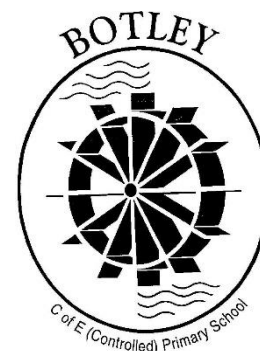


## The Curriculum at Botley C of E Primary School

At Botley Primary School our curriculum aims to inspire our children to see learning as a journey; a route to experiencing enjoyment and fulfilment. We want them to have a love of learning, feel passionate about discovering new knowledge and understanding and have real ownership of their outcomes.



Learning allows them to take control of their lives and to aspire to anything they set their mind to, developing and using all their skills and talents. We encourage children to share their learning with each other and their families and to learn from others. Everyone is an individual, who has different dreams and ambitions and we want to give our children the best start on their educational journey, feeling challenged but confident, being independent and valuing themselves. The curriculum supports the development of our school heart values of courage, respect and stewardship.

### Curriculum Intent

Our overall intent is that the school offers a broad and balanced curriculum model that provides the children with an ambitious body of knowledge, understanding and skills rather than just opportunities to gain information. Our curriculum supports the transfer of knowledge from children's short term memory to their long term memory, enabling successful learning<sup>i</sup>. Our children experience a wide-range of exciting, engaging and enriching experiences that are appropriate for our setting as we go beyond just the required breadth of the National Curriculum in order to promote better outcomes. Ultimately our children are highly engaged as they experience success within their learning<sup>ii</sup>. As cultural capital (the essential knowledge children need to be educated, successful citizens) is built through the provision of powerful background knowledge, it empowers our children to become informed and thoughtful members of our community<sup>iii</sup>. By ensuring that our children have a significant depth of knowledge, their cognitive load is reduced and therefore there is increased space for them to be increasingly creative and innovative.

### Curriculum Implementation

To support and achieve our intent we implement our curriculum through subject-specific content that is interlinked with the wider curriculum through Integrated Units of Learning. Where possible we integrate the individual subjects of the curriculum into units of work that engage the children and provide a clear context for their learning. Ensuring that the children enjoy their

learning is vitally important to us and this is ensured by carefully planning and designing cohesive, dynamic and purposeful units where links between subjects are made explicit. However, it is important that each subject remains distinct and important in its own right and therefore we also seek to make links within each subject that act to strengthen the children's subject understanding<sup>iv</sup>.



Each Integrated Unit of Learning, contains a hook to grab the attention and interest of the children and is driven by the outcome that will be undertaken at the culmination of the unit. This gives a clear and relevant reason for the learning that the children undertake.

Units focus on several curriculum subjects. Within each unit English is a lead subject of the topic and this focus, alongside the use of high quality driver texts, provides a vehicle to support development of the children's writing and reading skills. This gives the children many valuable opportunities to apply their learning in a range of contexts. Through these curriculum links, teachers are able to plan a pathway through learning where children can apply skills and knowledge in different contexts, can build on previous learning and prepare for future learning. There is variation in task design so that children can experience the curriculum at their age-related stage in a way that best suits their learning needs.

Each learning unit also seeks to encourage the use of visits and visitors as well as providing regular opportunities for parents to come in to school over the year to participate in and see unit outcomes.



Our units of learning are complimented by our Heart Values. We understand that these are essential areas that the children need to focus on in order to develop the necessary skills and abilities to flourish, not just in education, but more generally as they progress to secondary school and on into adulthood. The school's Heart Values are courage, respect and stewardship and fit with our Christian ethos as a Church of England school.



Every unit is carefully evaluated upon completion in order to identify where it has been successful and where it could be developed and improved further. This process includes feedback from the children as their view on their learning is of vital importance. Units are not just repeated on a regular basis but they will be altered and improved over time and will regularly be changed in order to keep the school's curriculum fresh and dynamic.

We believe it is important to focus upon developing children's vocabulary. This is undertaken through a tiered approach in which children learn language that is subject and topic specific. Teachers use their understanding of different pedagogical approaches to teach subjects in the most effective and appropriate way. In addition, they use assessment to ensure that there is responsive teaching that meets the individual needs of the learners<sup>v</sup>. Retrieval of previously learned content is frequent and regular so that our children store more knowledge and understanding in their long term memory<sup>vi</sup>.

Not all areas of the curriculum can always be integrated and, as such, every half term there will be some subjects that are delivered discretely. At times it is possible to contextualise discrete subjects within the integrated units to encourage increased interest from the children. Curriculum maps produced by our individual subject leaders are used to devise our Year Overviews that ensure we fulfil the requirements of the National Curriculum and that there is clear progression within each subject through the school.

Curriculum provision is at the heart of a school and its offer to the children. At Botley we continue to strive to ensure that our curriculum is not merely based upon ensuring children achieve highly at end of Key Stage assessment points. Rather, high outcomes for all children are based on an enjoyable, challenging and inspirational curriculum experience with exciting and stimulating learning opportunities throughout each child's time within the school.

### Curriculum Impact

The impact of our curriculum is that children are well prepared for the next stage of their educational journey, have a good level of understanding across the entirety of the subjects that are offered, are literate and numerate and have a passion for learning and a desire to continue to develop their understanding, knowledge and skills.



<sup>i</sup> Brown, Roediger, McDaniel (2014)

<sup>ii</sup> Willingham (2009)

<sup>iii</sup> Hirsh (2016) and Young (2008)

<sup>iv</sup> Meyer, Land (2003)

<sup>v</sup> William (2018)

<sup>vi</sup> Pyc, Rawson (2009)