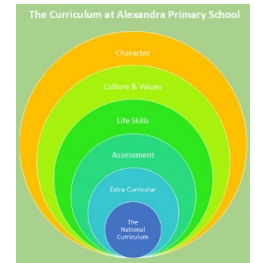




**Alexandra**  
Primary School

Aspire, Perform, Succeed

**Aspire, Perform, Succeed**



## Aspirational Curriculum Planning

When planning the curriculum at APS, we use a progression model. Building upon skills and knowledge year on year. We provide opportunities to develop learning in and out of school, to develop various life skills including promotion of critical thinking, the development of values and understanding more about children's community and culture leading to fostering of character and allow children's character to evolve. Our curriculum promotes the spiritual, moral, social, cultural and physical development of children and prepares them for the opportunities, responsibilities and expectations of later life.

## Intent

Our curriculum **intent** is to ensure we have a curriculum which is enjoyed by all; staff and children alike designed around our school aims:

We encourage all children to:

- **Aspire** to be successful learners who enjoy learning;
- **Perform** as well as they can, make progress and achieve and become confident individuals who are able to live safe and fulfilling lives;
- **Succeed** as responsible citizens who make a positive contribution to society.

By the end of Key stage 2, we aim for our learners to have developed the following values across all aspects of school including the curriculum:

- **Aspire:** Independence, Achievement, Ambition and Creativity
- **Perform:** Respect, Honesty, Confidence and Reflection
- **Succeed:** Resilience, Collaboration, Responsibility and Reliability

We would like to see children make connections between what they are learning across subjects and remember more, for children to be ready for the next stage in their education and their adult lives. We want children to feel that they are authors, Mathematicians, Scientists, Geographers, Musicians, Artists and Historians when they engage in different areas of the curriculum.

The leadership provided to subject leaders is key to this and to evaluate an effective education in which children achieve highly we look at the following.

- How the curriculum is rooted in knowledge and skills that children need in order to take advantage of opportunities, responsibilities and experiences of later life?
- What are the end points that the curriculum is building towards and what children need to know and be able to do to reach those end points?
- Is the curriculum planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points?
- Does the curriculum reflect the school's local context by addressing typical gaps in children's knowledge and skills? Does curriculum planning account for delays and gaps in learning that arise as a result of the pandemic?
- Is there high academic ambition for all children, and do we strive not to disadvantage children?

Cultural Capital is the essential knowledge that children need to be responsible citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

## **Implementation**

The **implementation** of this is via cross curricular links where appropriate, wow days to introduce a topic or concept, a range of texts to link English with our foundation subjects and links made across the curriculum and the wider curriculum such as Right Respecting School Award – UNICEF (RRSA) and Wellbeing. Our values are linked to each year group's curriculum and we acknowledge what we do to consolidate children's understanding of each value in school.

Staff plan in a collaborative way to ensure pace, challenge and consistency. Staff also share their varied expertise to support their colleagues in developing the quality of education for the children. This is achieved through peer learning, team teaching and Staff Continued Joint Practice Development opportunities.

Subject leaders and Year Group leaders have been involved in the review of the curriculum to ensure the progression of skills and knowledge is implemented across the school.

- Teachers have expert knowledge of the subjects that they teach. If there are identified gaps, staff have access to support and quality training opportunities to address gaps in their knowledge so that children are not disadvantaged by ineffective teaching.
- Teachers enable children to understand key concepts, presenting information clearly and encourage appropriate discussion.
- Teachers check children's' understanding regularly, effectively, and identify and correct misunderstandings swiftly.
- Teachers ensure that children embed key concepts in their long-term memory and apply them fluently.
- The curriculum is designed and delivered in a way that allows children to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and children can work towards clearly defined end points.
- Teachers use assessment to check children's' understanding in order to inform teaching, and to help children embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts
- Our approach to teaching remains rooted in evidence and the key elements of effective teaching. Teachers consider the most important knowledge or concepts children need to know and focus on these. Feedback, retrieval practice and assessment are prioritised. Teachers monitor children's' engagement and communicate effectively with parents and colleagues if there are concerns. More can be found from our Pedagogical Postcards.

