



Curriculum Principles and Rationale

We know our children need:					
A wide and ambitious vocabulary derived from their reading, to apply in their speech and writing, demonstrating confidence and eloquence across all subject areas.	opportunities beyond their typical life experience.	An aspirational culture which provides them with the opportunities to be inspired about the wealth of possibilities available to them, both now and in the future.	To understand the importance of quality learning and the impact it can have on their future.	To develop their characteristics of effective learning and develop strong, positive behaviours for learning.	To learn to build upon prior learning and make connections with a subject and across subjects, improving retention. (know more, remember more).
We know this because:					
<p>Many children enter early years with skills below that expected in Communication & Language. N2: 45.24% (baseline 2021) YR: 28.57% (baseline 2021)</p> <p>Education Endowment Foundation research shows that the vocabulary gap between disadvantaged pupils and all others is evident even when children begin at age of 5 and grows bigger at every stage of education afterwards. Research tells us that having an extensive vocabulary increases life opportunities and success in school and beyond.</p> <p>Latest research (Reading Agency) into literacy levels shows that children, especially those who are disadvantaged who do not achieve well in reading by the age of seven have only a one-in-five chance of achieving a grade 5 in GCSE English.</p> <p>Vocabulary links to aspiration and future success – we want our children to excel in junior school, secondary school and beyond (Russell Group Universities).</p>	<p>Our school sits within one of the 20% most deprived neighbourhoods in the country for Index of Multiple Deprivation (IMD) and 10% most deprived neighbourhoods for Income Deprivation Affecting Children Index (IDACI score: 0.42).</p> <p>There are many factors affecting a community:</p> <ul style="list-style-type: none"> • human elements • social factors • environment & geography • resources 	<p>The school catchment area has higher than average levels of unemployment (Employment Deprivation Index amongst the 10% most deprived neighbourhoods in the country). This has been exacerbated due to COVID-19.</p>	<p>The school sits within one of the 20% most deprived areas nationally for Education, Skills and Training Domain. This shows the level of attainment and qualifications of people living in the area is less than many others nationally.</p>	<p>Research shows that in order to reach learning potential, the basic physical and psychological needs must first be met.</p> <p>According to multiple research studies, engaged pupils:</p> <ul style="list-style-type: none"> • experience improved academic achievement and satisfaction • are more likely to persist through academic struggles • achieve higher standardised test scores • have better social skills • are less likely to drop out of school 	<p>Research shows the importance of building progression in learning to support the development of schema.</p> <p>Our school sits within one of the 10% most deprived areas for employment.</p>

These are important to ensure our children:

<p>Can communicate with fluency and understanding with a range of people, from a wide range of backgrounds and experiences, in a variety of contexts. Are confident, precise, articulate communicators. Achieve the highest standards. Effectively express their thoughts and opinions. Read the best of what has been written.</p>	<p>Have as much opportunity as any other to build their cultural capital. We want our children to learn about the best of what has been written, played, performed, painted, created, etc. To have experiences that galvanise and support the acquisition of knowledge back in the classroom.</p>	<p>Recognise that they can 'make a difference' in the world and have an important contribution to make. Dream Big, Aim High!</p>	<p>Understand how a high-quality education can help them to gain the knowledge, cultural capital and skills they need to succeed with their aspirations. Value their education.</p>	<p>Develop a love of learning early on to empower them to take ownership of their progress. Are more resilient and overcome the barriers which life may present to them. Perform well both socially and academically.</p>	<p>Gain a rich body of knowledge so that they are equipped for each stage of education and life. Knowledge comes first and children cannot acquire higher-level skills without first learning the content of the curriculum. Subject leaders are embedding a well-sequenced curriculum, with clearly identified concepts that are revisited time and time again so that pupils know and remember more. We want our children to gain the best possible knowledge so they have many doors open to them and opportunities to choose their future careers.</p>
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Therefore, our curriculum is based on the following principles:

