Aldwyn Primary School

Curriculum Intent Policy

Policy Review	
Review Schedule	Annually
Implementation Date	Autumn 2026
Date of Next Review	Autumn 2027

Victorious Academies Trust

Success in education

Aldwyn Primary School

Curriculum Intent Policy

Curriculum Intent

Our school curriculum has been designed to ensure that we live up to our vision, '**every child a success'** by offering stimulating and awe-inspiring learning experiences. It is bespoke to the needs of the pupils at Aldwyn and is driven by our school values, a love of reading, British values, mental and physical wellbeing and a strong focus on the spiritual, moral, social and cultural development of our children. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Our school values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils as confident, happy individuals. We celebrate individuality and provide opportunities for everyone to follow their passions and strengths.

The Aldwyn Values are:

Care – Care for people and the world

Value – Value others at all time

Listen – Listen and think

Help – Be helpful and kind

Achieve – Enjoy and achieve in all our work

Each school value is woven through our curriculum as a golden thread. Our golden threads link the content of the National Curriculum to our school values.

Through our curriculum, we intend that every child will be a curious learner who loves to play, explore and is inspired to be creative. Regardless of their background or starting point, our curriculum intends to give every child the experiences and opportunities to be successful and happy.

Our intention is that each and every child will be knowledgeable and motivated to take an active role in their own well-being, happiness and achievements.

We have chosen our values to underpin all our teaching and learning at Aldwyn. Our curriculum has been carefully designed so that everything that we teach and all that the children learn will enable our pupils to make sense of themselves and the world in which they live. From the moment they enter our school, every learning opportunity has been carefully planned so that it builds knowledge, wisdom and skills; hope and

aspiration; dignity and respect; and promotes living well together through an awareness of cultural diversity.

Our curriculum has been designed so that our pupils are well-equipped with the life-skills they will need to be successful in the next part of their educational journey and as citizens of modern Britain.

We embrace the challenge of ensuring that our curriculum is designed to:

- Celebrate reading at it's heart
- Recognise and build on children's prior learning
- Provide first-hand learning experiences
- Allow children to develop interpersonal skills, build resilience and become creative, critical thinkers
- Identify how learning in different subjects can complement each other to embed knowledge and extend understanding
- Develop children's understanding of core British values
- Deepen pupils spiritual, moral, social and cultural development
- Deliver the core National Curriculum whilst offering enrichment
- Enhance pupils mental and physical wellbeing
- Nurture creativity, curiosity and imagination
- Raise aspirations and unlock strengths and talents

Context and community

We are a happy, loving and caring school with strong community links. Our curriculum maximizes the benefits of the school's character, size and location. Our pupils gain plentiful experience of other cultures and settings. Our strong links with nearby schools offer a valuable enhancement to our curriculum and opens up additional learning and enrichment opportunities for pupils.

We are constantly looking outwards through our curriculum design and wider opportunities so that our school and its pupils make a positive contribution to the community and wider society. As a school, we empower our children to make a difference through supporting local, national and global charities. We feel strongly that the children of Aldwyn should develop into critical thinkers with the courageous advocacy to challenge injustice on every level such as deprivation, disadvantage and injustice to our natural world.

Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as worship, celebration, curriculum outcomes and parental workshops. We actively promote culture capital and the pupils frequently benefit from the knowledge and experiences of our visitors, who inspire and encourage our children. Pupils leave Aldwyn Primary School with a sense of belonging to a strong community where they have the confidence and skills to make decisions, reflect, challenge injustice, and to make a positive difference to our world.

Curriculum Implementation Strategy

Our 'values' driven curriculum puts the whole-child at its core through our strong focus on our School Values, British values, mental and physical wellbeing and the spiritual, moral, social and cultural development of our children. Each year group follows a topic-based curriculum where individual subjects are primarily based around the topic as much as possible.

Our curriculum has been designed to ensure coverage and progression. It is important that children have rich and diverse opportunities and a range of memorable experiences from which they learn and develop a range of knowledge and transferable skills. We believe that children learn best when they enjoy the topics, are given opportunities to be creative and work collaboratively. Therefore, our curriculum successfully provides opportunities for children to develop their personal skills of:

- independence
- collaboration
- communication
- creativity

We believe that this will support them in becoming well-rounded, life-long learners.

