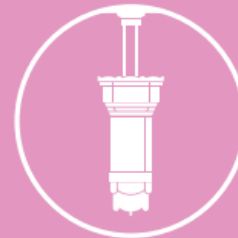


Curriculum Intent

2023-2024



St Paul's Way

Aspiration • Integrity • Community

PART OF UNIVERSITY SCHOOLS TRUST

Aspiration



All children should have **high aspirations** and bright futures. Our curriculum ensures that our children are well-prepared with the knowledge and skills required to ensure they succeed in their next stages of education.

Our curriculum is informed by academic research about how children learn best, enabling **all pupils to achieve** excellent outcomes and reach their full potential.

We believe that children have the right to expect and experience a challenging, relevant, and broad curriculum that prepares them for **life-long learning**.





Our curriculum takes account of both the Early Years Foundation Stage Curriculum and the National Curriculum. It has been **carefully designed** by outstanding primary practitioners in consultation with some subject specialists from the secondary phase, to provide an **enhanced curriculum** where children's knowledge and skills can build securely over time, from the ages of 3 to 18.

As an all-through school, we are in a unique position to ensure children achieve well as they progress to secondary school, higher education, and beyond, and are well prepared to **succeed in their next stages of learning.**

Community



Our curriculum equips children with the knowledge, skills, confidence, and oracy skills to **become educated citizens who can actively engage in the world** around them and are empowered to transform their community and society. We aim for children to leave the Primary School as articulate, confident and resilient individuals.

Our curriculum represents the **diverse community** of Tower Hamlets and our local context. We celebrate diversity of all forms. Equality and inclusion is at the heart of our curriculum and co-curriculum.



Integrity



Our curriculum is underpinned by our **core values**. We are a Bronze Rights Respecting School, and our pupils understand their rights, and the rights of others. We support all children to **develop their character** and act with honesty and integrity, and display these skills across our varied curriculum and co-curriculum offer, including Pupil Leadership opportunities.

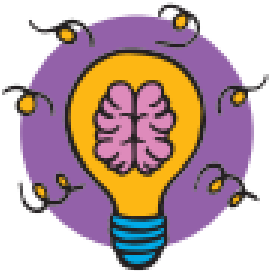


All staff act in the best interests of the child, and teachers use high-quality research and evidence to ensure curriculum and pedagogy decisions are well informed.

Our Curriculum Threads



Achievement



Creativity



Enrichment



Belonging



Discovery



Future

Achievement



Achievement

Our curriculum has been carefully **planned and deliberately sequenced** to enable all our pupils to achieve to their best potential. Curriculum leaders and teachers use **research-informed evidence** to plan, scaffold and adapt learning for our pupils to be ready, able and successful in their learning. Teachers carefully identify the **component knowledge** and skills pupils require to meet their curriculum goals within and across units of lessons. The use of **formative assessment** strategies ensures pupils' knowledge and skills are tracked and assessed accurately.



Careful curriculum mapping ensures links are made within and across subjects as we know that through **making connections**, children's schemata and conceptual understanding of topics are strengthened. Teachers and Curriculum Leaders understand how learning relies on **long-term memory** and pupils making connections.

Opportunities for **retrieval** and spaced learning are planned into all curriculum subjects and teachers use a range of approaches to support children's retention of meaningful knowledge.

Belonging



We believe that a sense of belonging is one of the most significant factors in a child's school life. Our curriculum has been developed to build **equality, diversity and accessibility**.

Our **diverse curriculum** has been tailored to allow our pupils to see and to be seen. From EYFS to Year 6, pupils have access to a range of texts where representation of characters and themes is at the forefront of our curriculum goals.

We explore the world around us and learn about a range of different places, people and cultures. We learn about the power of democracy and justice whilst exploring historical and modern-day injustices, to empower our children to know that they have a part to play in continuing the journey for a better world. We also learn about inspirational people who have led the way to create a non-discriminatory society.



All staff work collaboratively in ensuring our curriculum is **adapted and scaffolded** effectively, which is **inclusive** for all our pupils here.

Creativity



Our **broad and balanced** curriculum promotes creativity by enabling pupils to think outside the box, cultivate **curiosity** and to express themselves in unique ways. By establishing **cross-curricular** links, pupils can make connections between their learning and apply their skills within different contexts.

Pupils also receive the opportunity to express their creativity in **different learning spaces**, including the outdoors and within the Trust School. We encourage our pupils to develop a growth mindset and to feel comfortable taking risks by being creative. An example of this is through maths journalling, where pupils are able to represent their answers in a variety of forms to demonstrate a deepened understanding of concepts taught.

