

# Our Curriculum Intent

At Tankersley St Peter's C of E Primary School, our curriculum intent is underpinned by our Christian Vision and our five, core school aims as outlined above. We have a well-planned, knowledge rich and wide ranging curriculum offer across all subjects and an enriching extended curriculum. Our curriculum is carefully planned from the statutory elements of the National Curriculum and implemented using a **'Creative Curriculum' model** where lessons are carefully sequenced within termly or half termly key themes. Our chosen curriculum themes are ambitious, inclusive and diverse in meeting the needs of all our pupils. **We ensure that every child fulfils their potential, regardless of background or personal circumstance.** Not all of our pupils have the same life experiences, so we immerse our pupils in a wide variety of learning opportunities.

From the early years, we are aware of the vocabulary and reading gap that some pupils have and endeavour to widen their exposure to new vocabulary and ability to read through the learning experiences planned. **Word conscious classrooms are a very strong part of our intent and high profile in the school day.** Our subject glossaries, Victor Vocabulary boards and book of big words help pupils to retain knowledge and answer questions about their learning. We encourage our pupils to have enquiring minds in all of their learning- so our curriculum is built around enquiry questions across most subjects. Pupils are encouraged to ask the *why* and *how* in any given situation.

Our curriculum intent goes beyond the classroom. There are **a variety of rich experiences to enhance key knowledge and skills in learning.** We believe that childhood should be a happy and exciting time in every child's life where there are no barriers or limits to curiosity and there is a thirst for new experiences and knowledge both in and out of school. Each class has a carefully linked visit or visitor into school in every term of the academic year to build their knowledge and skills in the curriculum.

**All of our pupils learn to play a musical instrument** during their time in school and will get the opportunity to play at concerts and events both in and out of school. No child misses out. We **nurture and foster a sense of confidence and community** through our various annual school performances and a wide variety of sporting opportunities. Our pupils always shine at these events which link closely to the learning and creative curriculum in areas such as Music, RE and History. We **involve parents regularly in their child's learning** and undertake key projects which are carefully woven in to the curriculum offer. For example – reading breakfasts and community craft fairs. We run workshops regularly to help parents understand the curriculum.

Our learning environment reflects the breadth and balance of the curriculum. We follow our **'Subject in the Spotlight'** cycle in our Yearly plan to ensure all our subjects are celebrated. Our **'Sparkle and Share' Collective Worship**s give pupils the opportunity to share learning in a specific curriculum area. Whole school learning displays are incorporated into the subject in the spotlight as part of our yearly planning overview.

Tankersley School is inclusive and our practices reflect this. We ensure our pupils show tolerance and respect towards other cultures and beliefs across all their learning in school. **All pupils have equal access to the curriculum and we are outward looking in our curriculum design.** We incorporate specific global links in our learning through the creative curriculum. We have global guardians in school and engage in various projects linked to these. Our pupils can talk about sustainable and global issues such as Fairtrade farming.

If a child has a special educational need, we do all we can to meet the individual needs of that child. We operate inclusive practices in our teaching methods providing access to learning for each child at their level of need. **Pupils on the SEND register have a support plan (formerly known as an SFPs) where clear targets are set for them.** These are reviewed collaboratively with the teacher, pupil, SENCO and parents.

To support with access to the curriculum, some pupils have additional resources to meet needs. For example, teachers provide coloured overlays for dyslexia, support cushions for ADHD (as advised by OT therapist) communication in print resources and fans. Support staff provide appropriate interventions and for pupils where appropriate such as 1-1 phonics and Indirect Dyslexia support. The school works very closely with the extended services team and buys in support from Speech and Language team, Educational Psychology service and BESST team. If staff or parents or carers raise a concern about a child, his/her teacher will make an assessment under advice from the SENCO.