

Stoke Park Junior School

Curriculum intentions, implementation and impact

Curriculum Intentions

Intention 1: To develop our learner's language (What we learn)

To develop the appropriate subject specific knowledge, skills and understanding (as set out in the National Curriculum) so that our children can flourish, reach and exceed their academic, physical and artistic potential.

Intention 2: To develop the character of our learners (Who we are when we learn)

To support learners in order to develop a holistic set of values which prepares them for life in a diverse and ever-changing modern world community.

Intention 3: To develop behaviours and habits to become effective learners (How we act when we learn)

To develop the behaviours learners need to succeed in the world, such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity.

Intention 4: To develop the moral compass of our learners (Who we are)

To understand spirituality in themselves and others. To develop social skills and understanding within society, establish the firm foundations of personal morality and to engage in the culture they live in and to understand the cultures of others.

Curriculum Implementation

The implementation of our curriculum will be the driver behind our actions. By ensuring we think about what we learn, who we are when we are learning, how we act when we learn and who we are in the world – we build happy, resilient, successful and good citizens. Our implementation plan ensures our curriculum keeps us focussed on these areas.

Intention 1: To develop our learner's learning (What we learn)

Our promise to our learners: Over and above any of the learning within the National Curriculum, we promise holistic childhood experiences throughout their journey at Stoke Park Junior School. This includes to play a musical instrument, learn a new language, develop IT skills, experience a range of sports, be involved in a whole school production and enjoy an overnight camping experience. Teachers plan these throughout the year.

Maths: We use the White Rose Hub mastery schemes of work, supported by Hampshire resources and materials for progression. We teach mental and written calculations and times tables, so we can apply our skills and knowledge to problem solving and reasoning within a range of contexts. We assess using Hampshire maths exemplars and White Rose tests throughout the year.

Writing: We use a range of stimuli and a of high-quality texts to generate writing opportunities throughout the year. Using our comprehension and grammar skills, the writer's toolkit and a supportive learning environment within the classroom allows us to develop our competency as a writer. We moderate and assess regularly using Hampshire exemplars for writing and work hard on both our handwriting, presentation and editing skills to ensure we have pride within our work.

Reading: We read both independently, with our teachers and in groups, using a progressive reading scheme which covers all genres. Our teachers regularly update our class reading areas with topic-themed books. During the year we take part in the Hampshire Picture Book Awards, which allows us to explore a range of new books and share our opinions with others. We visit our well-stocked school library every week and choose our own book to read for pleasure, as well as accessing engaging texts at home with our families to support us. Learners need the space and time to make choices about books

and to discover authors and texts they might not get a chance to look at outside of school. Our teachers check we are reading quality texts that will challenge us.

Foundation subjects: Our teachers plan foundation subjects using progressive skills, which show what each year group should be learning, in each subject. They check our learning against these skills, then subject leaders keep a record of how each class is doing in each subject; who is secure in the areas and who is working at age-related expectations. We learn from a challenging curriculum, which encourages all pupils to develop independent thinking skills and questioning. Our teachers plan a wide variety of education visits, including residential visits for Year four and Year six, plus a summer camp experience for Year three. Our trips include trips to Intech, the V-Day museum and Butser Hill Ancient Farm. We have exciting focus weeks based around the ancient Greeks, Saxons and Celts and Egyptians. We hold a bi-annual Enterprise week linked to our summer fayre and are introducing a whole school STEM week during the summer term. Where possible, we make meaningful links between our topic work and our maths and English.

Intention 2: To develop the character of our learners (Who we are when we learn)

We follow a value-based learning system, where we explore values which are crucial to understand life in modern Britain and beyond. Our teachers teach us about the values we need to become good citizens within the world. Our values include respect, responsibility, co-operation, equality, friendship and understanding. Learners are asked to undertake positions of responsibility around the school, as we believe that children understand the values by seeing them in action. These include; Head Boy and Head Girl, prefects, School Council class representatives, Bench Buddies and librarians.

Intention 3: To develop our behaviours and habits to become effective learners (How we act when we learn)

When our teachers design learning opportunities, they look for ways to help us to develop good learning behaviours. Our school understands that learning about learning helps us to become better learners. Within our curriculum we

look for ways to develop concentration, perseverance, cooperation, the enjoyment of learning and self-improvement. Our teachers notice when learners are showing good learning behaviours and recognition is given through earning daily merit cards, our weekly Gold Book assembly and the presentation of Outstanding Awards.

Intention 4: To develop the moral compass of our learners (Who we are)

When our teachers plan the curriculum, they think not only about what we should learn and how we should learn it, but also how they can bring in an understanding of morality and the wider world. They do this through teaching us about Personal, Social and Health Education within the curriculum; through learning about new beginnings, getting on and falling out and relationships. These help us to understand our place in the world.

They ensure we identify positive role models in history and the modern world, through investigating Olympians, famous sportspeople, significant Britains and inspiring explorers. We invite people from local groups such as the local church to tell us about their faith and share Christian learning. We explore a range of different religious faiths in order to develop a good understanding of the beliefs of others. Our teachers also organise for us to work with different local charities within the community. We support their work by raising money through different initiatives including the annual Poppy Appeal and the Christmas Shoebox donations. This enables us to increase our learner's engagement with activities that benefit other members of the community and beyond.

Impact

What do we hope will be the impact of our curriculum and how do we measure it?

Intention 1: To develop our learner's learning (What we learn)

We strive to ensure that our children's attainment in core and foundation subjects is in line with or exceeding their potential, when we consider the varied starting points of children. We measure carefully against a range of materials, but always make judgements using Age Related Expectations. The intended impact of our curriculum is that children will be both academically

and physically prepared for life in secondary school, modern Britain and the world.

Intention 2: To develop the character of our learners (Who we are when we learn)

The impact will be our learners will have fully rounded characters, with a clear understanding of complex values including equality, friendship, trust and many others. Only by really learning what these mean will our learners be able to develop characteristics that prepares them for living in the community and demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviours we see each and every day in all our learners; on the playground, in the corridors and in the many roles we give them. The impact of this intention is seen in the daily interaction of all members of our learning community, including staff and children.

Intention 3: To develop behaviours and habits to become effective learners (How we act when we learn)

The impact we intend to achieve by developing this intention is seen by how the children approach challenges every day. This could be on the playground, in a game or disagreement, or in class during a complex learning challenge. The impact should be that children don't give up, are highly motivated to succeed and achieve, plus all are equipped with all the personal skills to do this.

Intention 4: To develop the moral compass of our learners (Who we are)

Our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to the life of others. Our learners will be the owners of their own destinies.