At Aldwyn, we appreciate and maximise teaching and learning opportunities which incorporate the use of our wonderful location. We value the role that outdoor education has in a child's development and aim to incorporate as much outdoor learning as possible into our curriculum. We find that increasingly more pupils are spending a lot of time in the 'electronic' world. Through our curriculum, we intend to give pupils a love of learning in their outdoor environment.

Our aim is that all children are motivated to learn and become independent, confident, resourceful individuals who feel a sense of belonging to the school and community as well as ready to make a positive contribution to the wider world. We are aspirational for our children and we aim to engender a sense of personal pride in achievement and provide a purpose and relevance for learning. Through our curriculum, we want pupils to move on to high school with a strong sense of self and belief for their future.

The English curriculum is designed to complement, and so enhance, the learning within the topic focus through use of high quality texts which are linked to the topic. This enables the children to develop, understand and use vocabulary, knowledge and understanding from their topic learning. Teachers plan carefully to ensure that they teach English objectives within the English lessons and other subject objectives within those subject lessons.

Aldwyn provides a highly inclusive environment where learners enjoy their education. All pupils are helped to achieve their potential through individual challenge, targeted support, learning at their own pace and using learning styles specific to individuals. Being inclusive stems from having a sound knowledge of all pupils and from building strong relationships with families from the earliest stage. Working together, we use our resources to meet the needs of all pupils so that all feel the sense of belonging to our school.

Subject Leadership

The role of the subject leader is pivotal in the successful implementation of our curriculum. We aim for all subject leaders to have the knowledge, expertise and practical skill to be able to lead their areas effectively. Each curriculum subject has a dedicated subject leader with clear roles and responsibilities. They are responsible for the curriculum design, delivery and impact in their own curriculum area. Subject leaders regularly review and quality assure the subject areas to ensure that is being implemented well and coverage and breadth and balance is good. Our curriculum leadership approach enables us to support one another in developing the curriculum. It also provides opportunities to challenge each other to ensure learning is of the highest standard.

Enrichment, Visits and Visitors

At Aldwyn, we are committed to providing a broad, balanced and creative curriculum which looks beyond the National Curriculum. A very successful enrichment programme is offered through school trips, visiting specialists and themed days and weeks. Recent examples of visiting specialists include: authors, musicians and sporting heroes. Enrichment and wider opportunities are a vital way in which we deliver our vision. Our carefully planned curriculum has enrichment activities embedded throughout topics. All enrichment activities have a clear purpose and are used as a valuable tool to engage and inspire pupils, deepen learning and provide first-hand experiences.

Themed Days and Weeks

We prioritise educating our pupils how to stay safe and healthy throughout our curriculum and beyond. One way in which we do this is by having specialist activities dedicated to Mental- Wellbeing, Sport and E-Safety. We also have themed days and weeks throughout the year e.g. Science Week and Arts Week. We value these opportunities as a way for our children to flourish.

Wider opportunities and Extra-curricular activities

Further aims of our curriculum are to raise aspirations, engender a sense of personal pride in achievement and enable pupils to discover their strengths, talents and interests.

Sport is high-profile at Aldwyn and forms a valuable part of our commitment to good physical and mental health. We place strong emphasis on participation by all for a healthy body and a healthy mind. The Physical Education curriculum is varied and enhanced by our resources and facilities. We have established relationship with professional sports coaches from independent coaching companies and professional football clubs such as Manchester City. We offer inspirational activities and a variety of extra-curricular sporting clubs. Our school has a strong record of success in team competitions against other schools. This is celebrated on our school ‘Roll of Honour’. Additionally, our Year 6 pupils have the opportunity to take part in a 3-day outdoor adventure residential where they take part in teamwork challenges and activities designed to stimulate the imagination, on land, on water and by climbing high.
We have an established school allotment and a recently planted apple orchard, which helps to develop a life-long love and understanding of the natural environment, whilst

developing an understanding of science, nature and nutrition. This yields additional benefits such as the development of self-esteem, confidence and social skills. Through carefully planned activities, children from across school take part in outdoor activities that develop their health, personal, academic and physical wellbeing.

Roles and Responsibilities

Volunteering for additional roles and responsibilities is actively promoted at Aldwyn. We encourage pupils' active citizenship and positive contribution to the school and wider community. We offer lots of opportunities for pupils to take on new responsibilities and be involved in successfully supporting the life and work of the school. These include elected representatives such as Pupil Voice, Sport and Health Ambassadors. Older pupils can also volunteer as the Mini Whistlers playground leaders, teaching and supporting younger children how to play and be active. Within classes children can volunteer to take on various responsibilities ranging from lunch duties, to collecting and distributing registers, to helping with the organisation of IT equipment in assemblies.

