Bowlee Park Community Primary School

Our School Motto; Knowledge… your passport to the world!

Bowlee Values *- Respect, Kindness, Ambition, Resilience, Cooperation, Responsibility*
British Values *- Democracy, Rule of Law, Individual Liberty, Tolerance and Respect*
Rights Respecting Schools *- Article 28; 'Every child has the right to an education'*
Bowlee Behaviour Principles *– Be Ready, Be Respectful and Be Safe*

Curriculum Intent

A curriculum for our pupils

We are a large school in an area of significant deprivation. Many of our pupils come from homes where the challenges of low income and social deprivation have a significant impact on their personal and educational development.

A significant proportion of our pupils enter school with considerable barriers to learning, particularly in relation to their limited:

- speech, language and communication development,
- social and emotional development,
- cognitive development
- physical development
- knowledge of the world

A large number of our pupils suffer multiple adverse childhood experiences, including poverty, domestic abuse and poor parental mental health.

We are committed to securing equity and improving pupils' life opportunities. Therefore, we provide:

- a strong foundation in reading, writing, mathematics and communication skills which underpins our curriculum;
- a broad and balanced curriculum;
- a wide range of cultural experiences;
- a word-rich environment enhancing vocabulary and reading;
- a curriculum which develops pupils' knowledge and understanding of the world;
- a knowledge of higher education and the wide range of training and employment opportunities to which they can aspire;
- a curriculum which nurtures all elements of well-being for our pupils;
- where appropriate, a personalised curriculum to meet the needs of pupils with special educational needs and/or disabilities (SEND).

Our ambition is to ensure high achievement for all pupils, including disadvantaged pupils and those with SEND. In designing our curriculum, we have taken account of the wide-ranging social and economic backgrounds of our families. Our curriculum supports pupils' acquisition of knowledge, skills and understanding. It ensures they can access and excel at an age-appropriate standard.

A curriculum of breadth and wide opportunity

Our leaders work together to ensure a curriculum of breadth and ambition. We have considered the outcomes for learning and have planned our curriculum accordingly. We have ensured that our curriculum meets the needs of disadvantaged pupils and addresses gaps in their knowledge and skills.

In designing our curriculum we have ensured it meets the expectations of the statutory EYFS Framework and the National Curriculum. It recognises the importance of all subjects and it includes religious education and age-appropriate relationship and sex education. A focus on basic skills enables our pupils to overcome many barriers to learning.

We ensure that the curriculum allows for pupils' wider development. This includes enterprise projects to support charities, opportunities to sing in a choir, learning to play a range of musical instruments and representing the school in a wide range of sporting activities. Pupils take on a wide range of responsibilities;

they represent peers as UNICEF Rights Respecting school counsellors, digital leaders, eco team, school prefects, well-being ambassadors, science ambassadors, sports council.

A well-designed curriculum that sequences learning and embeds knowledge

Our curriculum is based on the best research of how children learn most effectively. Learning is a change in long term memory. In designing our curriculum we have ensured that in all subjects these key elements are integral:

- Small steps in teaching and exposition
- Review of learning
- Spaced practice
- Retrieval of prior learning

Our curriculum is based on key constructs: knowledge, skills, progression and experience. Knowledge, together with skills and opportunities to apply learning, leads to strong progress.

Our curriculum is systematic. There is logical progression of knowledge and skills in all subjects and units of work. As a result we deliver a consistent whole school approach to learning. In designing this curriculum, we have built-in opportunities for pupils to build on prior learning. Knowledge content is repeated and revisited to ensure pupils know more and remember more.

Our curriculum delivers progressive and cumulative knowledge acquisition. A secure grasp of knowledge helps pupils to make connections and leads to further learning. This is at the heart of the design of each unit of study in every subject. Our plans detail the knowledge pupils will learn and how this knowledge develops through the units studied.

As pupils develop knowledge, they need to practise and master skills to allow them to apply this knowledge in a wide variety of contexts. Our curriculum highlights key skills and ensures these can be applied in real contexts. The learning of academic and subject specific language is embedded in all subjects.

High quality learning experiences are important in the delivery of our curriculum. These experiences provide a meaningful and memorable context to learning. Trips, visitors and enrichment activities are integral to learning and enhance pupils' engagement. These opportunities enrich learning for our pupils, many of whom come from disadvantaged backgrounds.

