



## Arnold View Primary School Curriculum Intent

### Values

Our School Values are...

**Aspire**

**Believe**

**Achieve**

Our Golden Rules are...

**Ready**

**Respect**

**Safe**

### Mission Statement

#### Mission

The mission of our school is for everyone to achieve their very best in everything they do. At Arnold View we develop children who are happy, confident, respectful and secure in a nurturing, creative and stimulating environment. Our core value words are **Aspire, Believe, Achieve, Ready, Respect, Safe**; which demonstrates our ambition for the children to aspire for great things in life; to have the self-confidence to believe they can do anything in life; that children achieve in all areas of their life; that children should be ready to learn in any context; they should respect one another and themselves and they should keep themselves and others safe.

#### School Aims

- For all children to feel part of an exciting community which has respectful and caring relationships fostered in a nurturing, creative and stimulating environment
- For all children to experience a vibrant, engaging broad and balanced curriculum which enables the children to recall and utilise learning
- For all children to have high aspirations in every area of life, demanding high standards from themselves and others
- For all children to experience a variety of enrichment activities which enhance cultural capital and enable them to identify and develop their talents and attributes, ensuring that everyone reaches their full potential.
- For all children to be self-confident, kind, caring and healthy and equipped with the skills they need to make a positive contribution to the world at large.

### Barriers to our children's learning and development

- Baseline data upon entry to school in 2021 shows that 79% of children are not achieving GLD.
- There are currently 41 children on the SEND register which is 12% of the whole school; this includes two children with an EHCP, four children with HLN funding and four children with AFN funding.
- There has been a marked increase in the number of pupils who have been referred to outside agencies for support, such as Healthy Families, NottsBU and Small Steps, and for those we have completed Getting To Know Me forms for.
- Delayed speech, language and vocabulary life experiences – Some children, particularly in Year One and EYFS, have limited vocabulary and grammatical knowledge and listening skills due to the impact of Covid. A small proportion of children also struggle with social etiquette, for example waiting their turn, dining and table manners etc.
- Some children have limited familiarity of texts and reading protocols – Some of our youngest children are entering school struggling with protocols for communication (e.g. turn-taking and listen and response). There is a small but significant percentage of our wider school community who find reading and writing difficult.
- Limited life experiences – Some children have limited general knowledge and limited knowledge of the wider world due to lack of experiences due to the pandemic.
- There are financial constraints on families due to the current cost of living crisis.
- We have identified that there are some children within our school community who do not have high aspirations or who are unsure of their future aspirations.
- Although the average attendance is approximately 94%, attendance due to Covid has meant that learning has been affected. We have a persistent absentee rate of 25% and we are addressing this through meeting and supporting parents to bring their children to school.
- Mental health of the parents can become a barrier to learning as in some cases, parents are struggling to raise children alone. This sometimes has an impact on the mental health of the children.

## Why have we developed our curriculum?

	What does it do?	Why are we focusing on this?	Research underpinning this	Outcomes
<b>Aspire</b>	<p>Our aspirational curriculum ensures and enables children to stretch themselves to achieve more.</p> <p>Our aspirational curriculum is developed with all children in mind; it aims to lessen the gap between underprivileged children and those with SEND needs.</p> <p>Our aspirational curriculum also has a 'Challenge Leader' who helps to ensure that gifted children across the curriculum continue to be challenged further.</p>	<p>We have identified that there are some children within our school community who do not have high aspirations or who are unsure of their future aspirations.</p> <p>Some of our children do not always challenge themselves to aim for more than the 'minimum' standard and we want them to achieve more.</p> <p>According to the EEF, the link between aspiration and attainment is unclear; however, children need to develop a positive mindset and broaden their understanding of what is possible.</p> <p>Some of our children arrive at our school with delayed speech, language and vocabulary life experiences.</p>	<p>The Education Endowment Foundation <i>Ambition Institute – Katy Theobald 2018</i></p>	<p>All children will be able to reach their highest possible outcomes and this means interventions can be solely used to address gaps and ensure that nobody falls behind.</p> <p>Vocabulary will be a learning focus across the school and the children will demonstrate the use of this both in their written and spoken language.</p> <p>Children will have a clearer understanding of end points to education and the possibilities and variety of opportunities they may have in future life.</p> <p>The 'Challenge Leader' and Curriculum Leader will ensure that children who are Greater Depth across the curriculum are challenged.</p>
<b>Believe</b>	<p>Our curriculum ensures that learning is sequential and builds on knowledge and key skills so that children make links and are confident that their knowledge is growing each step of the way.</p> <p>Our curriculum gives opportunities for children to recall knowledge easily and understand it as part of a larger picture.</p> <p>Our curriculum has been designed to enable children to feel confident that they are great learners and gives them strategies to lead in their own learning.</p> <p>Our curriculum equips children with key knowledge and skills and enables children to realise that they can draw upon these at any time.</p>	<p>There has been a marked increase in the number of pupils who have been referred to outside agencies for support, such as Healthy Families, NottsBU and Small Steps, and for those we have completed Getting To Know Me forms for.</p> <p>We have seen a marked increase in children demonstrating signs of low mood, anxiety, low self-esteem and other elements of negative mental health.</p> <p>Children need to learn more and remember more in order to feel confident in their learning.</p>	<p>Retrieval Practice – <i>Kate Jones</i> EEF Blog – Does research on retrieval practice translate into classroom practice? – <i>Professor Rob Come (December 2019)</i></p>	<p>Children will feel more confident and this, in turn, will enable them to believe in themselves more.</p> <p>Retrieval practice will be part of every lesson and changes to children's long-term memory will be evident, therefore improving confidence.</p> <p>Children will have a sound knowledge base (sticky knowledge). They will have a clear understanding of what they are learning through being able to make links with other learning.</p> <p>Staff will ensure that children feel confident at the end of every lesson and if not, pre/post teach will be used to address this.</p>