## **Impact**

The **impact** we expect to see is primarily to raise standards across the school (applying their English and Maths skills to foundation subjects in the wider curriculum) and an increase in enjoyment for what the children are learning and understand the relevance of the learning now and in the future.

We will be continually evaluating the implementation of the curriculum for the impact. This is achieved through: pupil voice, subject standard reports, monitoring and evaluation activities such as book looks and pupil conferencing. Meetings with School Council and the RRSA

steering group will also allow pupil voice to feedback ideas about the curriculum and whether our intention has been met.

### **Curriculum indicators and flexibility**

Our Curriculum planning is sequenced to ensure that components of knowledge lead to conceptual understanding with opportunities for children to practise what they know or learn, so that children can deepen their understanding in a subject. There is layering of knowledge and concepts so that children make progress in the curriculum from their starting points. Quality of education can be judged in a number of ways:

- Senior leaders need to be able to discuss curriculum intent
- Subject leads / teachers need to be able to articulate the implementation strategies and talk about how they take ownership of the areas they lead, how they are held to account
- The children will be asked about implementation and impact through their books and questioning
- Governors need to be able to articulate curriculum intent and how they know through impact

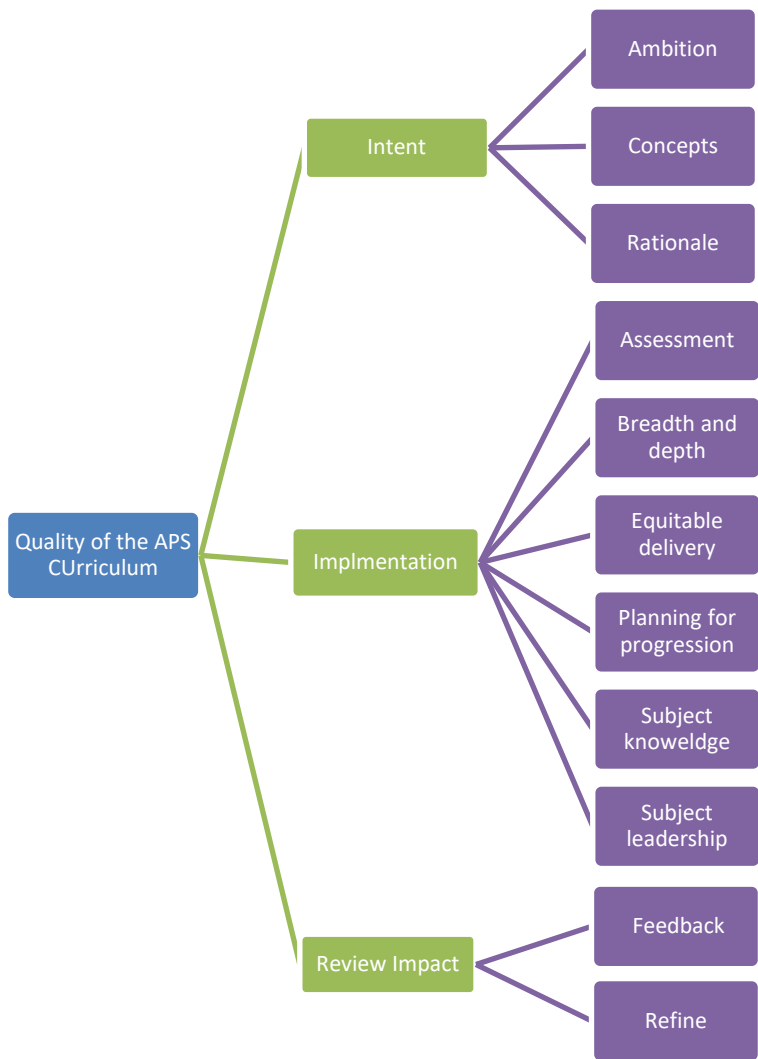
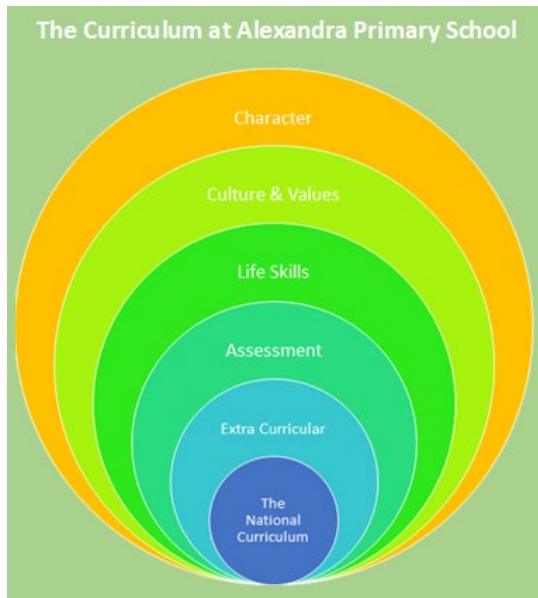
Curriculum Indicators that could be examined as part of a subject deep dive:

