

# Curriculum Overview

At John Ruskin Primary School



## Intent Statement

*How does our curriculum fit in with our aims and ethos?*

Our Curriculum is underpinned by our Commitment to Excellence and our core values: kindness, respect, honesty, fairness, wisdom, hope, courage and responsibility.

The aim of the John Ruskin Primary curriculum is to provide opportunities for children to develop as independent, self-assured, successful learners with high aspirations. Our curriculum encourages pupils to make a positive contribution to their community and the wider society. In order to promote learning, we put great focus on teaching our children to be reflective learners.

Based on the context of our school and the needs of our community, we have developed an exciting knowledge and skills rich curriculum that inspires and engages our learners. Through our curriculum, we intend to teach the key concepts within each specific subject progressively upon secure previous knowledge within a broadly context-based framework (i.e. through a topic, a theme or a key question). This will enable children to revisit and build upon the key concepts at an increasingly deeper level as they move through the school. In this way, children will have the opportunity to make increasingly complex connections in their learning across a range of contexts, resulting in rich and deep learning that is transferable. For us, a knowledge and skills rich curriculum is an entitlement for every child, regardless of background.

## Implementation

*How do we make our curriculum unique for our learners?*

We know that, in order for children to learn, there must be a lasting change in their knowledge and understanding; there must be an alteration to long term memory. Therefore, at John Ruskin Primary knowledge is carefully sequenced in each subject from Early Years through to year 6 to build upon prior knowledge so that new ideas can be integrated with existing knowledge.

The knowledge-rich curriculum we promote at JRS places powerful knowledge at the heart of the student's curriculum. The subject leads have carefully chosen and organised knowledge content in a coherent way, ensuring it builds from year to year. In this way, the knowledge in the curriculum is cumulative, constructing firm foundations from which children can build conceptual understanding and skills over time.

One of our priorities this year as a school, in order to aid our pupils' learning recovery, is the promotion of metacognition and self-regulation. This means that we aim to help our pupils to think about their own learning more explicitly and teach them specific strategies to help them plan, improve and evaluate their learning as well as to problem solve.

Educational research suggests that by 'learning to learn', it can have a significant positive impact upon a child's progress and attainment.

The teacher is integral to the development of younger pupils' metacognitive skills. For example, for primary pupils to become metacognitive, self-regulated learners, the teacher must:

- Set **clear learning objectives**.
- Demonstrate and **monitor pupils' metacognitive strategies**.

Continually *prompt and encourage* their pupils along the way.

One of the ways we aid our pupils' learning recovery, is through the promotion of metacognition and mindfulness. This means that we aim to help our pupils to think about their own learning more explicitly and teach them specific strategies to help them plan,

improve and evaluate their learning as well as to problem solve and become more resilient learners.

Each subject area has a subject intent, whole school policy, and an annual action plan which outlines development opportunities and clearly links with the school development plan.

## Impact

*How do we judge the success of our curriculum?*

The impact of the curriculum is monitored through triangulation of outcomes: pupil voice, test/data outcomes, planning, monitoring of books and displays, lesson observations, learning walks, discussions with teaching staff (Progress meetings) and parents. Pupils, parents and staff are consistently and regularly consulted about the curriculum and the impact that it makes. The desired outcomes of the curriculum will ensure that pupils are well rounded students, ready to embark on secondary school education. They will be equipped with the foundations and skills to achieve success in later education. Pupils will have an understanding of what they are good at and have developed skills to face their challenges.



## OUR CURRICULUM

