

Cove Junior School

Curriculum Statement

Curriculum Intent

Our enquiry-based curriculum aims to provide children with opportunities to discover information to enable them to answer key questions. Exciting hooks inspire children of all abilities so that they are eager to engage in their learning and can produce creative outcomes.

Experiences within the curriculum provide a breadth and balance of key knowledge and skills to enable our children to develop their understanding using problem solving skills within meaningful contexts. Our key 'Learning Threads' ensure that concepts are revisited throughout Key Stage 2 to embed and develop learning across all four year groups.

Our curriculum is designed to support our belief that learning takes place over time, resulting in the embedding and developing of knowledge and skills into the long-term memory.

Throughout all areas of the curriculum is a focus on personal development. We place a high priority on the promotion of good mental health and well-being for our children through our Personal, Social and Health Education curriculum and the promotion of SMSC development (Social, Moral, Spiritual and Cultural) and British Values. Our focus on 'Cultural Capital' gives our children background knowledge to be an informed and thoughtful member of our community.

Enrichment opportunities are built into the curriculum to enhance the learning experiences offered to the children. These include outdoor learning experiences in the school grounds and local area; day trips; and residential trips in Years 4, 5 and 6. Visitors (and workshops) are also invited into school to enable knowledge from 'specialists' to be shared with the children.

Our school values drive our vision and are embedded within our curriculum:

Positivity

Our 'Aiming High' motto encourages positivity and the belief that all children can aim for the best possible progress and levels of attainment.

Creativity

Children are supported to think creatively when solving problems and use their creativity in their learning outcomes.

Courage

Our promotion of 'Growth Mindsets' equips our children to respond positively to opportunities and challenges.

Independence

Our children are able to learn independently, and at their own pace, but are also given opportunities to work collaboratively where needed.

Resilience

We believe that learning '**the right things at the right time for the right children**' builds resilience. Our children are challenged in their learning while receiving the right level of support and this develops their resilience.

Respect

Opportunities to develop cultural diversity are sought to broaden children's understanding and perspective and this supports mutual respect for all others.

Curriculum Implementation

Our curriculum is organised into half termly cross-curricular topics. The children record their learning in 'Learning Journals' which support them in making cross-curricular links and promote high expectations for the transfer of reading and writing skills to other areas of the curriculum. Maths learning is completed in a separate exercise book. Some subjects do not link naturally with the topic and so will be taught as 'stand-alone' units.

Planning:

- Whole school curriculum maps are in place to ensure the progression of key learning, skills and concepts within each year group and across the Key Stage.
- Planning is completed in detail for maths and English lessons which are taught daily.
- Units of work are planned for all foundation subjects. Some subjects are blocked where this supports learning within a particular topic.
- All units of work are planned to ensure that the National Curriculum 2014 Statutory Guidance for Key Stage 2 is included in our school curriculum.
- The RE curriculum follows the Hampshire Agreed Syllabus – Living Difference III

Roles and responsibilities:

The headteacher is the Curriculum Leader and Assessment Leader and delegates responsibility to key staff:

- Curriculum Leaders are appointed for all subject areas as detailed in the SSIP (Strategic School Improvement Plan). They are responsible for ensuring that teaching and learning for their subject is planned and delivered effectively.
- Class teachers ensure that the curriculum is taught in line with the vision and values of the school and that learning is assessed to monitor progress and attainment for all children. Assessment for Learning is used to ensure appropriate provision is provided for all children regardless of their needs and starting points.
- Team leaders, through discussion with Subject Leaders, ensure that planning is completed effectively and that teaching and learning is consistent across their team. They analyse attainment and progress data for the children in their year groups to ensure consistency of assessments and to track vulnerable children so that suitable interventions are put in place in a timely way.
- The Governing Body monitors the success of the curriculum through their involvement as detailed in the SSIP.

Curriculum Impact

The impact of our curriculum is measured in a variety of ways:

- Teacher assessment through a variety of Assessment for Learning strategies:
 - Marking and feedback to children. This may be written in books or verbal
 - Teacher questioning and children's responses during lessons
 - Informal tests or quizzes (e.g. spelling tests)
 - Standardised tests (e.g. reading assessments)
- Moderation of formative assessments to ensure consistency within and between year groups
- Statutory Assessments at the end of KS2 (Year 6 SATs; Year 4 Multiplication test)
- Pupil conferencing (discussions are held with children)
- Pupil surveys
- Monitoring of pupils' books
- Learning Walks during lessons
- Online learning platforms (e.g. Google Classroom, Times Table Rock Stars, MyMaths)