



Booth Wood Primary School **Curriculum Intent Statement (January 2022)**

S.M.I.L.E. – Stimulating Minds through Imaginative Learning Experiences

At Booth Wood, our aim is for all our children to leave us equipped with key skills, which help them to be confident, respectful, skilful, ambitious, and positive individuals. Individuals who are reflective, able to make good choices and have a thirst for life.

Our curriculum has the whole child at its heart. Through our school values – Friendship and Kindness, Respect, Resilience, Creativity, Teamwork and Effort – our pupils' ability to build friendships is nurtured, and they treat each other with respect valuing differences. We help our pupils to be honest, are confident to take risks and are afraid to make mistakes. We create opportunities within the curriculum for our pupils to be original, imaginative, innovative, and creative. We support each other in our learning, celebrating, and sharing one another's success.

The curriculum at Booth Wood has high expectations for all and includes full coverage of the National and EYFS curriculum. It provides a range of learning experiences for our children, which broaden their understanding of the Local, British and Global Community. Our curriculum offer is designed and adapted, in order to challenge, engage and motivate our learners to take responsibility for themselves and others. Our ultimate goal being that they progress academically and become honest, successful and confident individuals, who make positive contributions to the community and society - both now and in the future. We have developed our curriculum so that it is designed to support children with retention of subject knowledge and to develop long-term memory skills.

For all year groups, we have overviews that map out the knowledge and skills progression of the curriculum offer; these include all the subjects in the National Curriculum so that our children access a broad and balanced curriculum offer. The curriculum offer is implemented in a consistent manner by ensuring that excellence in teaching and enjoyment in learning go hand in hand and lay the foundations for success in later life.

Using our curriculum overviews as a starting point, we develop our medium-term and short-term planning to ensure coherent coverage of key knowledge, skills and concepts and clear progression routes over a sequence of lessons. This allows for prior learning to be systematically built upon and key knowledge to be revisited. Planning is supported by

subject progression documents so that lessons give children the opportunity to use and apply the skills they are developing so that they know more and understand more. This is monitored by subject leaders.

Across the curriculum, children are given regular opportunities to explore, question, investigate, evaluate, and reflect on their learning. These crucial experiences strengthen children's subject knowledge and embed life-long skills for our children.

We offer a range of experiences that help to broaden the understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning. These visits are supported by the governors, who agree to the school using part of the Pupil Premium Grant to help with parent voluntary contributions so that all children are afforded the same opportunities.

Lessons make use of carefully formulated prior knowledge assessment. The results of these are used as a starting point for all planning. We plan carefully tailored lessons which enable all groups of pupils to make good progress and catch up quickly, if needed. Staff also make use of the detailed whole school progression documents to assist with making accurate periodic judgements of pupil attainment and progress for all taught subjects. Our progression documents assist with making judgements. To support our assessment of the core subjects (English, Mathematics and Science) we use standardised assessment tests alongside teacher assessment. We capture data at 3 points across the academic year – at the end of the Autumn, Spring and Summer Term to check for progress. Any child that is not making the maximum progress is immediately earmarked for catch-up intervention.

The role of the subject leader is pivotal in the successful implementation of our curriculum. We aim for all subject leaders to have the knowledge, expertise and practical skill to be able to lead their area effectively. Each curriculum subject has a dedicated subject leader with clear roles and responsibilities. They are responsible for the curriculum design, delivery and impact in their own curriculum area. Subject leaders and leaders at all levels, including Governors, regularly review and quality assure the subject areas to ensure that they are being implemented as intended and that coverage, curriculum, breadth and balance is adequate.

The findings of pupil voice/discussion are used to support decision making at Booth Wood Primary School. To ensure we implement our curriculum intent well, we ensure that our children are invested in their learning and making a positive contribution to the planning and design of our curriculum. We regularly encourage pupils to articulate their learning journey and understanding of the curriculum. This ensures that our children are actively involved in their learning, enabling them to deepen their understanding and develop retrieval strategies.

Pupils leave Booth Wood with a secure understanding of the academic curriculum content and have high aspirations for their future. They have a strong understanding of how to be socially, morally, spiritually and culturally responsible and aware. Our children know how to make decisions for the right reasons and in the best interests of their community and they endeavour to be the best that they can be.