

# Curriculum Statement



## Aim

At Springfield we aim to create a learning community that is both safe and supportive in an environment of mutual respect. The quality of education will be of the highest standard in order to secure the best outcomes for all our children.

## Vision

We want every child to achieve their full potential in every way and leave Springfield fully prepared for the next stage of their life.

## Ethos

Our children feel safe and secure to learn. We have created a listening culture which enables children to develop self-respect and self-determination. We challenge children to recognise and meet their full potential and be aspirational. We provide a creative curriculum that is individual to our children, celebrating diversity and inclusivity. We work positively in partnership with our families to ensure we are 'achieving together' in all aspects of life.

## Curriculum Intent

As a school dedicated to Trauma Informed practice, we at Springfield Primary school pride ourselves on the strong personal and social connections and mutual respect of our staff and students. Children at Springfield have excellent attitudes to learning and are encouraged to recognise and develop their own strengths. They are resilient and possess the necessary attributes that they need when they face challenges and are supported to achieve their full potential.

Our Curriculum is designed to develop the appropriate subject specific knowledge, skills and vocabulary as set out in the Government guidelines for the Early Years foundation stage, Key stage 1 and Key stage 2 curriculums. The curriculum at Springfield Primary School has been designed to reflect the unique and diverse population of the school and acknowledges the wide variety of experiences and prior knowledge that our pupils arrive with. It is a broad and balanced curriculum that enriches the lives of its pupils, but with a clear focus on English and Maths.

Our curriculum is intended to:

- Be coherent, well-sequenced, building upon skills and knowledge;
- Aspire and enable pupils to achieve their full potential, whatever their starting points;
- Show children what the local area has to offer in terms of learning more about the world around them, with carefully selected visits and visitors which are planned to enhance curriculum learning.
- Develop the skills and personal qualities to leave Springfield fully prepared for their next stage of their life wherever in the world that may take them.

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## Curriculum Implementation

At Springfield Primary, we use the National curriculum alongside specific year group topics to allow our children to gain the necessary knowledge and skills to succeed. The curriculum for each year group is designed to ensure coverage and progression across subject areas building upon the starting points gained within the Early Years foundation stage.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build upon prior learning and provide opportunities for guided and independent practice. Quality first teaching is key to our children's learning and progress. Teachers provide models and scaffolds to ensure that children are well supported. They plan in opportunities to revisit learning to monitor how well children can recall and remember in order to build upon this knowledge.

Each curriculum area has a dedicated subject leader with clear roles and responsibilities. The role of the subject leader is vital in the successful design and implementation of the curriculum area. Subject leaders have the knowledge and skills to lead their subject area effectively and to monitor the impact of the subject across the school. Subject leaders are fully supported by the senior leadership team, including a Curriculum lead, to ensure that they have adequate time to effectively manage their subject area.

Teachers at Springfield tailor their timetables to ensure that curriculum areas can be taught in a sequential and meaningful way. It is important that children are not overloaded when new concepts are delivered and so timetable-blocking of subjects across the week is implemented so that children can effectively build upon their prior learning and teachers can maximise the time within the timetable. Teachers plan-in opportunities for children to recall previous learning in order to monitor how effectively children know more and can remember more. Therefore, obtaining a higher success rate in the knowledge and understanding of the subject area.

As a school, we recognise the importance of the parental role in securing each child's success. Parents play an important role in supporting their child's Reading journey and are encouraged to support their child in Maths, English and topic work as outlined on Curriculum half term plans, Knowledge organisers and Homework grids which are shared with parents each half term.

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## **Curriculum Impact**

The Curriculum at Springfield Primary school is well-planned and thought-through to enable a wide range of engagement, not only within class but in providing out of class opportunities to provide meaningful learning experiences. The intended impact of our curriculum is that children will be academically, physically and emotionally prepared for the next phase of their life and education.

The impact of the school's curriculum can be seen in the books, in outcomes and in discussion with our pupils. Class teachers monitor the progress of each child in all areas of the curriculum to inform their assessments which are shared with parents at parent-teacher meetings and in end of year reports.

Children are carefully monitored and assessed ongoing to quickly determine whether there are any gaps in learning, which are addressed through classroom support or intervention. Subject leaders monitor the quality of their curriculum area to ensure that we continue to provide a curriculum which effectively meets the needs of our pupils and is relevant to our school context.