<p>Language Rich (LR) Sitting at the heart of our curriculum is the commitment to ensuring all our children develop a rich vocabulary. We want to challenge and expand their vocabulary from the start of their journey with us through reading and listening to high quality texts. Children are immersed in an environment and curriculum that looks to support the acquisition of a wealth of new words and expand their understanding and knowledge of all subject areas.</p>	<p>Experiential (EX) We want all our children to have the opportunity to be a part of a wide range of different experiences. We want them to have hands-on learning experiences in a variety of context, both within the classroom and beyond. In addition, they should visit interesting, inspiring places and meet people from a wide range of backgrounds, occupations, cultures, etc to challenge and inspire our children to 'dream big and aim high'.</p>	<p>Aspirational (A) Aspiration for all our children is a key principle. Our curriculum is ambitious and allows children achieve the best possible outcomes, regardless of factors such as SEND, PP and the protected characteristics. Aspiration will give the children direction and purpose and helps shape their life chances and choices.</p>	<p>Valuable (V) We are committed to ensuring our curriculum not only equips our children for the next stage in their learning journey but proves to be meaningful and valuable to them in the here and now. We want children to have a solid understanding of the purpose behind their learning and to recognise and appreciate its value.</p>	<p>Engaging (EN) It is important to us that our children are passionate learners who want to learn. From the start of their journey with us we aim to develop a strong sense of curiosity and inquisitiveness, providing opportunities that will engage and challenge all learners.</p>	<p>Sequential (S) We recognise the importance of learning being progressive and sequential. We want our children to build on prior learning, to understand how new learning 'fits' with existing knowledge and understanding and make connections, both within a subject and across the subjects.</p>
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In our curriculum this is evidenced through:

<ul style="list-style-type: none"> • key vocabulary identified for each enquiry and displayed • vocabulary evident in every classroom • Leitner model includes vocabulary-based questions • vocabulary included on Knowledge Organisers • vocabulary included on flashcards as prompts/reminders • pre-teaching new vocabulary when appropriate to support learners • expectations of evidencing new vocabulary in children's work 	<ul style="list-style-type: none"> • quality practical resources including artefacts, sources of evidence and manipulatives • a visit, visitor or 'experience' linked to enquiry examples within the curriculum: <ul style="list-style-type: none"> • EYFS: bee keeper in to talk to the children • YR: Scientist visit into school for materials and their properties • KS1: Twycross expert & trip • interactive teaching and learning • opportunities to learn about key historical figures • pupil leadership, including: <ul style="list-style-type: none"> ○ Children's Government ○ Playground buddies ○ Trambassadors • extra-curricular activities including: <ul style="list-style-type: none"> ○ Racket Rabble ○ Zumba ○ Sprouts Drama 	<ul style="list-style-type: none"> • an ambitious curriculum – no ceiling on learning for any of our children • the curriculum is 'scaffolded up' to enable all children to access the learning • aspirational people chosen within our curriculum to study • a range of visitors invited into school to support learning e.g. Scientist visit (FS2) • our values assemblies • having an aspirational culture and high expectations developed and expected throughout school in everything we do • visits and experiences linked to enquiries that give opportunities for children to have experiences beyond their normal day to day life • children being taught to be independent and self-motivated • children learning to take risks in their learning 	<ul style="list-style-type: none"> • explicitly teaching how learning is useful • explain why we are learning, what we are learning • rationalising our enquiries at the planning stage • providing an authentic outcome for learning • leaving a social legacy as a result of enquiry learning 	<ul style="list-style-type: none"> • choice of enquiries • quality resources • use of visitors and visits to enhance learning experiences • use of scaffolding to support and engage children in learning • relationships with adults in school • teaching of behaviours for learning 	<ul style="list-style-type: none"> • quality planning of enquiries based on knowledge of our community and our children • planning based on current research around cognitive overload, memory, etc • LTP which shows progression in enquiries across the school • MTPs which show progression within an enquiry and granular knowledge • use of KKPD documents that show progression within a subject and across the year groups • lesson design which shows importance of 'reactivation' as well as teaching sequence which allows for quality learning to take place, with appropriate scaffolding • learning environments, including enquiry displays which show the learning journey, used for reactivation • use of Leitner model for consolidating key knowledge • knowledge organisers • relationships & behaviour regulation policy
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