We believe that involving children as volunteers is very empowering:

- It helps them to develop self-confidence
- It promotes self-esteem
- It develops their skills as leaders
- It involves them in making their own decisions
- It gives them a voice in the life and work of the school
- It offers them opportunity to take responsibility
- It enables them to make a positive contribution to the work of the school and wider community
- It helps to prepares them for the challenges and opportunities of adult and working life

Pupils tell us that they enjoy the opportunity to volunteer to help make their school an even better place to be and rising to the challenge that additional responsibility brings.

Early Years Foundation Stage

Our Early Years Department consists of Nursery and Reception provision. Throughout the EYFS, we support our pupils to develop positive attitudes towards learning and to become full members of a community in which they will discover life in all its fullness. A practical, playful approach to learning, based on the needs and interests of our children, is delivered through topic-based planning in line with the rest of the school. The EYFS curriculum is planned carefully so that Reception builds on the knowledge and skills that were taught in Nursery. These link to the Prime and Specific Areas of Learning and is guided by the children's interests. In EYFS, we teach children individually, in small groups and in whole-class settings. Through a combination of adult-led and child-initiated experiences, learning is planned to enable children to develop their learning independently through exploration, challenge and first-hand experiences.

The ‘Characteristics of Effective Learning’ are at the heart of the Early Years Curriculum and underpin learning and development across all areas of learning. They highlight the importance of playing and exploring, active learning, creating and thinking critically. This supports our children to remain effective and motivated learners. All the planned learning experiences allow our pupils to use and develop these skills. Our learning environments, both inside and outside, are stimulating and exciting and relevant to the needs of all our pupils. The EYFS Team carefully nurtures each individual child and teaches them the importance that our school values play in happy, loving and respectful relationships.

English

Reading is at the heart of our curriculum and has a high profile throughout school. This is one element of our rich literacy environment which provides plenty of opportunities for reading, speaking, listening and writing. Reading enables our children to explore the wonderful wealth of children’s literature.

Our school values are reinforced through reading a series of texts that focus on each specific school value. Pupils read and learn about inspirational, real life people who have lived their life by demonstrating an Aldwyn school value, either showing how they **care**, **help**, **value**, **listen** or **achieve** in their own life. These texts are also used as a starting point to introduce specific learning topics in a number of foundation subjects.

Our English lessons develop pupils’ reading, spoken language, writing, grammar and vocabulary. English is taught in a cross-curricular way, using quality texts to link up with other areas of the curriculum where possible. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Our pupils are encouraged to read for pleasure and to read widely. Guided reading sessions cover both fiction and non-fiction books. Content domains are taught through Reading Gems and comprehension activities. Guided reading therefore develops both the ability to read and comprehension skills. Parents are given clear expectations about reading at home.

We teach phonics with fidelity using Read, Write Inc Phonics – a systematic, synthetic phonic programme. Dedicated time is given for daily phonic teaching and the Read, Write Inc approach is embedded and consistent.

High quality children’s literature at the heart of all learning. Our long-term English Overviews for each year group have been carefully designed so that high quality texts are matched to learning in other subjects. This ensures that children gain in-depth knowledge and understanding of topics. Quality texts have been carefully chosen to challenge pupils to consider social, moral, ethical and cultural issues. This ensures that we are fully committed to providing life in all its fullness. At Aldwyn, we treasure the power of reading. We know that immersing our children in a curriculum which is rich in high quality literature is crucial. It is through engaging children in the rich language, captivating plots and emotive connections with characters that a life-long love of reading is established. Engaging teaching approaches such as drama, role-play and conscience alley are used consistently across school so that our pupils fully interact and engage with the texts. It is through our consistent approach that our pupils become skillful at comprehending complex plots and relationships; become meaningful readers and critical thinkers. In addition, the creative teaching approaches, which are

embedded into each teaching sequence support and develop a high quality literacy curriculum and a whole-school love of reading and writing.

We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. To support children in moving towards being fluent, independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use talk for writing to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. A range of extra activities are used to promote literacy within the school including World Book Day, themed days and author visits.

