

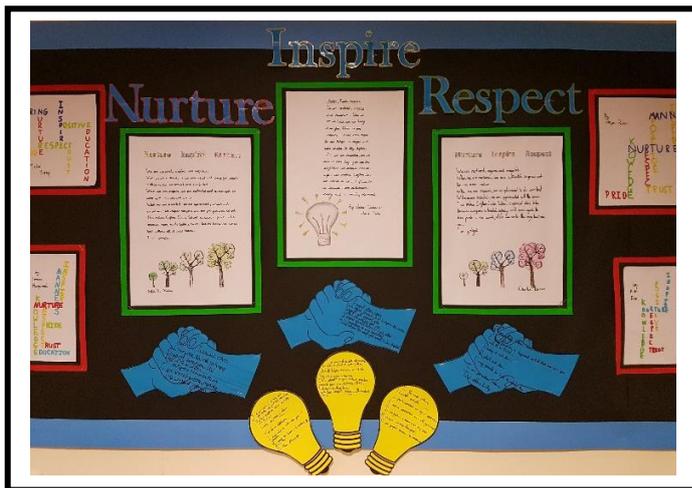
Crofton Junior School Curriculum Design Statement

Curriculum Intent

At Crofton Junior School, we have developed three curriculum drivers that shape our curriculum in terms of what and how it is taught, bring about the aims and values of our school and to respond to the particular needs of our children. These were all agreed by our pupils and those connected with our school.

- **Respect** - which supports our children's development and understanding of how to be a responsible member of our school, the Crofton community, our locality, the United Kingdom and the wider world.
- **Nurture** - which supports our children to develop understanding and empathy for others. To value and take care of our school, community and the world we live in as well as the people we share it with.
- **Inspire** - which supports our children to build aspirations, self-esteem and a can-do attitude to achieve their full potential.

We also recognise that we need to develop the children's cultural capital i.e. the background knowledge of the world pupils need to infer meaning from what they read. It includes vocabulary, which, in turn, helps pupils to express themselves in a sophisticated, mature way.



"I like learning new things at school and making new friends. Also, I like having different teachers and being challenged. I like feeling safe in my school."

We do this through providing our pupils with opportunities to experience 'awe and wonder' thereby developing a thirst for life-long learning.

We provide a broad, balanced and inclusive curriculum, which meets the needs of all our learners.

In doing so, we place reading at the heart of our curriculum in order to ensure that pupils have the technical vocabulary and knowledge that they will need to achieve across a wide range of subjects and beyond. Within each term, all pupils read a quality text driver, which informs and stimulates learning across all other curriculum areas in a meaningful manner.

Year 6 study of Macbeth.



We block our subjects in termly topics, thereby ensuring that our curriculum has real-life context. We promote an understanding of the uniqueness of Crofton and the local area and its national and global interconnections as well as current issues in the world that the children live. In doing so, we ensure that the knowledge, vocabulary and skills of each individual subject are taught precisely and built upon in a progressive manner, which leads to long term memory. We also provide meaningful cross-curricular opportunities so that these can be further embedded.



Year 4 Indian Dance workshop.

Our teachers are passionate about the curriculum they deliver and also the development of key skills such as team work, independence, communication and resilience, which will enable our pupils to achieve success in their future learning and on into the world of work. To develop the children's spiritual, moral,

social and cultural understanding, our curriculum is both rich and diverse celebrating difference and fostering tolerance, understanding and respect for all.

In order to further enrich the curriculum and provide meaningful learning experiences, we organise an educational visit or visitor for all classes each term as well as subject theme weeks throughout the year, for example Science Week and Take One Picture Week. We ensure that we utilise the local area so that our pupils have a deep understanding and appreciation of their locality. We also organise an outdoor and adventurous residential visit in Years 5 and a cultural and linguistic experience to France in Year 6.



Year 6 visit to Mont St Michel.



Year 5 caving at Robinwood.

Wider opportunities music sessions in Year 5 provide all children with the opportunity to learn to play the guitar and many children take advantage of a wide range of peripatetic music opportunities throughout all year groups.



Learning to play the flute.

We also take a very active role in local school sport; participating successfully in many inter-school sports tournaments both locally and regionally. We believe that this gives the children further chances to shine thereby enhancing confidence and their self-esteem.



Taking part in the Schools Yorkshire Cycling Tour.



Competing in the cross-country tournament.

We believe that a strong home/school partnership is vital in ensuring that every child reaches their full potential and therefore organise an Inspire session in the autumn term and a topic presentation workshop in the spring for each class.



Year 5 Viking Day and topic presentation. All the children made their shields as part of their project homework.

