



Curriculum: Intent, Implementation, Impact

Intent

At North Clifton Primary School every child's uniqueness is recognised and valued. Our core values form the backbone of our curriculum. As such, our curriculum embraces the community from which it exists, as we strive to recognise, embrace and celebrate each individual child and their diverse backgrounds and experiences.

We constantly adapt our learning journey to meet the needs and interests of our children, offering an excellent education underpinned by a broad, culturally rich and powerful curriculum to ensure that all pupils are well equipped for the next stages in their education.

We want the children at North Clifton to develop their **knowledge** by:

- Broadening their knowledge across all curriculum areas.
- Building on prior knowledge.
- Developing vocabulary.
- Retaining sticky knowledge.
- Developing knowledge, which is relevant to their lives and the wider world.
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We want the children at North Clifton to develop their values education by:

- Being respectful
- Demonstrating independence.
- Developing resilience.
- Taking responsibility.
- Extending their curiosity.
- Developing their ethical vocabulary.

Although our curriculum is underpinned by the teaching of knowledge, concepts and values; creativity is pivotal at North Clifton Primary. We regularly provide enhancement opportunities and WOW moments to engage learning and to celebrate and develop the individual talents of our pupils, recognising everyone as unique with their own ambitions, skills and dreams. We aim to provide an environment that encourages lifelong learning which is reflected in our whole school ethos and core values.

Community involvement is also an essential part of our curriculum as we provide opportunities for the children to take an active part in their local and wider community, embracing new knowledge and skills throughout the year.

At North Clifton Primary School we aim to provide an inclusive curriculum that is differentiated for those with Special Educational Needs or Disabilities (SEND). We have

high expectations for all pupils and are committed to ensuring our curriculum complies with the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.

Our inclusion statement emphasises the importance of providing an inclusive learning environment for all pupils including those with SEND. Additional information on this can be found in our [Special Education Needs Information Report](#) and [Equalities Policy](#).

The children at North Clifton Primary work and grow together as part of a caring and motivated family team, and children leave North Clifton Primary 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 learner on their life journeys.

Implementation

At North Clifton Primary school skills and knowledge are taught discreetly in subject areas so that our children gain a broad understanding of each subject and know exactly which subject they are studying. However, the curriculum is designed to embed transferable skills throughout, whilst maintaining and embedding essential skills based learning, through an engaging creative curriculum. The quality of our classroom environments serves to stimulate and engage higher order thinking. At North Clifton Primary School, we also recognise the importance of feedback, both adult and peer, as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. In response to this, planning is flexible and responsive to pupils' needs.

Impact

At North Clifton Primary we plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child, striving to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson.

Day-to-day, on-going assessment is a crucial method of assessment which provides instant feedback to the teacher and ensures progress within every lesson. AfL strategies are used in all lessons. These strategies provide a clear picture of a child's level of understanding and, ensure that teachers can quickly assess when a child does not understand and needs greater support. Lessons should be flexible enough to allow teachers to adapt to the needs of the child. AfL should also be used to inform planning for subsequent lessons.

Progress is assessed regularly. At the end of each term, assessment data is gathered and progress is checked by class teachers. Children are expected to make good or better progress in all subjects and this individual progress is tracked. In cases where children are identified as making 'less than expected progress' particularly in English or Maths, interventions are put in place to address gaps in learning.

The child is at the centre of everything we do at North Clifton Primary and will be provided with an opportunity to:

- Develop their resilience and perseverance
- Develop their own uniqueness
- Build self-confidence and independence
- Become critical thinkers
- Have high aspirations
- Become global citizens
- Appreciate diversity
- Take responsibility
- Develop restorative and relational skills
- Develop creativity
- Acquire curiosity and inspiration and a thirst for knowledge