



IGHTENHILL PRIMARY SCHOOL

CURRICULUM STATEMENT

OUR MISSION

To encourage and support our children to develop into effective contributors, responsible citizens, confident individuals and successful learners.

SCHOOL AIMS

- To provide a safe, secure and welcoming, working environment where there is mutual respect for all.
- To ensure the school is led and managed in an effective manner.
- To continually strive for the highest quality teaching and learning.
- To achieve excellent standards of attainment and aim for “the best that we can be.”
- To offer a broad, balanced and challenging curriculum, accessible to all children.
- To provide relevant, professional development enabling all staff to do their job effectively.
- To create enduring partnerships with all our stakeholders – pupils, parents, governors community and outside agencies.

‘To be the best that we can be’

We are a large school with a strong sense of community and we aim to create a curriculum that truly meets the needs of all our children. The curriculum celebrates the history of the local area, its geographical features as a Lancashire mill town, as well as the skills, knowledge and cultural wealth of the community. Embedded in our curriculum are our school values: ambition, co-operation, honesty, kindness, resilience, respect and responsibility. By promoting these values and providing an engaging curriculum with high expectations, we provide our children with the opportunity to become successful independent learners and responsible citizens.

Intent

At Ightenhill, we want everyone to have big **ambitions** and high expectations of themselves so we have developed a rich, exciting and balanced curriculum to enable each individual to develop academically, emotionally, creatively, socially and physically. Our curriculum actively encourages children to share ideas, express their opinions and apply the knowledge and skills they have learned in a wide range of meaningful contexts. It offers opportunities for all children to investigate, question, debate and challenge.

We encourage everyone to take **responsibility** for their actions and to work **cooperatively** as part of our whole school community. Ultimately, we encourage our children to develop the life skills to become confident, caring citizens, who can play a positive and active role in modern society. It is important that our children are equipped with the necessary skills for the fast-changing world in which we live. This means that they need to be adaptable, able to apply their learning in a wide range of contexts and have strategies for what to do when they are unsure. In order to do this, our challenging curriculum provides learning opportunities where children develop **resilience**.

We encourage our children to be active learners: questioning, investigating, challenging themselves and sharing **responsibility** for driving their own learning. Above all, we want everyone to give their very best and to be proud of their achievements. The qualities needed for successful learning are taught by the use of our 'Empowering Learners' curriculum which underpins everything else.

Implementation

The basic skills of English and mathematics lie at the heart of our curriculum. The morning's learning is devoted to teaching these basic skills with high quality teaching driven by the use of quality texts. The further requirements of the National Curriculum are fulfilled in the afternoon lessons.

Our curriculum is based on a two-year cycle where whole school themes are shared wherever possible. This keeps our large school working towards a shared vision and allows whole school collaboration. Themes are broken down into a key question as a starting point with a clear curriculum driver being identified. We aim to introduce 'units' of learning with a 'hook' to excite and engage the children and have a clear 'purpose' for the study so that learning is meaningful and relevant for children. Where possible, learning is supported and enriched by field study, visits, workshops, artefact boxes, drama and 'hands on' experience.

Teachers ensure a range of creative learning activities give children the opportunity to acquire and practise the skills needed to fulfil our curriculum aims, whilst learning key knowledge and developing an understanding of different concepts in particular subjects.

Meaningful links are made with other subjects, particularly English and maths. Engaging, age-appropriate books are used as a stimulus and source of information throughout the curriculum, with children being actively encouraged to 'read to learn'. Writing opportunities linked to the foundation subjects, require children to apply the skills they have been taught during their discrete English lessons.

Progression of knowledge and skills, and the development of concepts and knowledge is carefully planned and monitored by subject leaders. This is reviewed and adapted annually to ensure that children's learning builds effectively over time thus embedding a secure understanding of different concepts, which can be built upon through their school careers and beyond.

Knowledge organisers are written by subject leaders and are designed to show children the key facts and essential knowledge they will learn in a particular unit of work or a curriculum subject. They incorporate prior and future learning to allow the curriculum to be inclusive. The organisers allow children to take **responsibility** for their own learning and give them chance to be part of the

learning process. For example, children can discuss with the teacher what they might like to know about a certain subject and the teacher can then plan for these opportunities or provide children with independent learning activities to achieve this.

Our teaching practice is rooted in evidence-based research with teaching and learning being responsive to children's needs. Teachers are encouraged and directed to develop professionally, displaying a deep understanding of effective pedagogy. This is achieved through whole school collaboration and continued professional development.

The development of vocabulary is a major focus of our curriculum, with teachers using opportunities in reading as well as the wider National Curriculum subjects to identify and teach key vocabulary. Over time, children develop a wider and richer vocabulary, which they enjoy applying in their work.

Physical and mental wellbeing underpin all we do at Ighthenhill and is prioritised through our whole curriculum. Children are encouraged to become healthy, independent and responsible members of society. Our wider curriculum aims to help children develop personally and socially, in order to acquire the skills they need to tackle the moral, social and cultural issues that are part of growing up.

We provide our children with opportunities to learn about rights and responsibilities so that they learn to appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We ensure that addressing real-life issues in our changing world is a priority for all of our pupils.

Impact

From their different starting points, all children make good progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills are secured and embedded so that children attain highly and are fully prepared for high school and beyond.

Children demonstrate emotional **resilience** and the ability to persevere when they encounter challenge. They develop a sense of self-awareness and become

confident in their own abilities. They are **kind, respectful and honest**; demonstrate inclusive attitudes; and have a sense of their role in our wider society.

Celebrating success is intrinsic throughout the curriculum and a part of everyday life. Children and adults at Ightenhill, have high expectations and **ambition**; they value their achievements and progress.

Children are proud to be a part of Ightenhill Primary School and take pride in all that they do, always striving to '**be the best that they can be**'.

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