

Greenvale Primary School – Curriculum Principles

Intent – Implementation – Impact

‘Nurturing and Inspiring Life Long Learning’

Intent – Our curriculum is the centre of our school day. It is designed to provide opportunities for our children to develop interpersonal skills, build resilience and become creative, critical thinkers.

At Greenvale, we want all our children to be successful learners who have high aspirations and know how to make a positive contribution to their community and the wider world. Every child is recognised as a unique individual. We celebrate and welcome differences within our diverse school community. We use our Greenvale Values to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

We believe that children learn best when they are encouraged to use their imagination and apply their learning through real life experiences that engage and motivate them. Through purposeful learning we aim to capture the excitement that not only enthuses learning but also provides opportunities to be reflective and forward thinking.

Greenvale provides a highly inclusive, nurturing environment where learners of all abilities enjoy their education and are helped to achieve their potential. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. A love of Reading is a key priority at Greenvale. We want our children to be equipped with the skills to enable them to unlock the wonder of reading and enjoy the pleasure of listening to stories. There is a high focus on developing children’s moral, spiritual, social and cultural understanding of not just their local community but also the world beyond. Through nurturing, supporting and equipping our children with the skills they need to become confident, determined and respectful young adults, we aim to ensure that our children have exciting and ambitious aspirations for their futures and life in modern Britain.

Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year.

The National Curriculum is used as a starting point to implement learning. As a school, we then embellish and deepen learning further through first-hand quality experiences, ensuring that all children are able to access opportunities given to them. Key questioning alongside elements of choice or independent thinking continue to develop the importance of enquiry and analysis. The primary foci of our curriculum are raising aspirations, engendering a sense of personal pride in achievements, providing a purpose and relevance for learning and ultimately to help every child to find strengths and interests. Each term, the children have a ‘hook day’ to spark the imagination and to engage them in the topic vehicle through which skills will be delivered. From this ‘hook day’, children’s imagination and enthusiasm can be triggered to motivate their learning and enquiring minds. ‘Learning home work’ is linked with the progressive skills being taught and is both practical and assessable for all levels of learners.

Implementation – True learning is defined as changes in the long-term memory and creating mental models that allow children to apply learning in a specific context. At Greenvale, we have altered our school day structure to create more opportunities for delivery of the curriculum in a cross-curricular and creative way. Our children learn through ‘doing’. This form of learning is delivered

through first-hand, purposeful, quality experiences. It provides children with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. The daily timetables enable teachers to adapt their teaching to suit the needs and skills of the children being taught. Therefore, allowing the application of skills to deepen their knowledge and understanding of the subject. Opportunities for children to be immersed into experiences with visits or off timetable days of discovery to enhance and support delivery of the curriculum. Children can feel safe to try new things with confidence.

The school has recognised that having a clear focus on the learning intentions and giving our children the opportunity to discuss what the success criteria will be, allows teachers to use these as an effective tool for gaining intended learning outcomes. Staff have had training to use effective questioning techniques to develop higher order thinking skills. In lessons we provided opportunities to be reflective and to listen to others' opinions and explanations. Lessons are broken down into specific discreet skills and knowledge that will enable children to achieve the desired outcome. Our aim is to ensure that our children have as many activities as possible to support the retention of knowledge and understanding through purposeful learning that raises aspirations and helps every child find strengths and interests.

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review. The innovative practice across Greenvale provides a strong foundation and opportunities for children to work in teams and develop social skills both indoors and out. The curriculum design ensures that the needs of individuals and small groups including those with additional needs are met within high quality teaching supported by targeted proven interventions where appropriate. These interventions include SEMH through our Nurture group, play therapy, social skills, lego therapy, 1:1 pet therapy as well as social stories and PSHE sessions. Our curriculum has well-being strands interwoven throughout it to ensure all children leave Greenvale with respect for themselves, resilience and high aspirations. Teachers have regular training to update their knowledge of their subject and disseminate information to others during staff meetings and INSET days.

Active learning is encouraged through exploration, enquiry, investigation and structured play using first-hand experiences wherever possible. We provide children with a range of opportunities to develop, use and refine key knowledge. As well as supporting their understanding of key skills to practise and apply regularly in different contexts.

Greenvale has six core values, 'Reflectiveness, Responsibility, Respect, Readiness, Resourcefulness, Resilience'. These are introduced on a rolling programme of our six half-termly values which are introduced in assemblies, discussed in class and promoted through activities and actions. All staff ensure that there is appropriate curriculum coverage of Fundamental British Values. Our children also learn about Global issues such as the oceans and plastic. These issues are then debated, discussed and researched before being linked with their own community. Through this, our children learn to take personal responsibility for their own thoughts and actions for learning and future success.

Children across the school take part in our 'Enrichment Activities' that happen on a Friday. This ensures that all children are able to access extra-curricular activities that can enable them to take part in activities they may not be able to access, enriching their own experiences of the world around them. At Greenvale, we also arrange for after school and lunchtime sports clubs to be available to the children to build on co-operation, collaboration, resilience and social skills. It also equips our children with the ability to deal with similarities and differences in a fun, non-threatening way, developing and encouraging social skills.

We believe that it is important that children have a strong awareness of their local community and locality and of who they are and where they fit in the world. We believe that successful learning depends on a positive partnership between home school and the wider community and we regularly raise money for local and national charities throughout the school year.

Impact – children leave Greenvale with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

Our curriculum is designed to be progressive in skills, to challenge and build on prior knowledge and understanding. We aim for each child to be able to access the curriculum through looking at ‘gaps’ in their understanding and planning the delivery of the skills to suit the learning style of the child. At Greenvale, we understand that often children are missing core experiences and that these need to be addressed through a curriculum that is adaptable to suit the needs of these children including those with special educational needs and SEMH. Therefore, the cross curricular nature of our curriculum allows for the practical application through which our children learn best and innovative timetabling creates flexibility to allow children to thrive and flourish in a way they learn best.

Specialist curriculum or topic weeks boost coverage and enable the children to be fully immersed in either a whole school topic or a specific curriculum area. These weeks are often taken from the children’s interests. This creates enthusiastic learners, deepening and broaden the children’s knowledge and understanding. Such topics or curriculum areas include ‘Art Week’, ‘Global environment week’ and ‘Poetry week’. Involvement of parents and the community during these weeks gives a sense of pride and belonging. We aim to give our children the opportunities and experiences needed to go forward to be successful in their education and future lives, enabling them to achieve.

The teachers at Greenvale plan specific ‘reflection times’ within the school day where the children are able to reflect on their prior learning and events of the day. This enables the teacher to assess the children before moving them forward in their learning.

We believe strongly that children should develop into well-rounded, informed individuals. We value our children’s mental well-being and want to foster an ethos of valuing diversity, interpersonal skills, building resilience and becoming creative, critical thinkers. Greenvale is a place where we want our children to feel safe and recognise themselves as a unique individual who can reflect and grow into a responsible adult.

Assessing progress in all subjects allows subject leaders to identify gaps in knowledge and understanding of a specific subject, and curriculum coverage, therefore, adapting their actions to address these. This enables the school leaders to check the breadth and balance of the curriculum. At Greenvale we assess our children for progress three times a year to enable teachers and leaders to identify those who need extra support or challenge, gaps in skills that need to be embedded deeper and children with SEMH who are finding it difficult to access the curriculum. Leaders are then able to challenge teachers and support with further training or outside agency support.

Therefore, to achieve our vision, our curriculum and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils to become confident, happy citizens.

