



Bankwood Curriculum Statement

‘Promoting pride, progress and responsibility’

At the heart of our curriculum is our vision for our children. Our vision is based on our belief that the purpose of primary education is to nurture children to learn and grow in a safe, happy and stimulating environment through a tailored curriculum that supports every child to meet their full potential. To meet this vision, we have developed a bespoke curriculum that to meet the needs within our community so that all our children are supported to make accelerated progress by:

- Being healthy and happy individuals
- Becoming contributory members of the school and wider community.
- Becoming fluent and confident readers and mathematicians from an early age.
- Being articulate to express themselves to a variety of audiences.
- Being confident to take a risk in order to open up wider opportunities.

Our curriculum is designed to give all lessons a **purpose**. In planning and sharing learning intentions, teachers ask and answer the questions: Why are we doing this? What do we hope to achieve? Where does this lesson fit into the planned sequence? How does it build on previous learning to help children transition to the next stage?

We have adopted an **enquiry-based** approach to teaching the broader curriculum with application of key skills integral to learning sequences. Throughout the programmes of study, children are encouraged to **think critically** and to **ask and answer questions**. They draw on earlier experiences to integrate new learning into their knowledge and understanding of wider concepts. All enquiry projects build in **opportunities for children to interpret** their new learning **and respond** through different means and media. Through these responses, children consolidate, apply and bring together learning from across the curriculum.

Our curriculum recognises the importance of children **starting with what they know** but also **broadening their horizons**. Enquiry projects provide **breadth** and **balance** whilst being rooted in creating **real life experiences** for the children to motivate them and foster a love of learning.

Sequences of lessons are planned across the curriculum to develop skills in specific subject areas. Planning follows a process of **providing a hook and context** to engage the learners; **development** and **mastering of skills; application** and **response**. Sequences of learning are enriched, wherever possible, by exploiting the rich resourcing offered by our

whole school environment. In addition, visitors to school are encouraged and educational visits both locally and further afield are a compulsory aspect to all programmes of study.

All lessons **promote oracy** and are **vocabulary rich**. Extended opportunities are planned for children to talk, discuss and debate to develop their thoughts, understanding and ideas. Key vocabulary is taught explicitly and embedded in to children's learning.

Securing Progress

At Bankwood we define progress as 'Knowing more, remembering more and being able to do more'.

Progression documents and Long term plans are written, reviewed and updated by subject leaders to support teachers to plan and ensure learning does not just cover the national curriculum objectives, but is carefully sequenced to build on skills throughout each year and key stage.

Assessment is used intelligently to inform planning for learning throughout the programmes of study. Lesson plans are adapted to respond rapidly to children's specific needs including gaps in learning, identified through ongoing 'Assessment for Learning' (AFL). Pupil progress, including mastery of skills, is evidenced in children's work through their independent application of skills to solve problems and in the transference of skills in other curriculum areas and through enrichment activities.

Opportunities for feedback are built in to all lessons and children are taught to take ownership for their learning and progress. Children's work is marked in accordance with our Marking and Feedback policy. Teachers marking is not onerous, rather it is responsive to the learning intentions and individual targets to support children to make progress. Children respond to marking comments and edit their work to move their learning forward and understand next steps. This forms a dialogue between teacher and pupil in workbooks.

As a response to assessments, teachers and support staff lead interventions to further scaffold learning for targeted children and provide pre-learning for future sessions as appropriate.