

## Whole School

# Curriculum Intent, Implementation and Impact Overview



Intent	Implementation	Impact
<p>At Ryhill Junior, Infant and Nursery School we have a broad and balanced curriculum which places learners at the heart and is driven by the school's vision statement: "Together we can achieve" We have a curriculum which is underpinned by three key drivers which create our ACE curriculum: Achieve, Community and Enterprise. Our intent is to provide our learners with a curriculum that is coherent, well -structured and progressive, based around high quality teaching that allows our children to acquire good subject knowledge and understanding of key concepts, application of skills and development of ambitious vocabulary.</p> <p>We believe it is important to build a set of essential skills in order to prepare our children for the future. Our curriculum is built around transferable skills which we feel will allow our children to thrive in college and university as well as in the work place. These are taught through projects in each year group but also explicitly in weekly lessons so they can be applied in all subjects: Listening, Speaking, Problem solving, Creativity, Staying positive, Aiming high, Leadership, Team work</p> <p>We feel it is essential that we prepare our children for future success. We aim to provide them with accumulations of knowledge, behaviours and skills that they can draw upon which demonstrate their cultural awareness. To us, it is about giving children the best possible start to their education, regardless of what experiences they have encountered prior to entering our school. Some of the ways we give our children their entitlement include: trips and experiences; Open futures lessons -cook it and grow it; School charter experiences; 50 things to do before you're 5 initiative.</p> <p>We have thought carefully about how we have sequenced the curriculum. Themes have been built across our units of work so that children are able to revisit and retrieve previous learning, which allows them a deeper understanding of the key knowledge and skills within subjects. Our curriculum is based on current research. We think carefully about what we want our children to achieve during their time with us.</p>	<p>To aid the children to 'know more and remember more' we block teach the teaching of subjects. We build strong links in a systematic, structural way. Some of the themes explored across school are: invasion, inventors, journeys and our local environment. Knowledge taught in one subject is explicitly reinforced and revisited in another subject and in subsequent years. Revisiting ideas and concepts in different, more challenging contexts in later units, using a variety of diagnostic assessments which are all designed to help pupils remember content and integrate new knowledge into their evolving conceptual framework. Each subject is carefully mapped across the year groups to show clear progression.</p> <p>Our lessons are well sequenced and build upon prior knowledge. We start with quizzes to help children commit knowledge to long term memory. We provide regular opportunities for retrieval practice activities. We use a variety of strategies during lessons to help children learn. These include role play, Kagan structures for collaborative learning, opportunities to apply reading, writing, maths and debating.</p> <p>Knowledge organisers are used throughout subject lessons and sent home to help the children remember key knowledge, vocabulary and concepts.</p> <p>We have a strong focus on the development of vocabulary. It is a feature of every unit of work and is explicitly taught in all lessons as well as being explored in homework tasks. We develop vocabulary systematically building on children's prior knowledge. We make links between known words and new vocabulary, discussing the meaning of new words. We believe that by focusing on oracy and language development as well as knowledge of the wider world, our children will be ready to successfully meet the challenges of the next stage of their education and their lives.</p> <p>Careful consideration is given to how greater depth will be taught, learnt and demonstrated within units, as well as how learners will be supported in line with the school's commitment to inclusion. Our most vulnerable children (SEND and Pupil Premium) will be supported to thrive in this subject.</p>	<p>By the end of each year group, the vast majority of pupils will have sustained their knowledge of the content, that is, they remember it all and are fluent in it; some pupils will have a greater depth of understanding.</p> <p>Throughout lessons, teachers ask direct and carefully selected questions to extract learning and successfully identify misconceptions. Live guidance and feedback allows all staff to assess understanding during lesson time and identify ways of moving learning forward. Low stake quizzes and questioning help us assess where children are in their learning and what they need next to make good progress. Work in books and speaking to children also tell us what they know and remember. Our practice is linked to research; we use different methods of feedback as an effective way to help children move forward in their learning. Feedback is information given to the children about their performance relative to learning goals or outcomes.</p> <p>Formal assessments are also used in some subjects. Where we don't have a formal test, children write extended pieces of work at the end of a unit of work to give them the opportunity to share their knowledge and skills in the chosen subject – 'show what you know'. We also check that children can talk about their learning which also develops their oracy skills. We track carefully to ensure pupils are on track to reach the expectations of our curriculum and put measures in place to help the children to catch up if they need this.</p>