body of work viewed over years not six-week chunks.

**Behaviours for learning:** At LHPSN classrooms are safe and happy learning environments. Stringent boundaries, embedded routines and rituals and well communicated expectations ensure classrooms are productive, collaborative and comfortable for all pupils. Teachers have high expectations of all pupils but ensure mutual respect and empathy. Pupils feel nurtured and cared for and able to take risks in their learning, making and learning from mistakes and challenging themselves to step out of their comfort zones to try new experiences and challenges.

**Pedagogical Approaches:** professional development and research-based approaches (mastery) ensure that teachers focus on key concepts rather than overloading pupils with overwhelming amounts of information. Teachers understand and consider cognitive load theory. They carefully choose where to elaborate and explain ensuring repetition and rehearsal: daily, weekly termly, so that knowledge is transferred and pupils know, can do and remember more.

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**Assessment for Learning/Knowing Our Pupils:** teachers utilise numerous ways of knowing where pupils' understanding lies and what next steps are: show me whiteboards, quick quizzing, formative data. Teachers anticipate misconceptions, provide impromptu mini plenaries and change the path of learning if necessary. Pupils are carefully grouped, and Teaching Assistants work seamlessly with pupils. Teachers know their pupils well: strengths, likes and dislikes.

**Connections:** planning ensures that the curriculum is cohesive and that there are links between subjects and within subjects. Teachers know that activating prior knowledge helps pupils engage in new learning and move forward. Teachers reinforce connectedness in discussion and dialogue and pupils react and articulate moments when learning reminds them of something from the previous week, term or year.

### 6) Include and thrive ~ absolute equity for all pupils

The curriculum at LHPSN raises the bar for all children. Teachers expect all children to reach the bar and know that some will need more help along the way, at different times. Teachers don't make assumptions about what children can and can't do and therefore use fluid differentiation; including targeted group intervention, visual, kinaesthetic and aural teaching strategies, precision teaching, WAGOLLS, scaffolding, VCOP, marketplace, working walls and multiple inclusive approaches to ensure all pupils thrive and are included in the curriculum.

Teachers know that barriers to learning are broad and are not just pupils with SEND but also disadvantaged pupils and those with other external issues that may be impacting on capacity to learn.

### 7) Continual improvement ~ navigating the ever-changing educational landscape

At LHPSN we recognise that curriculum design is a journey and not a destination. We know that in collaboration with our partner schools, new research reviews, reflective leadership conversations and our conversations with pupils and colleagues we will need to make small ongoing adjustments.

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#### **Research Base**

Chris Quigley - Cognitive Load and Memory

Alex Quigley - Closing the Reading Gap

Jubilee Centre Birmingham University - A Framework for Character Education

Mary Myatt - Back on Track

Tom Sherrington - WalkThrus