

Curriculum Intent

The curriculum at Chater Junior School follows the **national curriculum** and has been carefully planned to build upon the experiences and backgrounds of pupils as well as giving them **relevant new experiences**. Vocabulary is at the heart of a lot of our curriculum as we know that it is an area of limited experience in the case of many of our children.

As a school with over 40 different languages spoken by our children and in one of the second lowest areas of deprivation, we know that it is vital to ensure children are experiencing and understanding a wide range of vocabulary at school, to ensure future success. Educational research has proven that pupils with a greater vocabulary have the greater life chances ahead of them. It is for this reason that we have introduced daily vocabulary practice for our children with a focus on the words that they come across in their daily reading and across the curriculum.

To support reading with parents at home, we have introduced a weekly reading comprehension lesson where the focus is entirely on reading skills that the children can transfer in to their independent reading at home. This has been further supported by a Reading Evening offering further support to our parents on how to help their children. Reading is given high priority in the foundation topics with planned opportunities for the children to read rich texts in all topics. This is particularly successful in our RE curriculum using religious stories.

An enriched curriculum means memorable learning, helping to develop a greater knowledge of vocabulary and understanding of the world. Each year group has a variety of workshops and trips that they attend every year; linked to their learning. This is always followed up and referred to in lessons making the learning meaningful.

Every year group visits at least one place of religious worship annually and listens to faith speakers in workshops and assemblies.

The curriculum intention is to **support and promote the culture and climate of the school**, where the culture and religious backgrounds are so diverse.

In geography, teachers plan a variety of field work activities and in history visits or workshops are planned to bring the subject alive.

In science, year groups participate in workshops for topics such as space, to ensure the children have a secure understanding. This interactive approach not only engages the pupils' interest but widens the growing depth of their understanding of experiences; such as : a visit to the museum, to the seaside, the theatre, local library, learning to garden and cook or for walks in the local area to study the river.

The curriculum intention is to give enough **balance to both academic and personal development** of pupils. Our curriculum promotes pupils' spiritual, moral, social and cultural development, including the promotion and understanding of British Values.

We ensure that children learn about citizenship in their PSHE lessons and we are currently developing the teaching of mental health. Year 4 children are taught road safety and year 6 children are taught about the dangers of drugs and alcohol, through interactive workshops. Talent assemblies are held regularly for children to celebrate a variety of skills including musical.

The whole of year 5 learn to play a brass instrument, which is funded by the school. There is an emphasis on pupils being aspirational academically, with an eye to future career success. This is included in the PSHE curriculum and this year involves an organisation called 'Rocket to the Future', which looks at all different types of professions to which both genders can aspire to.

Physical fitness features high on the curriculum, as research shows that fitter children achieve more at school in academic subjects (as evidenced on the school website).

In PSHE children are taught lessons which reflect the following core themes of living in the wider world: economic wellbeing and being a responsible citizen; relationships, health and wellbeing. Curriculum weeks also support this for example anti bullying week, disability awareness and culture week. The teaching of mental health is also being developed in the PSHE curriculum. Our curriculum provides a suitable **breadth of opportunities**. A generous amount of time is given to a variety of subjects including the foundation subjects. Two hours a week is given to teaching science.

Foundation subjects are valued just as much as the core, with each subject given a subject leader who gives regular CPD to teaching staff. There is a strong emphasis on developing enquiry skills, for example 'to think like a historian, geographer, or scientist'. Subject leaders have developed this key message in staff meetings.

Currently Subject leaders are developing a mastery curriculum, with a high emphasis on greater depth activities to ensure each pupil meets their potential. This is organised to support a **growing depth of understanding for pupils across the school**. This is also a part of the deputy head's NPQH project, which she has shared with the governing body this term.

The intention of the curriculum is that it **engages pupils' interests**. Children at the school show great enthusiasm for all subjects that they learn about. This is evident through pupil interviews; carried out by the subject leaders. Teachers put the same enthusiasm into foundation subjects as they do with the core subjects, and this is mirrored in the children's attitudes to learning.

Curriculum weeks and days spark children's enthusiasm even further with special visitor assemblies and off-site visits too. These are regularly revised and improved upon to deliver maximum impact on their learning outcomes.

How do we evaluate the impact of the provision?

- INSETs to share new developments and visions for each subject
- Each subject leader conducts planning, work scrutinies and pupil interviews to measure impact
- Staff meetings to share and update new ideas in each subject by the subject leader.
- All teachers assess foundation subjects twice a year and this data is used to measure strengths and further developments in the subjects
- A subject leader report is composed annually, and shared with staff, to ensure there is consistency across the school
- Subject leaders are currently working on POP (proof of progress assessment ideas) in science and foundation subject areas led by the deputy head to develop children's mastery in these subject areas
- Annual questionnaires to parents and interviews with pupils.