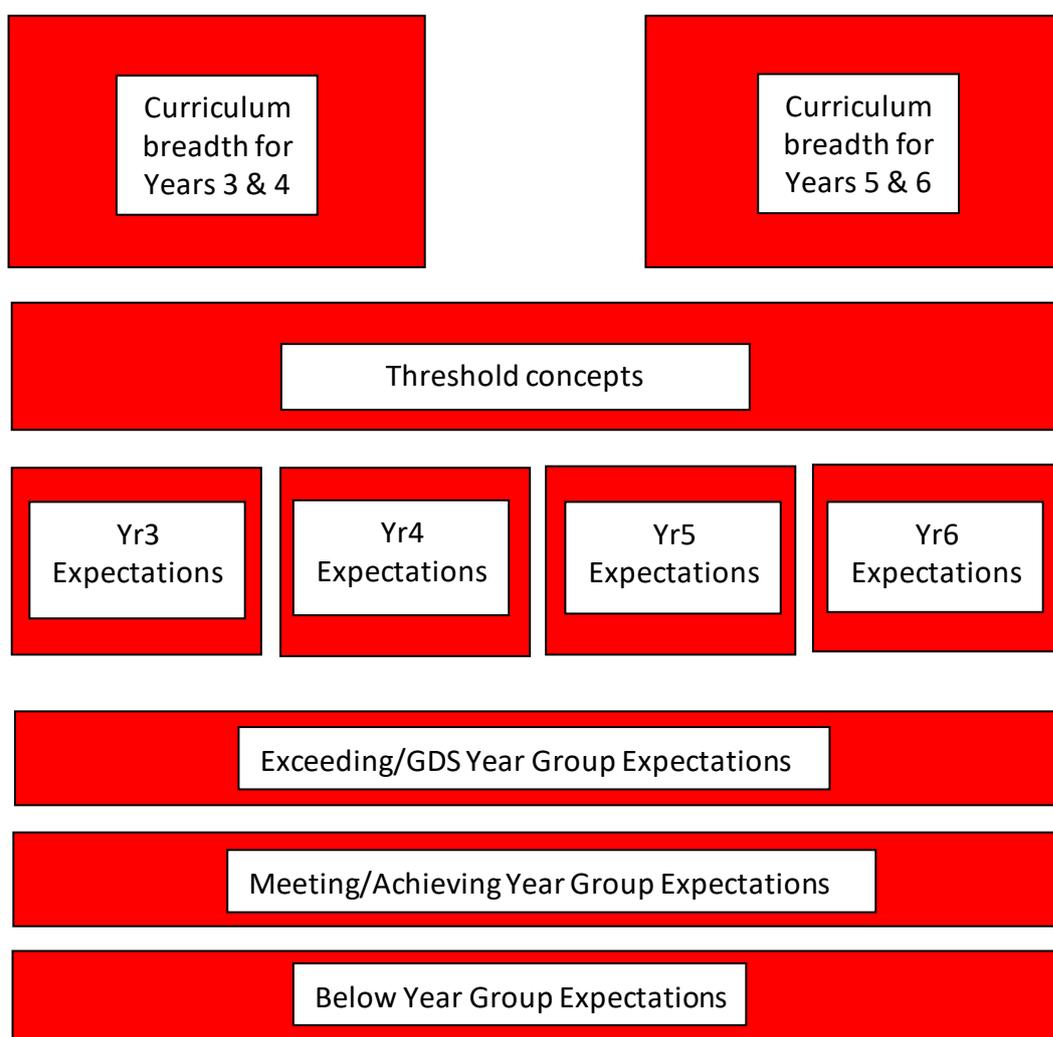
"Our child is in their first year at Junior School and we are so pleased with her progress so far. She really has come out of her shell and settled into class quicker than we first anticipated. I feel this is down to the support that she has received from her teacher, Miss Watson, and we cannot thank her enough for giving our child the encouragement they needed to shine. Thank you so much!"