A curriculum where reading is a priority

Reading has the highest priority at our school. It enables pupils to access the full curriculum. Pupils learn to read from day one in reception- and earlier if they attend our nursery. They access a programme of systematic synthetic phonics delivered by highly trained staff. Staff assess pupils regularly to ensure that each child makes good progress. Any child who falls behind is quickly identified and given the support they need to catch up. Excellent teaching of reading throughout school ensures high attainment whilst nurturing a love of reading.

A curriculum that develops core values

Pupils know and understand our Bowlee values. They know and understand our British values. Our curriculum enables pupils to develop into confident learners who are able to work with others. It helps them to develop respect and resilience. It provides them with the knowledge and cultural capital to become well-informed citizens, able to appreciate human creativity and achievement. As they learn more, they develop an understanding of the community to which they belong. The curriculum includes the UNICEF Rights Respecting Schools Programme, as part of the work which ensures that pupils will be able to contribute towards building a better world. Our 'Pupil Passports' motivate children to engage in a wide range of character-building activities, helping them to develop their knowledge and skills.

Curriculum Implementation

We provide our pupils with a first class education. High quality plans support high quality teaching. Teachers deliver challenging and engaging lessons. High quality professional development ensures teachers and teaching assistants have strong subject knowledge.

Subject leaders understand their subject. They know how pupils develop their knowledge and skills from study unit to study unit and from year to year. They provide support and training for teachers. They review curriculum plans and check the quality of pupils' learning.

Effective pedagogy for teaching and learning is embedded across the school. Leaders check, model and support teachers in class ensuring consistency.

Teachers use carefully chosen strategies to:

- Present information clearly enabling pupils to understand key concepts
- Check pupils' understanding, identify and correct mistakes and misconceptions
- Ensure that pupils embed key concepts in their long-term memory and apply them fluently
- Deliver the subject curriculum in a way that allows pupils to transfer key knowledge to long-term memory.
- Sequence learning so that new knowledge and skills build on what has been taught before and pupils work towards defined end points.
- Assess pupils' understanding in order to inform further teaching, and to help pupils embed and use knowledge fluently
- Enable pupils to develop their understanding and link prior knowledge to new learning.
- Where it is required, teaching is adapted to meet the needs of children with SEND.

Curriculum plans are in place for all subjects. Teachers work as teams to plan in year groups. This enables them to share expertise and reduces the workload for individual teachers, thus supporting a good work life balance.

Assessment

Teachers use a range of formative assessment approaches to ensure that pupils embed and retain knowledge. They help teachers to plan the next sequence of teaching, and provide next steps for pupils. We collect summative data three times each year. This is in line with The Teacher Advisory Workload Report – 'Making Data Work'. The data from these collections is collated for teachers. They analyse the data to inform school actions. Leaders are mindful of teacher workload. They review the school systems to ensure they do not create unnecessary burdens.

Curriculum Impact

Leaders check the impact of the curriculum using qualitative and quantitative data. We monitor attainment and progress. We gather other data and information through a wide range of self-evaluation activities.

The high impact of our curriculum is evident from our KS2 results. Pupils enter the EYFS at Bowlee Park with skills and knowledge below what is typical for their age. As basic skills develop, progress and attainment rise to be in line with the national average by the end of KS1. Strong progress across KS2 leads to outcomes which have been above the national average by the end of KS2 for many years. In 2022 tremendous progress has been made to close the significant learning gap created by Covid closures. Attainment at the end of KS2 is broadly in line with (pre covid) 2019 national averages. Progress and attainment for disadvantaged pupils and for pupils with SEND is very strong.

Reading is a strength of our school. Pupils enjoy a wide range of texts and apply their reading skills to develop their knowledge across the curriculum. Mathematics is also a strength of our school. Pupils are able to apply their mathematical knowledge and conceptual understanding well.

Disadvantaged pupils and pupils with SEND have well-structured programmes. They enjoy a full curriculum and make strong progress. They are well prepared for their next stage of education.

Pupils leave Bowlee Park School with the knowledge, skills, behaviours and attitudes they need to succeed in their next stage of their lives.

July 2023