

## Curriculum

### Intent Implementation Impact Statement

#### Intent

We aim to provide a curriculum which is rich in awe and wonder and gives the children memorable and enjoyable experiences which ensure that they foster a lifelong love of learning. We recognise that all of our children are unique, and we work hard to ensure all children's individual needs are met so that they can reach their full potential.

Our intent is:

- To ensure our children achieve to the best of their abilities with fully inclusive classes following an adapted curriculum that meets statutory guidelines
- To ensure that the children are provided with a range of opportunities to experience and enhance success
- To ensure the school curriculum, quality of teaching and environment enables outstanding achievement and behaviour for learning
- To ensure that teaching is of high quality and progress can be tracked effectively so that the children can continue to make expected and better than expected progress
- To ensure we have a strong leadership in place to secure the strategic direction of the school and implementation of the vision

#### Implementation

Our curriculum meets the statutory requirements as set out in the National Curriculum.

Our children learn best when there is clear structure and routine in place. Children are given a clear breakdown of the lesson at the beginning e.g., circle, table, circle. Some lessons also follow a consistent lesson spine (PSHE, Computing etc.) to enable subjects to follow the same format across the different classes/key stages.

Within our Early Years Foundation Stage and Key Stage 1, the International Early Years Curriculum (IEYC) provides focused topics that are then developed and adapted in line with the children's interests.

Within Key Stage 2 we follow the International Primary Curriculum (IPC) for the following subjects:

- Science
- Geography
- History
- Art and design
- Design and technology

Our children in Lower Key stage 2 are provided with a curriculum offer that is taken from Milepost 1 (Key Stage 1) and our children in Upper Key Stage 2 follow a Lower Key Stage 2 curriculum. Each key stage has a two-year rolling programme in place, (a four-year programme within our specialist classes). The topics are delivered creatively with a multi-sensory approach which is enhanced through educational visits.

During our topic lessons the specific subject of each lesson is shared with the children during the introduction using an agreed symbol and definition. The subject work in their topic folders can be identified by looking at their learning objective slip, which will clearly state the subject focus for that activity.

Lessons that are not incorporated within the International Primary Curriculum are taught separately on a weekly basis. These are:

- Computing
- Personal Social Health Education (PSHE) including Relationship & Sex Education (RSE) during the Summer Term
- Religious Education (R.E)
- French
- Music
- Physical Education (P.E) (2 lessons for Key Stage 2/ 1 lesson when swimming)
- Swimming (All year for EYFS and 10-week blocks for Key Stages 1 & 2)

Our curriculum offer is shared with parents in a variety of ways which includes:

- Weekly class newsletters (available as paper copies and online)
- Topic overviews sent out at the start of each new topic
- Word Aware – an overview of the key language linked to new topics
- Class news, which is shared via Facebook, Twitter and on the school website

All assessment data is completed on a half termly basis. For the children in Reception, they use Cherry Gardens assessment and from Year 1 to Year 6 children assessed using iASEND.

### Impact

Our children access a full curriculum. They respond positively to learning opportunities.

Our children experience quality first teaching in all aspects of our curriculum. We have high expectations of children's learning and learning behaviour and the planning/delivery is highly differentiated to meet the individual needs of our children.

Our children develop their independence and their learning behaviour during their time in school to support them as they move forward in life. Our children leave us happy, secure and ready to continue the next steps of their learning journey.

The impact of the school curriculum is evaluated by SLT, middle leaders and subject leaders through data analysis, book scrutiny and lesson observations. This ensures that best practice is in place and that our children receive the best education and support we can give to them. The learning opportunities within the curriculum can be seen in the children's individual books, class floor books and the display boards around school.