- For intent, is the curriculum ambitious, have the National Curriculum aims and objectives have been planned and adapted for our cohort of children?
- For implementation, indicators could be subject leadership, subject knowledge, curriculum planning, equitable delivery, depth and coverage and progression model
- For impact, do children successfully learn the curriculum and is there equality for children?

Subject leaders will consider the following:

- Overview of their subject
- How we build children's memory?
- Progression of skills
- Progression of knowledge
- How we assess and how we know?
- What does the average child achieve in their subject?
- What opportunities are created for pupil premium children?
- What do SEND children achieve in their subject?
- What training opportunities have there been?
- What CPD has the subject leader led?
- How will you identify and tackle gaps in learning?

# The Quality of Education



# Quality of Education

- The schools's context
- The school's curriculum focusing on how leaders **ensure** and **assure** a quality curriculum in each subject

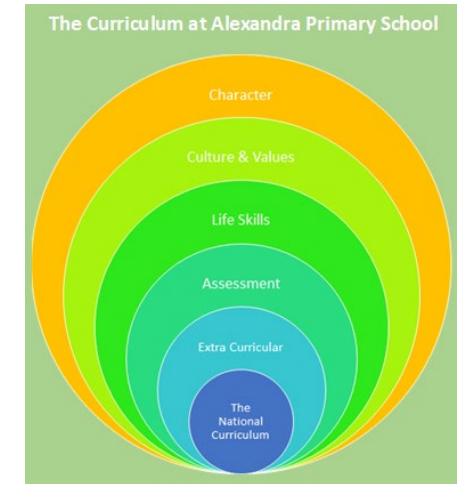
## Pre Insepction

Introductory conversation with school leaders on.

- ✓ the School's context
- ✓ the progress since the last inspection
- ✓ current curriculum strengths and how it supports children to learn
- ✓ pupil's attitudes and personal development

## Curriculum Deep Dive

- Senior Leaders - curriculum intent, understanding of implementation and impact
- Curriculum Leaders - long and medium term planning, rationale for content choices and sequencing.
- Lesson visits - evaluate where a lesson sits in a sequence, leaders' / teachers' understanding of this
- Work scrutinies of pupils in observed classes, where possible, jointly with teachers / leaders
- Teachers - Understand how the curriculum informs their choices about content and sequencing to support effective learning
- Pupils - from observed lessons, discussions with groups of children - how well do they build knoweldge and recall learning



- Connecting the evidence to reach a judgement
- Forming a view of Quality of Education

