



Bishop King C.E. Primary School

Curriculum Intent, Implementation and Impact Statement

Intent

Our curriculum is driven by our vision: *“Dream big. Love God. Live Well”*.

It is coherently planned and sequenced, and is aligned to the national curriculum. New learning outcomes, at the end of each unit, are clearly defined across the curriculum to build on previously learnt knowledge and skills; these are the building blocks for later life.

It is personalised, and reflects the context of our school, by providing learning experiences and opportunities to develop all children’s ‘cultural capital’ so that they become educated and active citizens.

SMSC, supported by our Christian values, is embedded through the curriculum, teaching all pupils:

- how to be responsible for their actions;
- how to be respectful of others; and
- how to contribute to our diverse community.

We are ambitious for all our children. We want them to be confident and independent learners. By the end of each key stage, we aim for them to be at least in line with national expectations. At the end of Key Stage Two, we aim for them to be secondary ready.

Implementation

For our children to achieve the above, we implement our curriculum as follows:

- Empower leaders to monitor and support the delivery of their subject across the school
- Ensure teachers have the knowledge and skills to deliver the curriculum
- Adopt published schemes to deliver: phonics, mathematics, RE, IT, DT and French; other subjects are planned, in line with the national curriculum, with expected skills and knowledge specified for each end of unit
- Provide clear feedback to pupils to address misconceptions so they are ready for the next session
- Provide regular differentiated challenge to engage pupils in deeper thinking.
- Teach pupils strategies to embed knowledge in their long term memory, e.g. spaced learning, stem sentences
- Use knowledge organisers to help make links to prior learning, and to show the ‘bigger picture’
- Display prior learning around school so that pupils can refer back, and make links, to learnt knowledge
- Use pre- and post-learning activities to assess pupils in non-core subjects, e.g. quizzing, recalling knowledge
- Use DfE Teacher Assessment Frameworks to assess reading, writing and mathematics
- Enrich our learning environment with the current term’s vocabulary which all pupils are expected to learn
- Maximise the use of local resources for pupils to appreciate the richness of their community
- Timetable daily phonics for early readers; regular assessments of phonics to address gaps quickly
- Provide pupils with fiction and non-fiction decodable books that match their reading ability
- Daily class reading, to excite and engage children, and to expose them to new and varied vocabulary
- Provide pastoral support for vulnerable pupils to prepare them for the school day
- Immerse EAL/ New to English pupils within the classroom environment, and teach ‘survival’ words so that they can access the curriculum.

Impact

- Pupils are developing skills and knowledge across the curriculum. They are knowing more and remembering more. We know this because monitoring shows:
 - rapid improvement in phonics outcomes this year
 - improved outcomes (AQA KS2 tests) for reading and mathematics - Dec 2019
 - pupils are able to recall knowledge, particularly the vocabulary they have learnt
 - pupils’ work is of good quality, as validated by external moderation
 - there is clear coverage of our planned curriculum.
 - SEND pupils achieve the best possible outcomes – see SEND review
- This does not reflect the 2019 national tests but we have used these outcomes to determine priorities

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