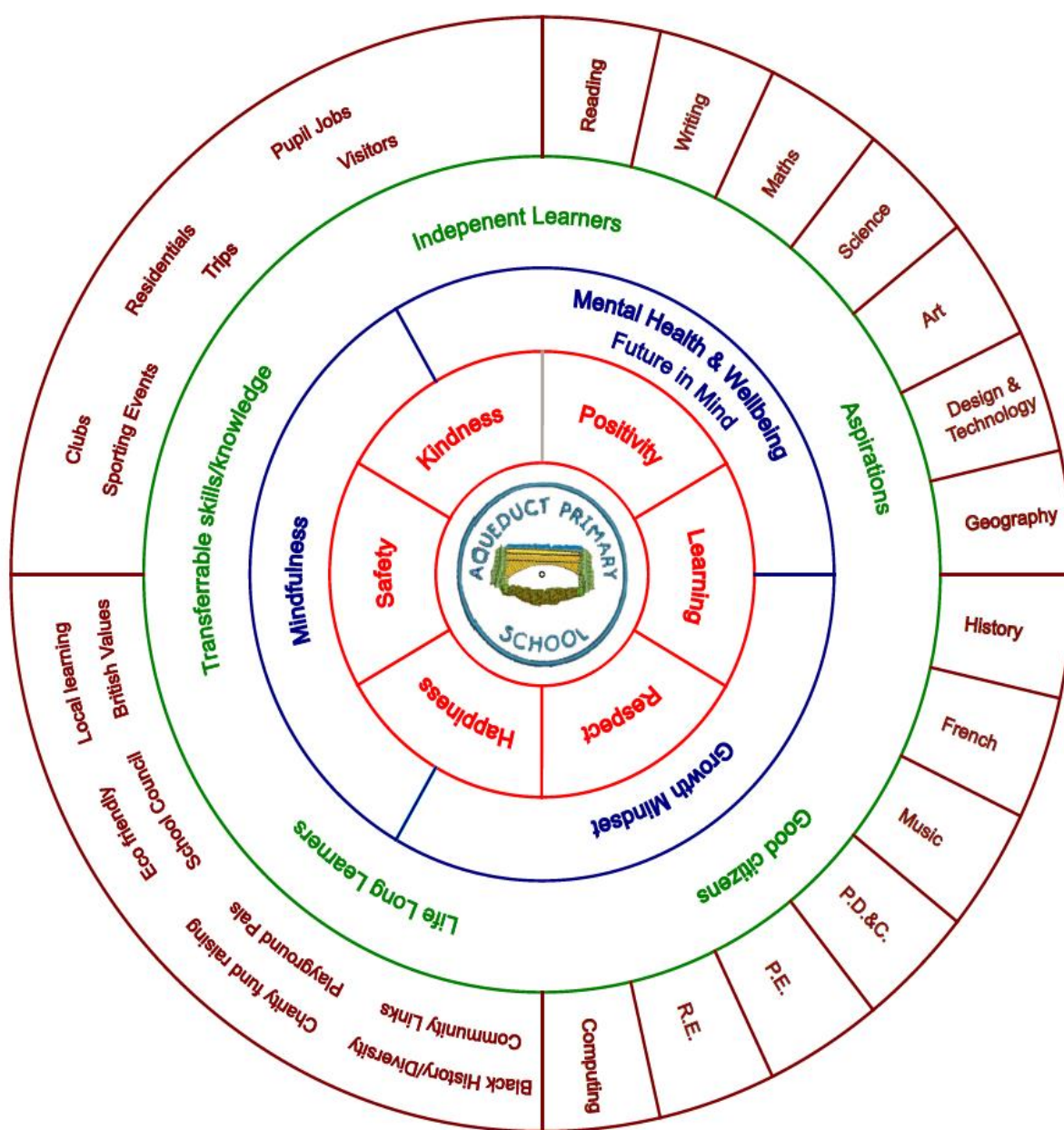


Curriculum 2022

Please also see the following Policies:

- English Policy
- Phonic Policy
- Maths Policy
- Foundation Subject Policy
- Early Year Foundation Stage Policy
- Collective Worship Policy
- Relationship and Sex Education Policy
- Science Policy

All found on the school web-site: Aqueduct Primary School



The aim of Aqueduct's curriculum is to offer exciting learning opportunities. For every child to be able to develop and grow within a range of stimulating, challenging and nurturing experiences. We want children to evolve as learners that want to learn more, even beyond the school gates.

The curriculum is driven by our six half-termly values: learning, respect, safety, happiness, kindness, and positivity, which were chosen by children, parents, governors and staff. It encourages our children to be confident, independent learners who are resourceful, think for themselves and harness a strong sense of what's right and wrong; and resilient learners who persevere when faced with challenge, who are not afraid to take risks and are actively involved in their learning due to a desire to achieve their highest potential. By teaching our children these lifelong skills, we are preparing them for their next steps in education and beyond.

