



# LEASOWES PRIMARY SCHOOL



## CURRICULUM VISION

Our inclusive curriculum aims to inspire and enthuse all children during their learning journey at Leasowes. Our ambitious and progressive curriculum provides children with the relevant knowledge and skills to become prepared and empowered learners, who flourish and fulfil their full potential. Our outstanding education stretches beyond the classroom to ensure our children experience a multitude of rich and varied learning opportunities that will make their primary years memorable and enjoyable. Rooted in strong values, our curriculum aims to future-proof our children and supports them to develop their character, equipping them for success in the next stage of their education and later life.

## CURRICULUM CONCEPTS



## VALUES

Through embedded values, we teach and role model to our children how to be a good person and aim to prepare them for their future lives in modern day Britain. We support our children to develop their character and help them to know how to keep both physically and mentally healthy. Our wider curriculum education promotes cultural capital. It develops their understanding of diversity and hopes to equip them with attributes that will allow them to be responsible, respectful and active citizens who can contribute positively to society.

## BALANCED

We believe our education has to prepare our children for an ever-changing society. In order to future-proof our children, we will provide them with a broad and balanced curriculum that ensures their later success. To achieve this, we ensure that our curriculum values all subjects and promotes the intellectual, moral, spiritual, creative, emotional and physical development of each child. In doing so, each child will find an element of the curriculum they can excel in.

## RIGOROUS

Engaging units are used to hook our children into learning. These units are underpinned by both core and foundation subjects. Our curriculum ensures that all subjects are taught in a way that remains faithful to their discipline or field. Our pedagogy aims to advance subject-specific knowledge, skills and concepts. Subject leaders consider their discipline so that subject coverage is broad but focused, allowing children to study high-quality content in great depth from local to global contexts.

## COHERENT

Explicit connections are made between subjects so that they are clear to the children and learning becomes meaningful. These purposeful connections are carefully considered and planned by teachers to reinforce learning, promote remembering and aid retrieval. By connecting knowledge, our curriculum aims to deepen children's understanding, allowing them to develop skills.

## PROGRESSIVE

Our curriculum promotes progression by considering the vertical, horizontal and diagonal links that exist between the content the children will study in different years and subjects. Our lessons are taught to ensure that knowledge and skills are built up on in a progressive fashion. Subject leaders are responsible for ensuring there is a clear plan for the development of their subject over time, and what achievement looks like at each stage.

## INCLUSIVE

As educators, we understand that children learn and progress at varying rates. We ensure that the national curriculum is delivered at an appropriate level of challenge for all students. Where necessary, adaptations to subject content are made to take into account a child's stage in their learning journey, making the curriculum accessible for those with disabilities or special educational needs, so that our curriculum provides parity and is equitable to all.

## RELEVANT

It is important that our curriculum is relevant to our children. The intended curriculum and the intellectual concepts we want the children to learn, are made relevant to the children through our pedagogy and how our lessons are delivered. Teachers take a creative approach to planning learning and delivering curriculum content so that it engages our children and ignites their curiosity. Children take part in a range of rich and varied learning experiences that enrich the curriculum and make their primary years memorable.

# REASONING

Our curriculum aims for all children to develop 'true fluency' in mathematics so that they can become proficient in reasoning and problem solving. We expect our children to develop their reasoning skills across the curriculum in various subjects by providing opportunities for them to apply their knowledge and skills.

# ENQUIRY

Enquiry at Leasowes extends beyond our science lessons, and we teach our children to be inquisitive, wonder and demonstrate curiosity in their learning and about the world. This is promoted through an investigative approach to learning, encouraging children to ask questions and discover answers for themselves through child-led enquiry.

# ROOTED IN READING

Reading is at the heart of our curriculum because of its proven power to improve life chances. Through a book based approach, we root all of our units in high-quality, rich class texts and use these to ignite our children's imaginations. Our children become proficient readers by reading a range of text types across the curriculum and by being encouraged to read for pleasure. We learn to read so that we can read to learn.

# RETRIEVAL

Learning has been defined in cognitive psychology as an alteration in long-term memory. Progress, therefore, means knowing more (including knowing how to do more) and remembering more. For this reason, retrieval practice forms a key pedagogical approach across the curriculum at Leasowes. Children are taught that their memory of previously taught concepts and knowledge is made stronger through regular retrieval practice and recovery learning.