While it is essential for us to be clear about the knowledge we teach in our curriculum, we also aim to develop our pupils' **cultural capital** by applying this knowledge to various cultural and social contexts.

Our communal and classroom displays are regularly updated to reflect our pupils' creativity. Our **Family Home Learning** projects enable pupils to have the autonomy to choose how to foster their creativity and be innovative in their own time, which is then celebrated in school during whole school events.

Discovery



Discovery

We have embedded an **enquiry-based learning** approach within our curriculum areas, where lessons are designed to encourage pupils to ask questions, investigate and to find answers through their learning journey. At the start of a unit, pupils receive **Knowledge Organisers** which provide the 'bigger picture' for a topic and open the doors for curiosity, which also then facilitates **retrieval and application**.

Oracy and language are essential in supporting children's overall achievement across the curriculum. We ensure children are given the **vocabulary and language structures** to be able to discuss and articulate key topics and ideas that are meaningful and important to them.

By exposing our pupils to outdoor learning, they are able to make connections between their learning in the classroom and its application in the real world.

We provide opportunities for pupils to reflect on their learning process through a range of **metacognitive** strategies, where they can evaluate their own learning and make connections between new information and prior knowledge. Moving up through the years, children embark on their own **enquiries**, using a range of philosophical and oracy skills to discuss 'Big Questions' and themes in all curriculum areas.

Enrichment



Enrichment

We aim to provide our pupils with plenty of enrichment opportunities, which go beyond the national curriculum to enhance their learning experiences and development through meaningful ways.

Pupils all have their own **Enrichment Passports**, which extend our co-curriculum offer of external and internal visits, clubs, competitions and opportunities to take on responsibilities and leadership roles across the school.

We continue to engage in co-curriculum opportunities with our Trust School to support pupils' development of character, independence, well-being and social skills. Pupils are fortunate to have access to a high-quality creative arts provision: They attend weekly singing assemblies and receive additional music lessons, where they can learn how to play an instrument. Our PE lessons are also led by specialist coaches.

We host termly **whole-school events** to celebrate pupils' talents and wider skills, which also include showcasing their Family Learning projects.



Future



Future

Preparing our pupils for the future is a crucial aspect of our curriculum offer. We aim to equip pupils with the knowledge, skills and competencies that they need to thrive in an ever-changing world. We aim for our pupils to be well-rounded individuals who are prepared to be active citizens in our globalised society and economy, through our implementation of **Rights Respecting Schools** initiative.

Our curriculum offer from EYFS to Sixth Form aims to be **coherent, forward-thinking and aligned** in all subjects. We understand the importance of pupils' knowledge and skills building over time. We continue to work across phases and with the Trust School to develop effective **transition points**, to enable our pupils' chances of success during key milestones.

Pierre Bourdieu first defined **Cultural Capital** as the skills and knowledge that a person can draw on 'as currency that helps us navigate' society around us and 'alters the opportunities available to us'. We strive to make the very best use of the **rich and diverse opportunities** that we have within our immediate community and as an inner-London school, and give children opportunities and experiences that go beyond the National Curriculum.



Our EYFS Vision



Developing interests, strengths and learning skills



Developing Independence



Promoting a love of reading



New Experiences and Cultural Capital



Developing Communication

Our Early Years Intent



Our Early Years Foundation Stage ensures children develop the skills and early knowledge they need to become life-long learners. We aim to develop independent learners, celebrating the unique identity, interests and strengths of each child.

Our pupils learn how to **play and explore, engage in active learning, create, and think critically**, and learning is tailored to children's next steps in learning. We encourage children to take safe risks within their learning, including learning outdoors. Developing children's communication, language and oracy skills through tailored learning opportunities and high-quality interactions is a priority for our team.



Our Early Years Intent



Through our Early Years Curriculum and environments, children will have **new experiences** and can develop **new interests and skills**, as well as the Cultural Capital needed to access future opportunities. High-quality texts and reading are at the heart of our Learning Themes and our learning environment. Our Learning Themes have been carefully chosen to help children develop the pre-requisite knowledge and conceptual schema they will need in future learning. Our teachers support children to make an excellent start in Early Reading, Early Maths and Early Writing, through a variety of whole-class teaching, focused group teaching, one-to-one focused work, and plentiful opportunities to explore, develop and apply learning in the Learning Environment, both indoors and outdoors.