To achieve this the curriculum is constantly under development, building on what works well. All subject leaders drive and develop their own subject, ensuring all staff receive on-going training, keep up-to-date and regularly monitor the impact on children's inspiration, learning, progress and enjoyment. This year, subject leaders are refining the learning across the year groups so that prior knowledge is constantly retrieved and built on.

INTENT

At Aqueduct Primary School, we are committed to providing a curriculum which is broad and balanced and provides our pupils with opportunities to gain essential knowledge, skills and understanding. We intend that all children should enjoy their learning, achieve their potential, and become independent life-long learners. We will aim high, striving for every child to achieve more than they thought possible. Our curriculum will nurture curious minds, stretch the imagination, and provide opportunities for every child to discover their particular talents. We believe that education should take place in a fully inclusive environment with equal opportunities for all where children feel safe to try new things.

Curriculum Aims:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards the cumulative acquisition of knowledge and skills for future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and the ability to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.



- Promote fundamental British values.
- Support pupils' physical development and responsibility for their own health and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- For all pupils to make the best possible progress and to achieve the highest possible attainment.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide children with an inspiring and enquiry-based curriculum to promote creativity and a thirst for learning.
- Prepare all pupils for their next stage in education

A broad and balanced curriculum is not just the timetabled subjects; it is every student's full experience of school. This encompasses the 'hidden curriculum', such as: extracurricular activities, trips, how to behave, how to have tolerance of others and good mental health.

The curriculum also includes experiences of 'cultural capital', which can be described as children being given an awareness of the world around them, this includes Social, Moral, Spiritual and Cultural experiences and knowledge of democracy and the rule of law.

We also understand that having a wide vocabulary and good reading skills are crucial for our children to be able to access all aspects of the curriculum. We believe that all children, regardless of their background, should have access to a wide, exciting, and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.

IMPLEMENTATION

Our curriculum design has been created through a culture of collaboration amongst staff, children, parents, and governors, where we are constantly identifying and sharing our best practice to allow for continuous growth and collective ownership of teaching and learning throughout the primary age range.

The curriculum is mapped out for the year for each year group from Reception to Year 6 (please see the curriculum maps below to see an overview of these topics). Each half term, teaching and learning is delivered through a theme, creating a cross-curricular approach where subjects, wherever possible, are linked together; nevertheless, key knowledge and skills of the individual subjects are not overlooked and have been carefully planned by teachers to create schemes of work. This planning ensures coverage and progression across the key stages and is monitored by subject leaders.

We also ensure that planning is based around a meaningful context, providing children with first-hand experiences wherever possible and building

on prior knowledge. For this reason, we make excellent use of residential visits and class visits linked to our curriculum themes. We are proud of our Primary Science Quality Mark (PSQM) valid 2021-2024 and our Sainsbury's Gold P.E. award. We are currently aiming to achieve an award in Mental Health and Wellbeing. Our next plan is to commit to achieving an award in The Arts as we feel awards show our commitment to the development of the scientific, technological, artistic, creative, and sporting talents of our children, enabling them to achieve their potential in all aspects of their lives. We place a strong emphasis on reading as we recognise that this is the key to unlock all other learning and underpins the rest of the curriculum.

IMPACT

We use triangulated monitoring throughout the year to gauge the impact of the curriculum design. Subject leaders monitor their subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development. Our whole school team strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps. We don't confuse coverage with progress when assessing as learning is measured through careful analysis of the application of skills across the curriculum; showing how knowledge is enhanced dramatically by expectations to evidence quality thinking and demonstrate individual understanding. As a diverse and multi-cultural school community, we believe our children possess unique talents, skills and qualities. As such, they have the right to succeed, the right to recognise their own greatness and the right to develop who they are in a respectful and nurturing environment. Our school ethos is firmly rooted in our values with a love of learning being the foundation of everything we do, so that we really are '*building tomorrow and leading the way...*'

HOW IS THE CURRICULUM TAUGHT?

Aqueduct operates as a one and a half form entry, resulting in some classes being mixed aged groups. Our planning is structured over a two-year cycle to ensure all children receive a broad, balanced and exciting curriculum that meets the requirements set out by the National and EYFS curriculum.

Each half or full term, our curriculum will be based on a theme. There will be opportunities for all children to have an input into the curriculum as well as to have first-hand experiences through educational visits and practical activities. Each week children will bring home details of their homework, which will link to the Theme and to their current learning. This means parents will be able to talk to them about their learning at home.

ASSESSMENT

Children are assessed on their work as part of their daily activity in the classroom. This includes responding to the teacher's marking and opportunities to be involved in peer and self-assessment. Teachers are consistently able to describe the progress that the children in the class are making.

In addition to this kind of continuous teacher assessment, there is also a more formal assessment that schools are required to carry out as part of the National Curriculum. This comes at the end of Year 1 (when a child is 5 or 6), and they complete the Phonic Screening Test in June; in Year 2, at the end of Key Stage One (when a child is in Year Two); and at the end of Key Stage Two (when a child is in Year Six). At these times, assessments will be made on children's progress in English and Mathematics through assessments made by the teacher and by Standard Assessment Tasks taken by the children in the Summer Term. The results of these assessments are shared with parents.



Building tomorrow, leading the way...