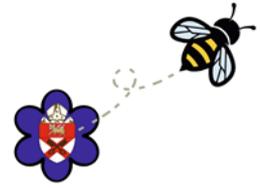




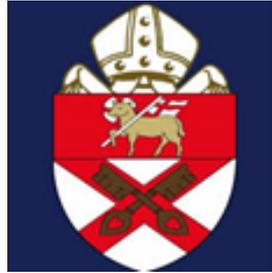
Celebrate



Collaborate



Pollinate



Burneston Church of England Voluntary Aided Primary School

Curriculum Intent Statement

April 2020

At Burneston School our curriculum is based on research and current pedagogy. It is flexible and responsive to the needs of our pupils and the community which we serve. Care and thought has been given to the order in which we teach, and the skills which children will acquire as they progress through our school. We recognise that what we teach and how we teach should be interlinked in order to give our children the best outcomes and so we review and revisit both processes regularly.

First and foremost, it must give children the knowledge and skills they need to become responsible, active citizens, who are confident, articulate and empowered to contribute to their communities and the wider world.

At its most basic, the curriculum must teach pupils the key skills of reading, writing and maths so that they are ready for the next stage of their education. Of these three, reading is prioritised in our curriculum, as without reading, pupils are at a disadvantage when accessing other subject areas. Learners in our school are taught the basic reading skills quickly, and our love of reading permeates our curriculum and school.

These core skills underpin a vibrant and engaging curriculum which is broad in its reach and demanding in its rigour. National Curriculum Programmes of Study form a solid foundation for children to gain skills and knowledge, and our development of pupil learning behaviours, such as Growth Mindset and metacognition, give children the opportunity, the skills and indeed the responsibility to take ownership of their own learning. Our spiral approach to long term planning, our emphasis on teacher pedagogy, and our determination for our children to succeed to the best of their abilities all work together to embed this shared ethos throughout everything we do.

Our curriculum aims to facilitate inclusivity and parity of experience for our children. All our children will have access to all subjects. Teachers and leaders work reflectively, giving thought to how all learners can access the curriculum, and how they will engage with it leading to the best outcomes for each and every learner in our school. Vulnerable groups are carefully scaffolded and supported to engage fully with their learning, and all learners are given the opportunity and the challenge to push themselves to achieve across all subjects.

We have taken the views of stakeholders in order to key into both the barriers to learning particular to the children in our setting, and the strengths provided by our location, staff and position as a Church of England school. As a result of this, we have taken time to build upon the National Curriculum and personalise it to our needs, widening its span to incorporate, for example, additional focus on countering monoculturalism. Spiral curriculum planning over a two year cycle enables us to weave in these personal development needs in a holistic, proactive manner.

Cultural capital is vital for our learners and is taught and planned for deliberately and explicitly. Our community is disparate in terms of socio-economics, life experiences and aspirations. We aim to use our school's curriculum to engender parity for our children. Our curriculum planning enables us to ensure our pupils have access to a wide range of clubs, activities and visits for first hand experiences. The more you know, the more you can know – we recognise this, and encourage learners to make connections with their learning. A key part of our curriculum is around learning behaviours, which are explicitly taught from early on, and underpin our Celebrate, Collaborate, Pollinate approach. As well as this, we bring in opportunities to widen learners' cultural capital opportunities through the texts we choose to teach from or read to and with our children, and through the curriculum drivers we choose. Again, these are reinforced through celebration, collaboration and pollination.

Matthew Oakeshott's metaphor of 'the Conversation of Mankind' resonates and gives our curriculum purpose: "As civilised human beings, we are the inheritors... of a conversation, begun in

the primeval forests and extended and made more articulate in the course of centuries. It is a conversation which goes on both in public and within each of ourselves.” – ie, beyond teaching the best of what has been thought and said, we are trying, through our curriculum, to give learners the knowledge, confidence and articulacy to engage in the conversation of mankind. We maximise the delivery of knowledge and skills for our learners, so that they can have their say about what that ‘best’ might be.

References:

Matthew Oakeshott

Tom Sherrington

Benjamin Bloom

Barak Rosenshine

Rainbow Continuum

Learning to Learn

National Curriculum