Bringing evidence together

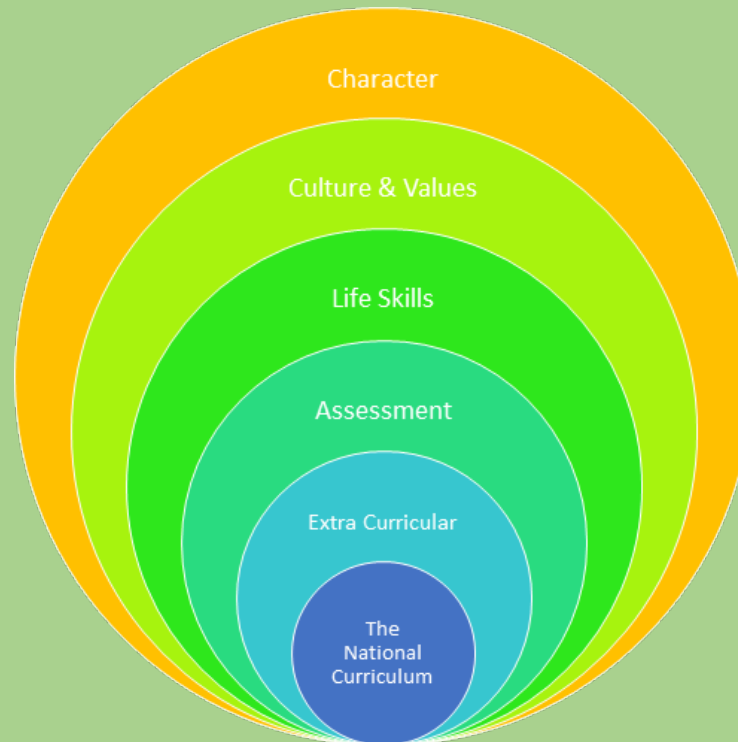
## The Curriculum at Alexandra Primary School

The curriculum that we have devised at APS is broad, balanced and ambitious. We have thought about how children learn and the personal development of learners, considered the knowledge, understanding and skills children need to learn and use. We have developed a curriculum that also reflects our community. The school's curriculum promotes the Spiritual, Moral, Social and Cultural (SMSC) and physical development of pupils at the school and of society and prepares pupils for the opportunities, responsibilities and expectations of later life.

### Aspirations for our curriculum

- To be ambitious
- To develop concentration
- To be motivated to learn
- To develop application
- To deepen general knowledge
- To develop knowledge, skills and understanding
- To rehearse and recall
- To develop imagination
- To sequence events, talk about events and books, character emotions and own emotional responses
- To develop vocabulary, reading comprehension, verbal fluency and spelling.
- To develop self confidence

### The Curriculum at Alexandra Primary School



### Aspirations for our curriculum

#### Children's Culture and Values:

- Personal beliefs and values
- Personal safety
- Importance of home environment
- Kindness
- Personal responsibility
- Mindfulness
- Gratitude

#### To develop children's Character Build resilience by knowing about

- Vision- purpose and goals
- Composure – being able to regulate emotions, interpret body language and remain calm and in control
- Reasoning – being able to problem solve, being resourceful, to anticipate and plan
- Health – good nutrition, importance of sleep and regular exercise
- Tenacity – persistence, realistic optimism
- Collaboration – support networks, manage perceptions

So that when children leave us and move on to the next stage of their education, they are confident individuals, who are emotionally literate who can engage with others, to explain their thoughts and opinions, work collaboratively, creatively, are able to solve problems and interact to find their place in the world around them. Children will have developed the qualities distinctive to them as an individual as well – we call this 'character' and contributes to educating the whole child.

# The Curriculum at Alexandra Primary School

Our values underpin our school aims and can be demonstrated and developed further as part of many planned curriculum activities.

Children at Alexandra **aspire** to be successful learners who enjoy learning.

Children at Alexandra **perform** as well as they can. To achieve to the best of their ability.

Children at Alexandra **succeed** as responsible citizens who make a positive contribution to society.

## Aspire

**Independence** - Alexandra children, staff, parents & carers work together to build independence. Learning to support yourself is fundamental for any success you ever hope to achieve. Children also feel self-worth whenever they get to accomplish things on their own. We become more confident in facing challenges, which is important in preparing children for life outside of Alexandra.

**Achievement** - Alexandra children, staff, parents & carers know what they want to achieve and how to achieve it. We do not give up when things are difficult and show determination to find a solution to a problem if we face any difficulties. We demonstrate our achievements in a variety of ways such as: academically, or through our creative talents and through our social skills and friendships.

**Ambition** - Alexandra children, staff, parents and carers embrace challenge and set high expectations for themselves. Children recognise how their school learning can help them to achieve their goals in life and the wider world.

