

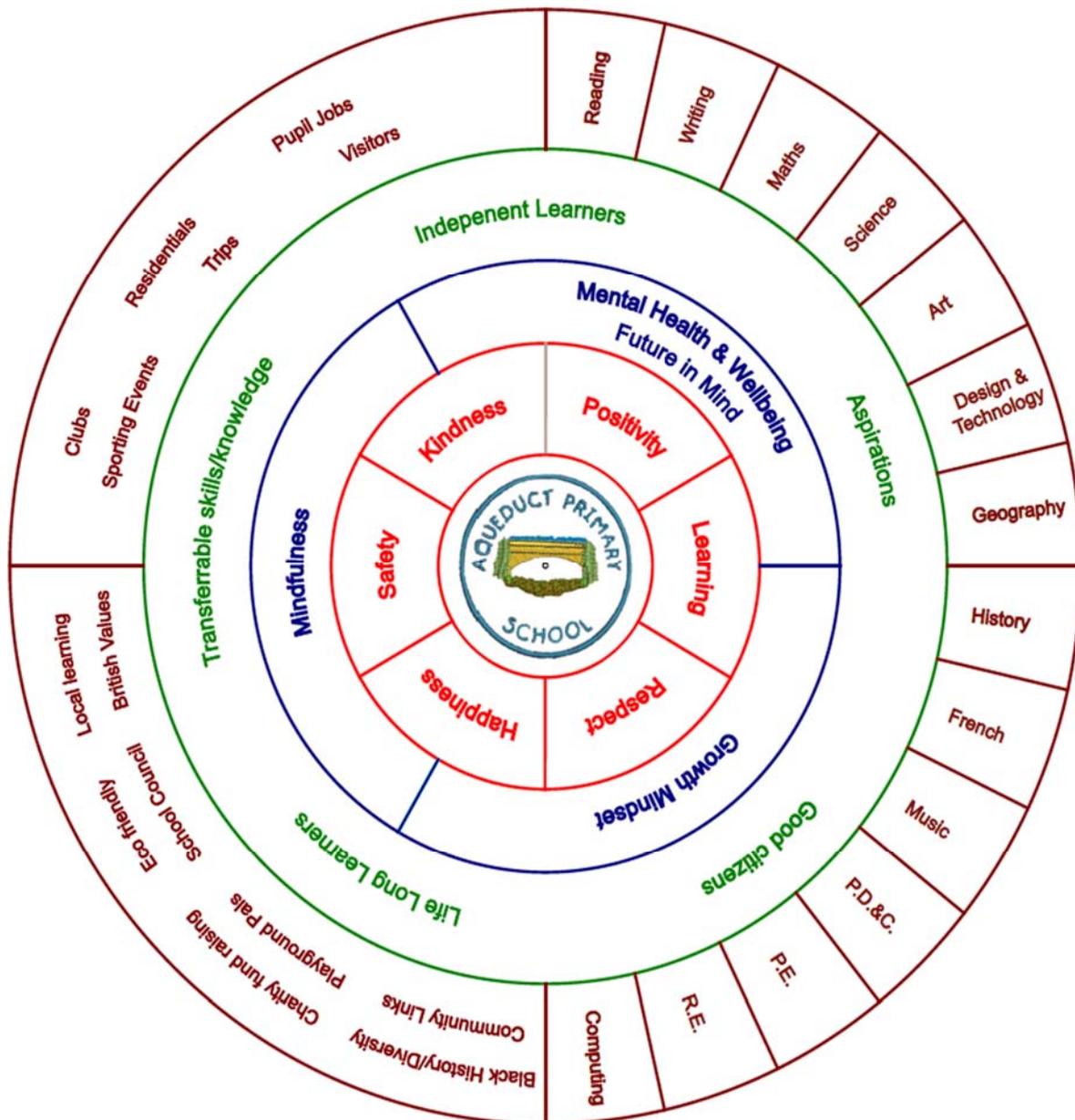
## Curriculum Statement

Please also refer to the following Policies:

- English Policy
- Phonic Policy
- Maths 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](http://www.aqueductprimaryschool.co.uk)



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. We feel these values encourage 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

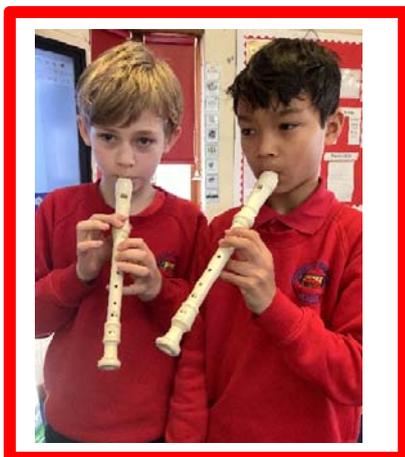
To achieve this the curriculum is constantly under development, building on what works well. All subject leaders drive and develop their own subject, ensuring all staff receive on-going training, keep up-to-date and regularly monitor the impact on children's inspiration, learning, progress and enjoyment. 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 individual 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.

At Aqueduct, children learn by connecting new knowledge with existing knowledge. We want our pupils to link the learning, taken from the National Curriculum, from one year group to the next, from EYFS through to Y6. Children develop fluency (substantive knowledge) and apply their knowledge as skills (disciplinary knowledge).



## 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.

## Special Educational Needs / Disability (SEND)

To ensure that all children achieve their full potential, arrangements are made for children with special educational needs across the whole range of abilities to be supported, both in the classroom and in intervention groups. Our Special Educational Needs policy and practice are in line with the 'SEND Code of Practice (2015)' and is regularly reviewed in the light of national changes to SEND legislation. The school publishes information for parents about what it can offer pupils with Special Educational Needs on the school website.

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.

We set high expectations for achievement to ensure that children will leave Aqueduct reaching age-related expectations and being 'secondary ready'.

## IMPLEMENTATION

Our curriculum design has been created through a culture of collaboration amongst staff, children, parents, and governors. Together, 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.



Using our whole school curriculum maps as a starting point, we develop our medium-term and short-term planning to ensure we have coherent coverage of key knowledge, skills and concepts and clear progression routes over a sequence of lessons. This allows for prior learning to be systematically built upon and key knowledge to be revisited. For each subject, planning is supported by the progression of knowledge and skills so that lessons give children the opportunity to use and apply the knowledge and skills they are developing so that they know more and understand more. Curriculum planning is supported by identified quality texts, which are selected to stimulate children's interests, to give a context for the learning and to make meaningful cross-curricular links to ensure the knowledge is transferable. This planning ensures coverage and progression across the key stages and is monitored by subject leaders.

We consider it vital to provide our 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. Wherever possible the experiences planned take place at the beginning of a unit of learning so that children are motivated and inspired to learn more. We are proud of our Primary Science Quality Mark (PSQM) valid 2021-2024 and our Sainsbury's Gold P.E. award. We also gained the Silver 'Carnegie Award in Mental Health and Wellbeing in 2022.

## 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, there is a central theme. This could be linked to a text or to a specific subject such as History or Science. Not all subjects will link to this as our curriculum holds each subject in its own right. There will be opportunities for all children to have first-hand experiences through educational visits and practical activities. Each week, children will be provided with access to their homework, which will link 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 'live' 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.

### Curriculum Monitoring and Review

Evaluation is essential for the planning and development of the curriculum. The Headteacher and Senior Leadership Team are responsible for the overall school curriculum. The subject leaders monitor lesson plans, moderate pupil work, conduct learning walks to support their self-evaluation of their subject, provide training, support to colleagues and to identify next steps for improvement.



Our Governing body is responsible for monitoring the way the school curriculum is implemented. Delegated governors for specific subjects liaise with the subject leader to monitor their identified actions and impact of these on the quality of learning, teaching and provision in the subject. Termly committee meetings take place so that governors can monitor and review the school curriculum.