				Children will be confident in key skills related to phonics, reading, writing and maths.
<b>Achieve</b>	<p>We are aiming for our curriculum to enable children to achieve in every area of life to the best of their ability.</p> <p>Our curriculum is underpinned by the ethos, 'Know more and remember more'.</p> <p>We have sequenced our curriculum in a way that enables children to use prior knowledge to inform new learning.</p> <p>We have created a curriculum which enables children to develop both disciplinary knowledge and substantive knowledge as we believe that both are equally important.</p>	<p>Baseline data upon entry to school in 2021 shows that 79% of children are not achieving GLD.</p> <p>Limited life experiences – Some children have limited general knowledge and limited knowledge of the wider world due to lack of experiences due to the pandemic.</p> <p>We want to improve outcomes for our children academically, physically and mentally, particularly due to the impact of the pandemic.</p> <p>We want the children to be confident learners who retain a wide range of skills and knowledge across the curriculum. We encourage the children to develop in both their substantive and disciplinary knowledge, to give them the required skills for a variety of careers in later life.</p>	Retrieval Practice – <i>Kate Jones</i>	<p>Children will be able to celebrate and reflect on their own learning and achievements.</p> <p>Our feedback policy will enable children to know what they have done well and how they could improve their learning. Children will be more confident in identifying and correcting their own mistakes.</p> <p>Children will leave Arnold View with a wide range of disciplinary skills and substantive knowledge in all curriculum areas.</p> <p>Children will be able to make links in their learning. They will be confident in drawing on previous knowledge to support them to understand new things.</p>
<b>Ready</b>	<p>Our curriculum has been designed to encourage children to be ready to learn in any context and to understand that the path of learning and life is not smooth.</p> <p>Our curriculum has been designed to develop the resilience and perseverance skills of children. We want the children to develop strategies so that they are ready to overcome issues they may face.</p>	<p>There has been a marked increase in the number of pupils who have been referred to outside agencies for support, such as Healthy Families, NottsBU and Small Steps, and for those we have completed Getting To Know Me forms for.</p> <p>We have children who have limited resilience and perseverance. Due to the pandemic, we also have children who are less independent.</p>	The Learning Challenge: Guiding Students Through the Learning Pit – <i>James Nottingham</i>	<p>Children across school will hold the perception that mistakes are challenges and learning opportunities.</p> <p>Children will develop in their resilience and perseverance.</p> <p>Children will be given the skills required and the opportunities to be able to work independently.</p> <p>Our feedback policy will allow children opportunities to see errors or identify these themselves. Children will value these opportunities to improve their work.</p>

