



St Denys Primary School

# Curriculum design statement:

intent, implementation, impact

## INTENT

Alongside academic excellence, at St Denys Primary School we want our children to grow to be confident, happy, resilient, kind people. As a small school we are proud to be able to provide a nurturing environment where every child's individuality is celebrated and developed. We teach children how to understand their feelings and emotions and explore their own beliefs as well as understanding and celebrating the beliefs of others. Behaviour across the school is excellent as we teach our children to be intrinsically motivated using a 'growth mindset' approach. We believe that children should take ownership of their learning, through our Learning Powers (Resourcefulness, Resilience, Reflectiveness, Reciprocity and Respect). All our pupils learn how they can achieve more and be successful.

Our curriculum is designed for sustained mastery. It meets the expectations of the Early Years Foundation Stage Curriculum and the National Curriculum and is inspired by the work of Chris Quigley.

**We have designed the breadth of our curriculum with the following goals in mind:**

To give pupils appropriate experiences to develop as confident, responsible citizens

For pupils to be resilient, independent learners who display a thirst for learning

To provide a rich 'cultural capital'






To provide a coherent, structured, academic curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.

For pupils to have high aspirations for the future and know that these can be reached through hard work and determination

For pupils to be well prepared for the next phase of their education and their later life.

## 1. Appropriate experiences and curriculum drivers

We have developed curriculum drivers that shape our curriculum, bring about the aims and values of our school, and respond to the particular needs of our community. Diversity runs through everything which helps pupils to develop an understanding of the world and its people, to recognise and celebrate similarities and differences.

<b>Well Being</b> Our curriculum has physical, mental and emotional well-being at its heart. Children only learn if they are safe, well and happy.	<b>Creativity</b> Our curriculum harnesses the power of possibility and fosters creative thought, enabling children to solve problems and express themselves in different ways	<b>Communication</b> Our curriculum ensures that children develop the skills necessary to communicate their thoughts, ideas and feelings successfully in a wide range of different forms.	<b>Choice</b> Our curriculum provides children with the knowledge, skills and understanding to make informed choices	<b>Challenge</b> Our curriculum provides challenge for all learners, teaches learners to seek challenge and develops the resilience they need to embrace it
				

## 2. Cultural capital

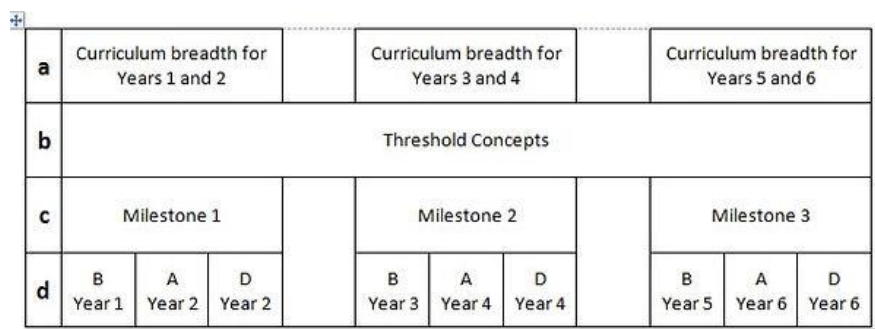
Through learning from the greats from across the world and an exposure to and active engagement with a wide range of experiences, viewpoints, cultures and traditions, children develop curiosity and a greater sense of self, along with a drive for self-development and a greater ability to connect with others. Cultural capital is the background knowledge of the world pupils need to infer meaning from what they read and experience. It includes vocabulary which, in turn and alongside our oracy approach, helps pupils to express themselves in a confident, mature way. Our curriculum is enriched by visits, visitors and experiences that complement what is taught and strengthen the foundations of learning. Our 'Passport for Learning' sets out the 50 experiences that children will have during their time at St Denys. 'Learning from the Greats' threads through all subjects.