National Curriculum English Programmes of Study:

https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study

Mathematics

At Aldwyn, we embrace the Mastery approach to teaching mathematics. We use White Rose Maths as the foundation to our mathematics planning across the school, but we have modified our teaching sequence to best suit the learning of our individual pupils. Our teachers ensure that mathematical skills are taught every day and that lessons are always enjoyable and engaging. Where possible, the Concrete Pictorial Abstract (CPA) approach to learning is applied so that physical and visual aids are used to build and support the children's understanding of abstract topics as the children progress through our school. Teachers ensure mathematics is taught using real world, problem solving scenarios to help pupils to recognise the importance of maths in their own lives whilst also helping to further develop their mathematical fluency. In every lesson, we strive to ensure children both enjoy and see the great value in mathematics. They are encouraged to be confident in numeracy and to apply the skills that they learn to increasingly complex problem-solving activities. These activities cover a wide range of mathematical concepts, with an emphasis on practical work where possible.

Most recently, we have been researching and trialing retrieval and flashback strategies during our mathematics lessons using a variety of resources to aid deeper learning knowledge. In each lesson, children practice a taught skill, use their skills to problem solve and take part in a reasoning activity. We ensure a wide range of styles of reasoning activities are provided to help deepen children’s mathematical understanding, and children are consistently encouraged to discuss and explain their mathematical reasoning. We build on skills and understanding in a step by step and progressive way to help support children’s continued development and understanding of place value, the four number operations, fractions, measurement, geometry and statistics. In addition, we use TT Rockstars across school to aid the fluency and recall of multiplication and division facts. There are extra activities throughout the year to promote mathematical skills and thinking including participation in Stem Projects and Inspiration Days at Manchester University and KPMG.

National Curriculum Mathematics Programmes of Study: https://www.gov.uk/government/publications/national-curriculum-in-england-mathematicsprogrammes-of-study

Science

At Aldwyn, we create a positive attitude to science learning and reinforce an expectation that all pupils are capable of achieving high standards in science. We encourage our children to ask big questions and to be excited by the process of understanding the world around them. Science is taught through a topic-based curriculum which is carefully planned to engage and enthuse our learners. Science units, or individual concepts can be taught discretely when required. Using high quality resources and equipment, we ensure that a range of scientific enquiry skills are developed during science lessons.

Our long-term overviews and medium-term plans map out the topics covered in each year group. Whilst at Aldwyn, children will learn about plants, animals including humans, materials, seasonal change, habitats, rocks, light, forces, states of matter, sound, electricity, earth and space and evolution and inheritance. We also work hard to provide a range of extra-curricular activities throughout the year such as British Science Week, visits, visitors and community events. We also work with the Ogden Trust to promote science events, which support learning, such as our community star gazing night. The opportunities provided ensure that we create a buzz around Science that we hope will last a lifetime.

National Curriculum Science Programmes of Study: https://www.gov.uk/government/publications/national-curriculum-in-england- science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-1

Art and Design

Art has a very important place in our curriculum. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media.

The use of sketch books showcase each child's creative journey and unique responses. https://www.gov.uk/government/publications/national-curriculum-in-england-art-and- designprogrammes-of-study

Design and Technology

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics. They will be able to evaluate their own work with a critical eye to improving their work as well as fostering an enjoyment, satisfaction and purpose when designing and making.

https://www.gov.uk/government/publications/national-curriculum-in-england-design-and- technology-programmes-of-study/national-curriculum-in-england-design-and-technology

Computing

We have a discrete timetable for teaching computing throughout school, but our approach is to complement this by integrating computing into other subjects whenever possible. The use of desktop computers and other hardware such as cameras and Chromebooks are as much part of our learning tools as pencils and pens. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. Children also design computer images, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns. We offer a computer enrichment club, where the children have opportunities to develop their understanding of coding, specific programmes and use computer components to build desktop computers.

National Curriculum Computing Programmes of Study:
https://www.gov.uk/government/publications/national- curriculum-in-england-computingprogrammes-of-study

Music

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies will also provide an opportunity to practise singing. Pupils will also be taught to play a variety of instruments musically and encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. Music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking.

National Curriculum Music Programmes of Study:
https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmesof-study

Physical Education (PE)

PE is delivered by Class Teachers and Sports Coaches. Our PE sessions are indoor and outdoor and we teach games, gymnastics and dance. Our lessons focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. We also visit other facilities, including the local swimming pool and local high schools to participate in sport. Swimming takes place in Year 5. From Year 1 to Year 6, we ensure wider participation in the sporting community by involvement in various interschool sports tournaments and competitions.