<p><b>Respect</b></p>	<p>Our curriculum has respect interweaved throughout. It has been designed to instil a culture of self-respect and respect of others. This is particularly evident through the teaching of RSHE and through our choice of texts for reading and writing.</p> <p>Through the high expectations we place on the children and the opportunities we offer them through our curriculum, we are developing a culture of respect between adults and children.</p> <p>Within our curriculum, we have considered the impact of extra-curricular experiences such as faith visits and cultural capital opportunities to enable our children to have a better understanding of the world around them and develop respect for difference.</p>	<p>Limited life experiences – Some children have limited general knowledge and limited knowledge of the wider world due to lack of experiences due to the pandemic.</p>	<p>Constructing the ethos of tolerance and respect in an integrated school: the role of teachers – <i>C Donnelly: British Educational Research Journal, 2004</i></p>	<p>Our children will experience a diverse range of visitors to our school. This includes opportunities to meet members of different faith communities, as well as visiting a diverse range of places of worship.</p> <p>During their time at Arnold View, our children will have multiple opportunities to take part in cultural capital events.</p> <p>Children will receive at least one hour per week of high quality RE and RSHE teaching.</p> <p>Respect is interweaved across everything we do. Our reading and writing curricula include texts written by a diverse selection of authors. These also contain themes of diversity and respect.</p>
<p><b>Safe</b></p>	<p>Our curriculum teaches children the importance of being safe both physically and mentally. We have planned for opportunities to ensure that the children know how to do this.</p> <p>We aim, through our curriculum, to teach children that there are safe risks they can take. We want to encourage children to take academic risks.</p> <p>DARE sessions are given to children in Year 6 to better prepare them for life after primary school.</p>	<p>Mental health of the parents can become a barrier to learning as in some cases, parents are struggling to raise children alone. This sometimes has an impact on the mental health of the children.</p> <p>There has been a marked increase in the number of pupils who have been referred to outside agencies for support, such as Healthy Families, NottsBU and Small Steps, and for those we have completed Getting To Know Me forms for.</p>	<p>Keeping Children Safe in Education - 2022</p>	<p>Our curriculum instils a culture of keeping ourselves and others safe.</p> <p>Children in school are equipped with age-appropriate skills to enable them to keep themselves and others safe. They know the difference between right and wrong, as well as their rights as a child.</p> <p>Each classroom contains a worry box for children to share their concerns with adults should they feel they need to.</p> <p>Children will know the difference between safe and unsafe risks. This will promote a culture of children being unafraid to take safe risks with their academic learning and through other experiences.</p>

## Impact – What will Arnold View pupils look like?

### Our children will be able to demonstrate the Arnold View Learning Characteristics which will support them in their future learning journey...

Concentration	Independence	Imagination	Questioning	Respect	Cooperation	Friendship	Kindness	Resilience	Confidence & Self-Belief	Managing Impulsivity	Reasoning & Problem Solving	Perseverance
Listening & Communicating	Empathy & Compassion	Risk Taking	Making Links	Curiosity	Improving	Gratitude	Integrity	Open Minded	Sense of Humour	Inclusivity	Optimism	Compassion

### Our children will also be able to...

- Our children will be able to form meaningful, respectful and caring relationships with others, recognising and celebrating difference, not only within our school community, but in the wider world as well.
- Our children will demonstrate confidence, independence, resilience and a real thirst for learning.
- Our children will have access to a wide and varied curriculum which challenges their thinking and is designed for their needs, allowing each of them to excel as individuals and be the best that they can be.
- Our children leave Arnold View with high aspirations for their future selves. They will have a broader understanding of learning pathways and careers available to them, to enable them to make informed decisions at secondary school to help them to achieve their goals.
- Our children will be happy to come to school, enthusiastic and open-minded. They will be confident to tackle challenges given to them and will develop a growth mindset.

### Curriculum and SEND

Every child is different and so what works for each pupil will vary. At Arnold View, we aim to enable our pupils with SEND to aspire, believe and achieve through our curriculum by:

- Having an ethos that pupils with SEND, like all pupils, benefit from careful consideration of the components of a curriculum.
- Breaking curriculum components down into manageable 'chunks' and knowing that sometimes these need to be adapted further to suit the individual needs of different groups of pupils.
- Breaking our curriculum down into small, clear and coherent chunks, with an aim to reduce cognitive load for pupils, build on prior knowledge and enable them to remember more.
- Teaching staff using teaching methods which match the needs of children and not planning for overly elaborate tasks which make it more difficult for pupils with SEND to learn curriculum content.
- Having an ethos that any adaptations should be based on individual needs and should aim to retain ambition for pupils with SEND.
- Understanding that for pupils with SEND needs which are more complex, it may be appropriate to have different curriculum expectations.