<div>  <b>PASSPORT FOR LEARNING</b>  </div>									
<b>50 EXPERIENCES YOU WILL HAVE AT ST DENYS</b>									
1. GO ON A RESIDENTIAL TRIP 	2. WATCH A LIVE THEATRE PERFORMANCE 	3. WALK ALONG THE RIVER 	4. TAKE PART IN A PERFORMANCE 	5. TAKE PART IN A SPRING PARADE 	6. VISIT AN ART GALLERY 	7. LEARN TOGETHER WITH YOUR HOUSE 	8. VISIT SOUTHAMPTON COMMON 	9. VISIT A PLACE OF WORSHIP 	10. PLAY A MUSICAL INSTRUMENT 
11. VISIT A FARM 	12. VISIT THE ZOO 	13. RECITE A POEM 	14. COOK A MEAL 	15. SING IN A CHOIR 	16. DANCE AT A DISCO 	17. SUPPORT A CHARITY 	18. BUILD A DEN 	19. VISIT OLD SOUTHAMPTON 	20. DRESS UP 
21. LEARN TO SWIM 	22. TEACH SOMEONE SOMETHING 	23. PAINT A PICTURE 	24. CREATE A SCULPTURE 	25. RIDE A BIKE 	26. DEVELOP A PASSION 	27. GET MESSY 	28. GO POND DIPPING 	29. PUBLISH A PIECE OF WRITING 	30. LEARN TO SEW 
31. CELEBRATE AT A PARTY 	32. ATTEND A SPORTING EVENT 	33. WATCH A LIVE MUSIC PERFORMANCE 	34. VISIT THE LIBRARY 	35. MAKE A FILM 	36. TRY A NEW FOOD 	37. PLAY A COMPETITIVE SPORT 	38. LEARN TO SPEAK A DIFFERENT LANGUAGE 	39. GROW A VEGETABLE AND EAT IT 	40. WATCH A BUTTERFLY GROW 
41. VISIT A MUSEUM 	42. SCRUNCH IN THE LEAVES 	43. A WALK IN THE NEW FOREST 	44. A VISIT TO THE AIRPORT 	45. TRAVEL ON PUBLIC TRANSPORT 	46. EAT A PICNIC 	47. COOK ON A CAMPFIRE 	48. LEARN FROM AN EXPERT 	49. CHANGE MY MIND 	50. HELP THE COMMUNITY 

### 3. A coherently planned academic curriculum underpinned by our curriculum drivers, our academic curriculum sets out:

- a clear list of the breadth of topics that will be covered;
- the 'threshold concepts' pupils should understand;
- criteria for progression within the threshold concepts;
- criteria for depth of understanding.

The diagram shows the model of our curriculum structure:



- The **curriculum breadth** for each year group ensures 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.
- Threshold concepts** are the key disciplinary aspects of each subject, the essence of the subject. They are chosen to build conceptual understanding within subjects and are repeated many times in each topic.
- Milestones** define the standards for the threshold concepts. They identify progression in the threshold concepts.

Depth: we expect pupils in year 1 of the milestone to develop a **Basic** (B) understanding of the concepts (the fundamental foundations) and an **Advancing** (A) or **Deep** (D) understanding in year 2 of the milestone. Phase one (Years 1, 3 and 5) in a milestone is the knowledge building phase that provides the fundamental foundations for later application. Learning at this stage must not be rushed and will involve a high degree of repetition so that knowledge enters pupil' long-term memory.

<b>Basic (B)</b>	'Acquiring' skills: name, describe, follow instructions, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
<b>Advancing (A)</b>	'Practising' skills: apply skills to solve problem, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
<b>Deep (D)</b>	'Deepening understanding' of the skills: solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.



# IMPLEMENTATION

We are a research-informed school and have taken time to design the whole curriculum with research and proven best practice at its heart. The curriculum is under constant review as we strive to positively respond to the ever-changing challenges and needs, within our community and wider society. Any changes are researched, piloted and adapted before being adopted across the school. Subject Leaders drive their subjects and engage in their own research and professional development as well as supporting colleagues (sharing resources, supporting planning and supporting teaching). In addition, we work with the REACH Trust family of schools to develop collaboratively and share best practice.

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

1. Learning is most effective with spaced repetition.
2. Interleaving (deliberate leaving and coming back to through beginning with exposure then keep returning to explore further) helps pupils to discriminate between topics and aids long-term retention.
3. Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning is invisible in the short term and sustained mastery takes time. Some of our content is subject specific, whilst other content is combined in a cross-curricular approach.

Continuous provision, in the form of a 'Daily Dashboard', replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content. Our 'start of the day' activities provide similar reinforcement.



Each class has a 'Daily Dashboard' display identifying the key learning of the week.



# IMPACT

The impact of our curriculum is that by the end of each milestone: -

- The vast majority of pupils have sustained mastery of the content, that is, they remember it and are fluent in it;
- Some pupils have a greater depth of understanding.
- Pupils' have developed a connected understanding of our curriculum content.

We track carefully to ensure pupils are on track to reach the expectations of our curriculum. Senior leaders, Subject Leaders and Link Governors monitor the implementation of our curriculum regularly to ensure it meets our curriculum intent. They do this through, regular and frequent learning walks, lesson observations, book and learning scrutiny, pupil interviews, planning scrutiny and feedback from parents/carers. Work with colleagues across the Reach Trust group of schools enables us to develop and share best practice, alongside validating our judgements in all areas of the curriculum.

We share the impact of our curriculum informally with parents and carers through Class Dojo (our Learning Platform) and termly Celebrations of Learning where children share their books and any other learning with their families. Formal reporting happens through termly Parent/Teacher Meetings and through our annual reports which covers all aspects of the curriculum in July.