**Creativity** - Alexandra children, staff, parents & carers think carefully to find solutions to the problems they may encounter. We express ourselves in many ways and are not afraid to be unique or individual in our acts or thoughts. We celebrate our talents and work hard to develop these. We appreciate and are inspired by the imagination and creativity of others and seek to encourage this.

## Perform

**Respect** - Alexandra children, staff, parents & carers endeavour to work and play with everyone within their community and show respect for every group and individual, the school environment and themselves. We demonstrate self-respect and believe that everyone should be treated fairly and equally and with compassion.

**Honesty** - Alexandra children, staff, parents & children learn that honesty is to say what we think and is telling what really happened. Honesty is telling the truth. When we feel honest, we feel clear on the inside. There are no contradictions in thoughts, words and actions. We learn that honesty is having a clear conscience and that being honest brings trust.

**Confidence** - Alexandra children, staff, parents and carers are enthusiastic and articulate about their learning and their school community. Children know they can say how they feel and know how to communicate their thoughts and feelings. If we teach children to be articulate then they can develop their skills and consequently, become more confident.

**Reflection** - Alexandra children, staff, parents & carers demonstrate the value of reflection, which is thinking carefully about our learning and actions. We get to know our own strengths and weaknesses and may have quiet time with ourselves and others. This in turn, will allow us to build on our past experiences of learning to make future learning experiences even better.

## Succeed

**Resilience** - Alexandra children, staff, parents & carers "bounce back" from setbacks. We show resilience and perseverance as we try to achieve our goals. We understand the need to work hard. We are not afraid to take risks and take on-board advice that is given to us to help us in our continual development.

**Collaboration** - Alexandra children, staff, parents & carers endeavour to work and play with everyone. We believe in the power of teamwork – cooperating and collaborating. Working together equates to success for all. We show tolerance and understanding for every group and individual and people's different beliefs and ways of life. We have an understanding of good manners and demonstrate these always.

**Responsibility** - Alexandra children, staff, parents & carers learn that responsibility is doing your share. We carry out our duties with integrity. We accept what is required and carry out the task to the best of our ability. We know that responsibility lies at home, school and in our world. We know that along with rights there are responsibilities.

**Reliable** - Alexandra children, staff, parents & carers learn that if you are trustworthy you can be relied on to do the right thing. We learn that trust is not giving in to temptations or wants. We learn that trusting people is part of everyday life. We know that being reliable will allow us to succeed in life at school and beyond.

**Values underpinning all that we do.**



## How do we know that our curriculum is having the desired impact?

### Indicators for teachers

- Staff become more knowledgeable having higher levels of confidence in delivering all areas of the curriculum.
- Staff can provide senior leaders and subject leads feedback about what is working well.
- Are acutely aware of how children are progressing and coping with the taught content.
- Teach consistently well; applying sound pedagogical practices in all lessons.
- Plan coherent learning journeys, using knowledge organisers to identify key learning and pupil's interest
- AfL is used to identify gaps in learning and misconceptions are quickly address. AfL informs planning including challenge to deepen understanding.
- Seek support from subject leads when they are less confident.
- Regular curriculum review of intent, implementation and impact can be seen through improved children's progress, their conversations about their learning and assessment outcomes.
- Wellbeing is a focus linked to schools' Whole Happy Heathy strategy.

### Indicators from the Children

- Children can talk with confidence about what they have learned, using correct terminology / vocabulary.
- Are enthused and interested in a wide range of curriculum areas and confidently talk about the specific characteristics of subjects and the ideas associated with them.
- They can explain the work they produce and describe why it important to develop their understanding, knowledge and apply their skills.
- Demonstrate good learning behaviours in all lessons showing engagement in their learning.
- Are able to explain how their learning within a subject builds on previous learning.
- Are able to make thoughtful 'Learning links' between subjects.
- Regardless of a child's starting point, or any additional needs they may have. All children access, enjoy and make progress within the curriculum.
- Children demonstrate characteristics of respect, compassion, are responsible and active members of our community, ready for their next stage in education.
- School values are applied consistently.

