

Curriculum Rationale

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| INTENT | Believe and you can achieve | | | | | |
| | Core values | Resilience, respect, kindness, independence, high aspirations. | | | | |
| | Principles | <p>Our curriculum is progressive and underpinned by an understanding of how children learn and how knowledge is assimilated into long term memory. Taken from the National Curriculum, it is subject based and built upon to address the needs of our localised community. Curriculum development (both academic and social/emotional) is underpinned by research. We have an evidence informed approach to teaching and learning.</p> <p>Crowle Primary Academy curriculum is based on a rich accumulation of knowledge and the skills and attributes that contribute to success. It aims at developing the whole child: intellectually, physically, emotionally and socially. We provide opportunities through a wide range of activities, both in and beyond the classroom. Through first-hand experience, we endeavour to educate and celebrate the whole child.</p> <p>We recognise that we need to develop children's knowledge of themselves as learners through use of self-regulation and metacognition. We teach strategies for children to organise their knowledge; how to plan, monitor and evaluate their learning as well as attending to their motivations.</p> <p style="text-align: center;">We are an inclusive academy that is adaptive and responsive to individual need.</p> | | | | |
| | Behaviour values | Ready | Respectful | | Safe | |
| | British Values | Democracy We can have our say We will be listened to We will listen to others | Liberty We have the freedom to be ourselves and have our own choices. | Equality We are all equal and we treat each other fairly We are kind & considerate | Tolerance We accept and value people's differences | Law We abide by the laws of our country |
| | Social & Emotional Drivers | Growth mindset – resilience, collaboration, effort | Healthy minds, healthy lives | | Feeling safe | Self-esteem and aspirations |
| | Drivers for Cultural Capital | Reading Rich Vocabulary Rich | Social & Emotionally Rich | Quality First Teaching for all to impact on core Knowledge & Skills | Metacognitive strategies | Communication with the community (partners in learning) |
| | Curriculum Driver | A bespoke progress cycle of planned knowledge to be acquired and then develops the skills needed to explore this knowledge | | | | |

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| IMPLEMENTATION | Education Research Cognitive Science to be utilised | Retrieval Practice Previous learnt content is reviewed regularly to increase storage in both short and long term memory. | Spaced Practice Learning is most effective when spaced rather than blocked. | Elaboration Recalling & describing learning (Dialogic) | Concrete Examples Using specific examples to understand abstract ideas | Interleaving Support pupils to discriminate between topics and aiding long term retention. | Feedback Driven Metacognition Pupils are aware of what they know & don't know. | | |
| | Inclusion (adaptive, responsive and bespoke) | Responsive teaching <ul style="list-style-type: none"> Research based T & L approaches Incremental coaching Engage and attune High quality feedback Lessons incorporating: <ul style="list-style-type: none"> Mental Health Growth Mindset Independence Collaboration Resilience | SEND Support <ul style="list-style-type: none"> Graduated response Support – bespoke to need Precision teaching Pre and post teaching | Social & Emotional Support <ul style="list-style-type: none"> Mentoring Nurture Check-Ins Pastoral Support | Parent Partnerships <ul style="list-style-type: none"> Early Help Open Classroom Support with key transition points Links with local children's centre | Outreach Partnerships <ul style="list-style-type: none"> Educational Psychologist Speech & Language Therapist Outreach partnerships from specialist provision ASET CAMHS Mental Health First Aiders Early Help Hub / Social Care Support | Remote and blended learning <ul style="list-style-type: none"> Research based High expectations Feedback and assessment Incorporating cognitive science approach to learning | | |
| | High quality teaching and learning. | High Expectations | Good progress | Good subject & Curriculum Knowledge | Well Structured lessons | Adaptive teaching | Assessment | Effective behaviour management | Wider professional partnerships |
| | Organisation of the curriculum | Early Years Personal, Social and Emotional Development, Physical Development, Communication and Language development, Literacy, Mathematics, Understanding the World, Expressive Arts and Design. | | | | | | | |
| | | English Novel study reading, writing, grammar, spelling, oracy (vocabulary development). | | | | Maths (mastery maths) | | | |

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| | | Science | History | Geography | Art and Design | Design and Technology | | |
| | | Safeguarding (e-safety) | RE | PSHE | Music | Computing | French | PE |

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| IMPACT | <p>Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. The following our aspirational goals to measure the success of our curriculum:</p> | <p>IMPACT : Standards</p> <ul style="list-style-type: none"> - Children reach their own potential, progress and attain in-line or better than national expectations. - Children have age appropriate life skills (meet Crowle milestones) - Children meet the expectations of the broad and extended curriculum. - There is quality transition that builds necessary skills and knowledge for the next steps in their learning. - Children have broad general knowledge and vocabulary that equips them for life. - Children can eloquently articulate, use and apply the knowledge and skills that they have learnt. - Children have an understanding and display their own learning metacognition. | <p>IMPACT :</p> <p>1. Social and emotional</p> <ul style="list-style-type: none"> - Children demonstrate resilience and are responsive to challenge. - Children recognise, form and maintain healthy relationships. - Children are confident, articulate and able to express views and opinions. - Children recognise how to be physically healthy. - Children recognise how to keep themselves emotionally healthy. - Children recognise their personal and emotional wellbeing. - Children display as well-rounded global citizens. <p>2. Are life ready.</p> <ul style="list-style-type: none"> - Socially – pupils know who they are themselves, in the community and in the world - Pupils are able to make choices based on their own context, in their community context and the world. - Children are able to recognise and take measured risks and keep themselves and others safe in their own lives, their community and in the world. - Pupils are fascinated about their own lives, their community and the world. |
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| <p>Adult Curriculum. Focus on incremental coaching</p> | <p>High quality development of subject leaders</p> | <p>Evidence informed teaching and learning</p> | <p>Cognitive Science</p> | <p>Teaching metacognitive strategies within the classroom</p> | <p>High quality writing across the academy</p> | <p>Early reading</p> | <p>Annual Safeguarding Training, Prevent training and cyber training</p> | <p>Work life Balance Mental health & Wellbeing</p> |
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