PE Programmes of Study:
https://www.gov.uk/government/publications/national-curriculum-in-england-physical-educationprogrammes-of-study

PSHE, British Values and Citizenship

At Aldwyn, PSHCE is an integral part of our whole curriculum. We encourage a cross-curricular approach to the development of PSHCE skills and understanding. We celebrate development of PSHE through all teaching and learning. In addition to this, we also follow the Jigsaw principles in our PSHE lessons:

- Being me in my world
- Celebrating difference
- Dreams and goals
- Healthy me
- Relationships
- Changing me

PSHCE is an opportunity for children to explore issues about themselves, others and their rights and responsibilities. Children are to learn that they are all created equal and that respect for each other is essential for them to live a balanced and healthy and fulfilling life. These principles are solidified in the school's behaviour policy and rewards system that are given to children. Children showing the principles set out in Jigsaw and the school's values are praised and certificates relating to them are awarded in our weekly celebration assemblies, that our families attend. Relationships & Sex Education is taught within the PSHCE. It is intended that work done through PSHCE permeates the whole of school life and the children live out the values each day. We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We have a very successful pupil voice, who have worked on numerous school and local community projects.

National Curriculum PSHE programmes of Study:
https://www.gov.uk/government/publications/personal-social-health-and-economic-educationpshe

Religious Education

We follow the Tameside Agreed Syllabus for Religious Education and this is supported by the RE Today Scheme. There are clear learning outcomes for all units of work, based on the appropriate expectations as set out in the RE syllabus. Religious Education is taught to all children except those who are taken out by their parents. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that Britain is a multi cultural society, taking account the teaching and practices of different religions represented in our country. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. Pupils will develop their own beliefs and values. We promote dignity and respect for all. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies.

Religious Education DfE Guidance
https://www.gov.uk/government/publications/religious-education-guidance-in- english-schools-nonstatutory-guidance-2010

Foreign Languages

French is an exciting and engaging part of the curriculum, which enables children to develop skills that will open further opportunities later in life. At our school, children have weekly lessons in throughout Key Stage 2. In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy. It is intended that when children leave Aldwyn, they will have developed a natural curiosity and confidence to explore other countries, cultures, and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. The teaching of French provides an appropriate balance of spoken and written language and lays the foundations for further foreign language learning at KS3. We believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

National Curriculum - Languages key stages 1 to 2 (publishing.service.gov.uk)

History and Geography

Through our Geography and History curriculum, we endeavor to provide a deep and growing knowledge and understanding of people, places, environments, processes and events. Our Geography and History learning will enable our children to sequence and compare events over time. Learning will equip our pupils to develop curiosity, fascination and respect for the world and it's people. Pupils will become competent in a range of skills such as collecting, analysing and reporting data, interpreting a range of information such as maps, globes, photographs and historical documents and communicating their findings in a variety of ways.

Our curriculum has been designed to give children the opportunity to develop their awareness and knowledge of the local area as well as globally significant places and events, current and historic, from around the world. We want our children to understand the processes that give rise to the features of the world and reflect on how humans have and can change our world over time.

They will then make connections to their own environment, becoming responsible citizens, discussing and finding ways to make a positive contribution to their community. We will introduce children to a diverse range of vocabulary, which will contribute to their wider reading skills and knowledge.

Humanities Programmes of Study:
https://www.gov.uk/government/publications/national- curriculum-in-england-geographyprogrammes-of-study
https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmesof-study

Curriculum Impact

The main source of impact will always remain the quality and breadth of work seen in pupil's books, pupils' learning behaviour and attitudes towards learning, as well as the progress each child makes over time. At Aldwyn, we are striving to raise the expectation of learners and the quality of work they produce from a rounded and connected curriculum. We ensure there are always opportunities for application of learning within and across subject disciplines.

The impact of our curriculum should also be measured by assessment procedures which allow us to measure outcomes against all schools locally and nationally:

- Early learning goals outcomes
- Phonics screening
- End of KS1 % and KS2 % of children working towards or at the expected standard and at Greater depth in reading, writing and mathematics
- Success completion of the Year 4 multiplication check

But, we will in fact be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. Year on year, we see our vision whole-heartedly in practice by the pupils who return to us through our valuable links with high schools. When past pupils return through channels such as Work Experience, or collage placements, they return as young people that we are proud of; with a strong moral compass and a passion to make a difference. They are often keen to share their fond memories of Aldwyn and celebrate their achievements. It is clear that every child is a success.