A coherently planned academic curriculum

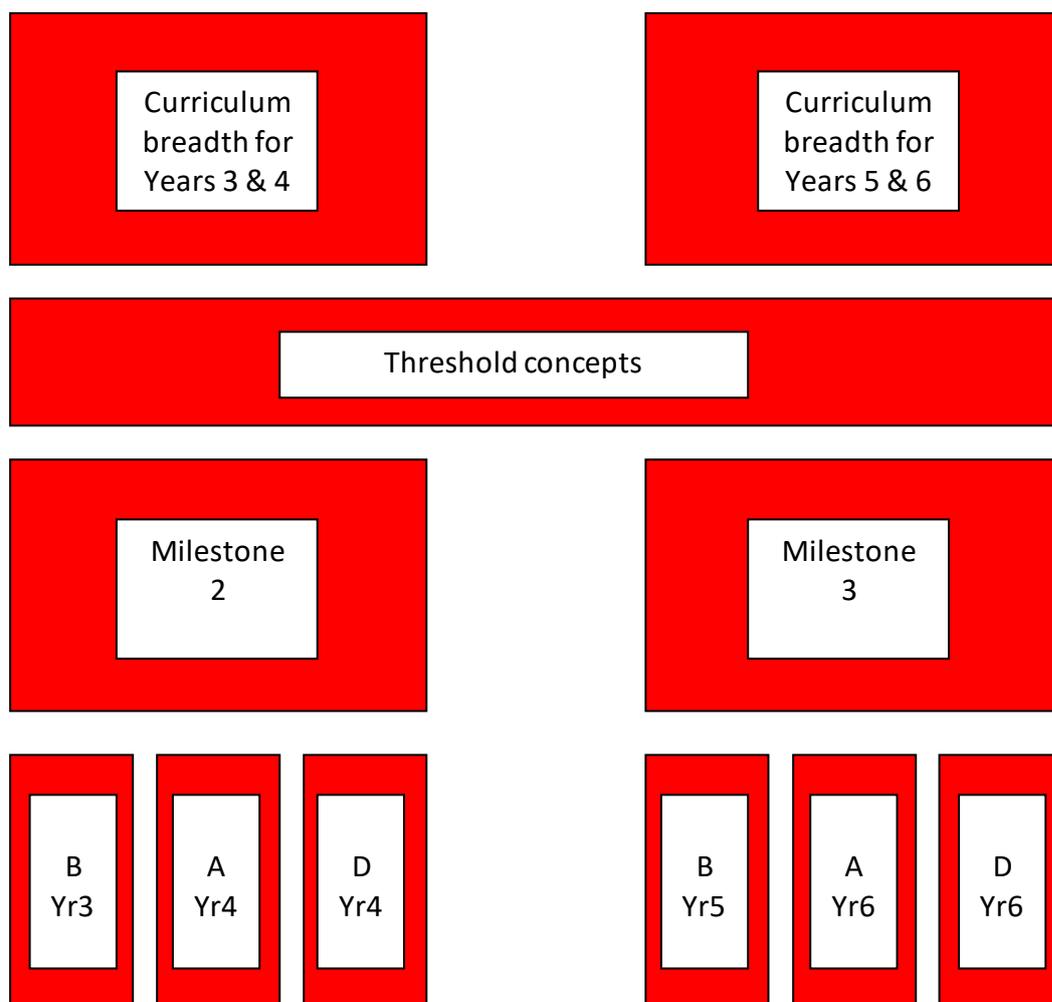
In order to ensure that our curriculum meets the academic demands of the national curriculum, we identify and plan for:

- A clear list of the breadth of topics that will be covered;
- The 'threshold concepts' pupils should understand (Chris Quigley Essentials Curriculum link);
- Criteria for progression;
- Criteria for depth of understanding.

The diagram below shows the model of our curriculum structure for English and maths:



The diagram below shows the model of our curriculum structure for our foundation subjects plus computing and science:



B - A basic understanding of the milestone statements.

A - An advancing understanding of the milestone statements.

D - A deep understanding of the milestone statements.

The **curriculum breadth** for each year group ensures that each teacher has clarity as to what to cover. As well as providing the key knowledge within subjects, it also provides for pupils' growing cultural capital.

The **threshold concepts** are the key disciplinary aspects of each subject. They build conceptual understanding within subjects and are repeated in order to develop long-term learning.

Year group expectations / milestones define the standards for the threshold concepts.

Depth: within the foundation subjects and computing, we expect pupils in Years 3 and 5 to develop a **Basic** understanding of the concepts and an **Advancing** or **Deep** understanding in Years 4 and 6. Learning at this stage must not be rushed and will

involve a high degree of repetition so that knowledge enters pupils' long-term memory and build the foundations for later application. However, we have flexibility within this approach in order to meet the needs of individuals and groups of children.

Depth: within the core subjects of English, maths and science we judge against individual year group expectations. It is again expected that pupils' learning is not rushed and therefore the same principles apply.

Sustained mastery of the curriculum will only be gained over the longer-term when it lies within the pupils' long-term memory. Assessment, therefore answers two main questions: how well are pupils coping with and retaining previously taught content?

Curriculum Implementation

Our curriculum design is based on evidence from cognitive science. Even though the learning of subject knowledge is blocked, retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

Units of work are linked wherever possible to the text driver in order to provide greater context for learning across the curriculum.

Key knowledge, vocabulary and skills of each blocked unit of work are mapped across the school, ensuring that it builds progressively and so children develop skills systematically in order that they learn more, know more & remember more.

Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion.

At the end of each unit of work, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary.

Curriculum Impact

The impact of our curriculum is that by the end of each year group expectation or milestone and ultimately key stage, the vast majority of pupils will have sustained mastery of the content, that is, they remember it and are fluent in it. Some pupils have a greater understanding.

Outcomes in work books, evidence a broad and balanced curriculum and demonstrate children's acquisition of identified key knowledge and vocabulary relating to each of the identified national curriculum strands.

As children progress throughout the school, they develop a deep knowledge and understanding, as well as spiritual, moral, social and cultural development. This ensures that they are well prepared for the next steps of their education.

We track carefully to ensure pupils are on track to reach the expectation of our curriculum.