### Indicators from Children's work

- Children demonstrates that they take pride in their work.
- Children show the same effort across the curriculum – quality of work is high.
- Their work demonstrates an understanding of key concepts, skill application and builds upon prior learning.
- Children's work shows progress from their starting point, informs the child as to how well they are doing and how they are meeting expectations.
- Shows that a coherent teaching sequence has taken place within each unit of work. Each lesson building upon the next, recaps and consolidates prior learning as necessary.
- Children use enhanced vocabulary to articulate their ideas both verbally and through their written work.

So that when children leave us and move on to the next stage of their education, they are confident individuals, who are emotionally literate who can engage with others, to explain their thoughts and opinions, work collaboratively, creatively, are able to solve problems and interact to find their place in the world around them.

Children will have developed the qualities distinctive to them as an individual as well – we call this 'character' and contributes to educating the whole child.



# The Curriculum at Alexandra Primary School

## How do we know that our curriculum is having the desired impact?

### Indicators for Governors

- Give us positive feedback about pupil engagement and behaviour in lessons.
- Comment on the high-quality work that they see
- Report that leaders are clear about strengths and weaknesses, and have clear plans to address areas for development
- Identified gaps between groups, particularly vulnerable and disadvantaged are closing.
- Subject leaders can articulate their vision for their subject, their action plans and can communicate the current position
- Through Governor visits, challenge and support is provided to the school.
- Outcomes demonstrate that standards are improving
- Training opportunities show curriculum development leading to improved subject knowledge

### Indicators from Parents and Carers

- Positive feedback is provided through surveys regarding the curriculum and children's wellbeing
- Annual report feedback form from parents about their child's attainment and progress
- Attitudes survey from children
- Through the information provided by school; parents engage in meaningful conversations regarding the curriculum, pupil progress and pastoral support that school provides
- Examples shared of when children have been enthused by the curriculum for example when children have been talking about learning at home, or carrying out their own research because of their interest or working with a parent on homework tasks – see APS Allstars
- Welcome booklets, videos and events communicate our vision, values and ethos
- Regular communication through Year Group Leader email accounts provides feedback and ongoing dialogue
- Weekly learning overviews provide curriculum information for parents to support with learning

### Indicators from Visitors

- Visitors provide positive feedback about pupil engagement, pupil behaviour in lessons, workshops and our positive ethos
- Visitors comment on the high-quality work, enthusiasm and resilience that they see
- Visitors recognise that leaders are clear about our strengths and areas for development, and have clear plans to address
- Frequent request from people in the local community to volunteer at APS
- Thank you cards from visitors
- Community engagement reflects our curriculum priorities
- Local secondary schools links for curriculum development and enrichment opportunities.
- Professional development regarding the primary curriculum sought by local SCITT

Our child centered ethos, along with our strong sense of community, are at the heart of everything that we do. Within our curriculum we strive to provide opportunities and give the best we can possibly give so that the children demonstrate our vision and values in everything that they do. We recognise the challenges that have been endured over the past 18 months and our mission for our curriculum is to **reflect, re-engage, re-inspire, re-imagine**.



### What does success look like at APS?



#### Successful learners at APS:

- Are fluent and effective readers who have a rich vocabulary and enjoy reading for pleasure
- Have secure basic skills in reading, writing and fluent with number and confident with reasoning and problem solving
- Develop a deep understanding across a range of subjects that prepares them for future learning beyond our school
- Understand how to show, develop and gain respect and be compassionate to others through their actions
- Can communicate articulately in a range of situations, can confidently speak and engage with others in a range of contexts
- Demonstrate creativity, have a belief that they can achieve what they set out to in their own way

