

Carlton Mills Primary Curriculum

Real People - Real Places - Real Learning

INTENT

To generate awe, wonder and wow through a creative curriculum which rigorously ensures coverage and progression in key skills and cumulatively consolidates the knowledge children obtain through experience

Our curriculum is:-

Flexible

- Personalised, where children are involved in planning and evaluation
- Tailored to children's needs and interests
- Takes account of teachers' passions and areas of strength as well as current local/world events
- Allows for different learning and teaching styles

Rigorous

- Includes non-negotiable skills, knowledge and understanding to ensure coverage and progression
- Bespoke live assessment trackers ensure no duplication
- Fulfills and exceeds National Curriculum requirements and expectations
- Includes a high-level of parental engagement
- Brought to life through visits and visitors
- Ensures that the learning of new knowledge transfers to long term memory

Ambitious

- Challenging for our articulate and engaged pupils
- Goes beyond National Curriculum expectations
- Promotes greater depth understanding, critical thinking and oracy skills, where the understanding of new vocabulary used in context is key. The teaching of new vocabulary is not incidental

Accessible

- A curriculum for all groups
- Accessible for the whole school community

Aware

- Outward-looking
- Celebrates our diverse community, where all children have an understanding of equality and respect amongst protected characteristics
- Promotes awareness of global issues
- Immerses our children to a world outside their local community
- Where cultural capital is promoted to ensure that there are no limits to children's aspirations

Adaptive

- Evolves organically and because we drive it forward
- Not static - proactive and reactive in response to different children and assessment data

IMPLEMENTATION

- Taken from the National Curriculum
- Knowledge and skills broken down and layered for each year group
- Bespoke trackers ensure progression from year to year, each year builds on the last without unnecessary duplication
- Subject Leaders developed using resident SLEs and LEPs and a coach and learner approach to continuous CPD
- Assessment grading system encourages challenge for more able
- Teachers scaffold up where necessary to ensure almost all pupils can access main skills
- British history topics taught chronologically in KS2
- Use of core English texts across the whole school explicitly linked to curriculum topics
- Coverage monitored firmly by Subject Leaders and documented using 'At a Glance' summaries for each curricular area
- Subjects assessed at the end of each term and outcomes used to inform pupil progress meetings
- Intervention marking ensures teachers can pick up children not meeting expectations and put in appropriate provision to ensure progress
- Learning Goals are used to promote, reward and recognise the whole child across the whole curriculum

IMPACT

- A clear coherent curriculum
- Focused learning intentions taken from skills ensure lessons have a clear learning point
- Children have some ownership over learning - encourages engagement
- Flexible topics - children continue their learning outside of the classroom
- Promotes transferable skills
- Parents and carers are actively involved in their children's learning and are ambitious in ensuring that social mobility is promoted