

Curriculum Intent Statement



National benchmarks show that, on entry to Grendon, attainment is significantly below age related expectations. Children are likely to live in an area of high deprivation, communication skills may be below those expected for their age and the majority attract pupil premium funding. It is likely a range of support will be needed in order to remove barriers to learning.

Our school ethos is clear: *We Can*. Our vision is for children to leave Grendon with the skills, knowledge and strength of character to be successful, unlock their future and believe 'We Can'.

There is a clear gap between where our children are and where we want them to be. It is our intent for our pastoral and academic curricula to become the vehicle to close it. By developing each child as a whole, we provide the skills, knowledge and self-belief that are espoused in our ethos and vision.

❖ **We can... Provide teaching that develops knowledge and skills so children learn and progress effectively**

Our academic curriculum is knowledge engaged and fulfils the statutory requirements of the national curriculum. We know that knowledge opens doors for our children but also that this needs supporting by the teaching of transferable skills. We know our children learn best when they are able to make links, understand the purpose and do not see learning as a set of disconnected facts. Vertical links within a subject ensure progression is clear and build on prior knowledge and understanding. Horizontal links make learning relevant, give a meaningful context and help children make sense of their world. These links also ensure appropriate focus on developing reading, writing and maths across the curriculum; to make sense of learning, to close gaps in attainment and to drive children to be the best they can be. Subject specific, blocked units of work for all subjects ensure breadth and balance. Each year group has subject specific objectives along with a set of progression points ensuring children access age related expectations. It is clear at the start of each unit what achievement looks like, as assessment criteria are built in.

❖ **We Can... Offer enriching activities, events and experiences**

To ensure the best engagement and focus that will close learning gaps, our academic and pastoral curricula provide the rich, first hand, purposeful experiences that our children need. Our Grendon Passport, educational visits, work with the local community, extra- curricular activities and whole school days excite and engage, and develop a specific skill set with the focus still firmly on intended learning outcomes.

❖ **We Can... Work together to remove barriers and ensure equality**

While we are clear about the needs of our school as a whole, we offer opportunities to personalise learning for individuals and groups of children. Those who struggle academically are given targeted support to develop at their own pace or simply learn in a style that best suits individual needs. Those who are exceeding expectations are challenged to demonstrate sustained mastery and a greater depth of understanding. There are clear plans to maximise progress and ensure access to the curriculum children with EAL and those entitled to Pupil Premium funding. Our Pastoral Curriculum details how we remove barriers to learning in order that all children are able to access learning and progress.

❖ **We Can... Listen to and treat each other and all members of the community with respect, tolerance and concern**

We know that our school community is diverse. We see this as a strength. Our academic and pastoral curricula reflect the value and importance of teaching tolerance and respect. RE, PSHE, British Values and Children's Rights are taught explicitly through lessons and collective worship opportunities. Objectives are clear and progressive. It is our intention that children are given opportunities to engage, discuss, explain, listen and question, ensuring they are well prepared for life in their community and in modern Britain.

❖ **We Can... Build independent and resilient learners who are able to communicate confidently**

We know that we need to build on and develop the learning skills and behaviours that our children bring to us. It is our intent that our academic and pastoral curricula maximise opportunities to develop communication skills, independence and resilience in learners. The implementation of the academic curriculum is focussed on this.

❖ **We Can... Recognise ability, maximise potential and prepare children well for their future and life in modern Britain**

We know that our children need to make strong progress in order to close gaps in attainment, be successful and be well prepared for the next stage. We know that if the intent described above is implemented effectively, the impact of our curricula will be just that. It will ensure that our school vision becomes reality.