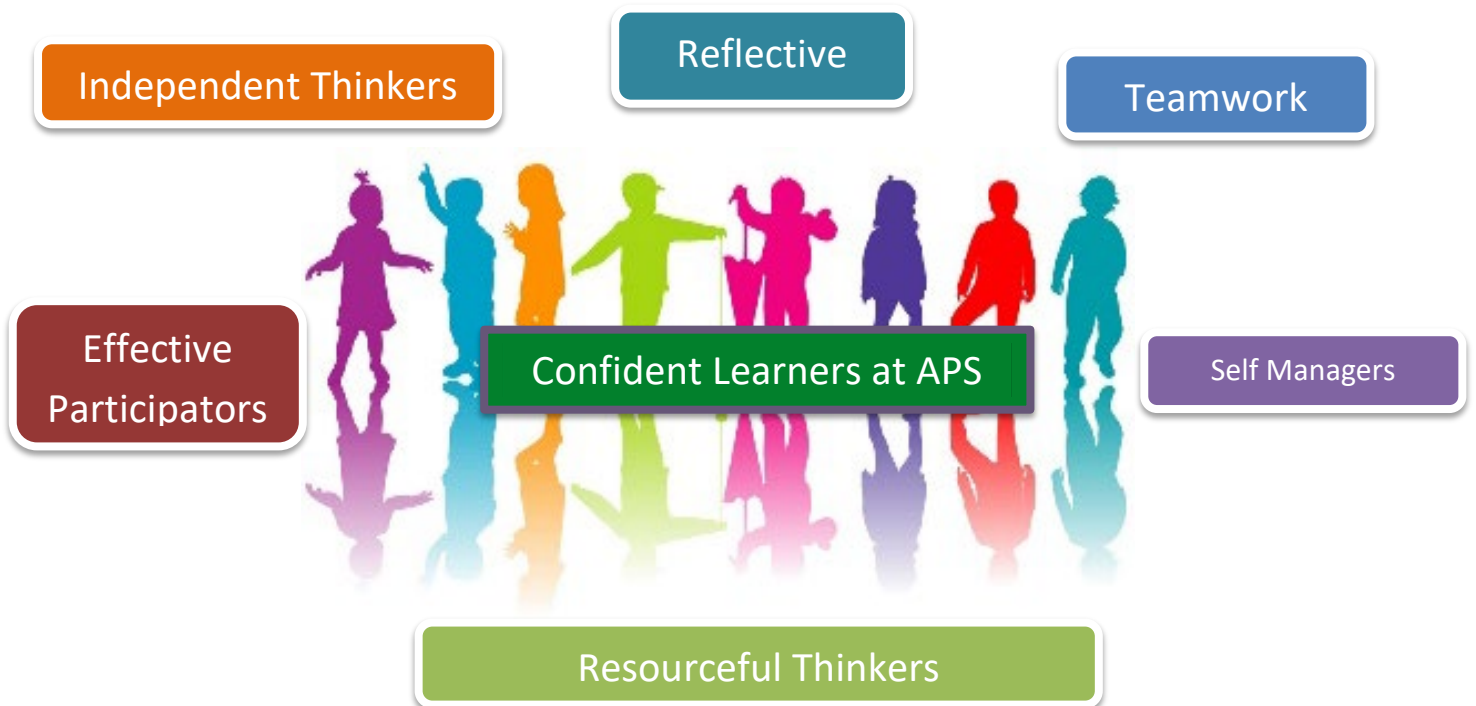
## What does being a Responsible Citizen look like at APS?



### Responsible Citizens at APS:

- Have empathy for others and those around them
- Are aware of the world around them, the wider world and a sense of their own role as citizen
- Actively participate in the community locally and more globally
- Are committed to justice, participate democratically and take understand consequences of their actions.
- Respect and value diversity and equality
- Understand their responsibility to the Environment and act accordingly

## What do Confident Learners look like?



### Confident Learners at APS:

- Reflect upon their learning, learning lessons where applicable, evaluating their strengths and seeking to make progress in other areas
- Work confidently with others, adapting to different contexts and taking responsibility for their own role
- Organise and manage their time, identify their priorities and complete tasks
- Think creatively by exploring ideas and making connections across subjects
- Participate in school life, develop speaking and listening skills to engage confidently in a range of contexts
- Develop independent thinking skills linked to gathering information, processing and evaluating information

## What does emotional resilience look like?



Emotional Resilience is seen at APS when children:

- Have a set of values to guide the choices that they make in life
- Understand their own beliefs system and respect those of others
- Understand the benefits of keeping active and keep fit mentally and physically
- Know how to make healthy lifestyle choices
- Know how to make and maintain friendships and how to resolve difficulties when they arise, an awareness of their own emotions and self-regulation.
- Know the importance of wellbeing and how to develop strong mental health including when to ask for help and being resilient – the ability to cover and try again.