

CURRICULUM INTENT STATEMENT

Our intent is that all children should leave Key Stage 2 academically prepared for the challenges of Key Stage 3, as well as being intellectually, socially and emotionally equipped for adolescence and indeed adulthood in 21st century Britain. Our school regards its educational remit in the broadest terms, a notion that is reflected in the curriculum design.

To meet these stated aims, our curriculum hinges around the development within our pupils of metacognition (a built-in process of planning, monitoring and evaluation) transferrable problem-solving skills (the formation of generalisations that can be applied across contexts) and the capacity to apply 'soft skills' in wide-ranging ways. In addition to the development of mastery learning across the academic subject areas, our curriculum seeks to secure the acquisition of life skills and knowledge to ensure that the foundations are laid for a sound understanding of issues relating to personal safety, physical health, domesticity and money matters.

Our curriculum is broad, balanced and relevant to the inherent characteristics of the community we serve. Our community is rooted in a region with a rich and proud history of innovation and enterprise; our curriculum reflects and responds to this local heritage. The delivery of the curriculum is enriched through the provision of experiences – drawing often on the wealth of opportunities presented by the Dudley Borough - that pupils may not otherwise have access to. With the challenges of the 21st century and the arrival of the Fourth Industrial Revolution in mind during its inception, the curriculum has a coherent focus and a clear purpose, acknowledging the need to instil in our pupils a resilient and tenacious approach to learning – in short a growth mindset.

The National Curriculum marks the academic end-points that pupils work towards in each key stage and defines the knowledge and skills developed as children progress through the school. The macro-conceptual themes of **communication**, **culture** and **story** run through the curriculum as a golden thread, highlighting the emphasis placed on reading, language development and diversity of thinking in our school. Learning is carefully sequenced to ensure that knowledge is gained and then built upon, whilst understanding of broad threshold concepts is developed across a range of subject areas, enhancing pupils' grasp of the individual subject content and facilitating the development of meaningful links across the curriculum.

A 'faculty teams' model ensures that all teaching staff share in the responsibility for the development and implementation of our curriculum. Faculty Team Leaders, who ensure that all subject leaders understand the intent of the curriculum at large, report to the Curriculum Coordinator (Deputy Head Teacher), who has overall responsibility for curriculum. The Curriculum Coordinator, in turn, reports to the Headteacher who has overall responsibility for ensuring that curriculum consistently uphold the school's values and vision with regards to the development of the whole-child through a holistic approach to primary education.

Other than NQTs, every class teacher is a subject leader and appreciates the importance of secure subject knowledge in the delivery of a curriculum intended to cater for the individual interests, motivations and talents of all pupils. Subject leaders are supported to become expert in their subject and to provide colleagues with the knowledge and access to resources that they require in order to ensure the highest standards in terms of the delivery of our curriculum offer. Long and medium-term planning is in place for all subjects and short-term teacher planning is monitored routinely by subject leaders in line with a clear Teaching and Learning Policy, which outlines the expectations for staff.