

A Curriculum for a 21st Century Generation

Beckfoot Priestthorpe Primary School is a very special place to learn. We are a small school with a big heart and huge aspirations for our whole school community. We have a positive 'can do' culture and a real warmth that is felt by all who visit us. Our new curriculum was written by us, for the children of our school. It is rooted in developing creativity, independence and motivating our children to do their very best. Our children are inspired by their learning and have the time and space to delve deeper in to aspects of learning that really interest them, as individuals. An integral part of our curriculum development has been to design learning environments that fully support the integration of subjects and allow for independent access to a wide range of resources and materials. Home school projects support learning beyond school and allow parents to become involved in their children's learning. Our corridors display the great work that is going on outside of school and is testament to how highly creative our children and families are. Personal development is central to our new curriculum. We are fully committed to motivating our young people to make a difference to the wider world. Recently, we have elected almost 90 young leaders to support school improvement. This is in addition to each class linking with a community group to further develop our children's sense of responsibility, empathy and awareness of their place in the world. We call this Social Action and our children make us proud every day in the way they interact with both their peers and adults.

Beckfoot Priestthorpe is an average sized primary school in the Bingley ward of the Bradford local authority. The school joined the Beckfoot Trust in September 2017 and works closely with the other 3 primary schools. Over the last 3 years the number on roll has risen by 30 pupils. As a result of this, our stability is low with only 77% of our children being admitted at the standard time of admission. Most classes across school are now full with the exception of the reception class which had a lower than PAN admission this year due to falling numbers across the Bingley district. In school, 13 out of 17 ethnic groups are represented, with the majority of pupils having White British heritage (84%). The number of pupils with EHC plans is well below average but the number of children with identified SEND support is average. 30% of our pupils are disadvantaged which is above the national average and 20% of our DV children have identified SEND support. Our pupil base shows average deprivation which reflects our overall intake but according to our pupil postcodes, 33% of our pupils live among the 30% most deprived neighbourhoods in the country. This strongly reflects our spikey profile and the inconsistencies seen between year group cohorts. On entry to school our most vulnerable children present with a range of needs which need to be addressed alongside their learning.

What is our school context and the rationale for our curriculum intent?

What are we trying to achieve?

Intent

At Beckfoot Priestthorpe Primary School we have designed our curriculum to allow our pupils to believe in themselves and be confident that they can overcome the barriers they face. It will help them to develop a love of learning, challenge themselves, have the freedom to explore their own interests and appreciate that learning can be difficult.

Confident communicators	Knowledgeable and expert learners	Committed community contributors	Future-ready young people
Our curriculum provides high quality oracy education to improve children's spoken language skills. Throughout school, opportunities are embedded to improve the children's ability to articulate their views and ideas confidently. This empowers the children to find their voice for success in school and in life.	Our curriculum is carefully planned to meet the needs of all our children. Pupils are provided with exciting opportunities to develop their knowledge and skills through an enquiry led approach to learning. Children are supported in becoming highly motivated, lifelong learners who are resilient and independent.	Our curriculum is designed to help the children understand the world around them. Links with local groups and schools develop empathy, tolerance and compassion, promoting positive contributions to the wider community. As young leaders they have pride in themselves, the school and the place they call home.	Our aspirational curriculum teaches children to value their education and be future ready. Activities are challenging and adults set high expectations. Children learn to meet challenges head on and make decisions about where they are taking their learning. They take pride in their work and support each other to improve.

How will we achieve this?
Implementation

Confident communicators	Knowledgeable and expert learners	Committed community contributors	Future-ready young people
<ul style="list-style-type: none"> High quality texts sit at the heart of topics to hook the children in, develop imagination, inspire creativity and generate excitement. Learning opportunities that encourage pupils to express ideas, debate and discuss are planned across the whole curriculum. Carefully planned reading lessons teach a range of comprehension skills and deepen children's understanding and knowledge of vocabulary. Reading fluency is developed through daily differentiated phonics in early years and KS1, the Accelerated Reader programme in KS2, reading across the curriculum and joint morning reading. Pupils use and apply knowledge and understanding of phonics, spelling patterns and sentence structure to write across a range of genres for a range of purposes. High quality, oracy education empowers children to find their voice, ensuring success in school and throughout life, regardless of their background. 	<ul style="list-style-type: none"> Subject progression ladders are cross referenced to the programmes of study to ensure our curriculum is fully aligned to National Curriculum expectation. Long Term Plans sequence learning so that knowledge and understanding builds over time to enable pupils to know and remember more. Medium Term Plans provide an overview of subject coverage for staff and parents. Short Term Plans differentiate learning and explicitly show how the key knowledge, skills and vocabulary will be taught or delivered. Topic afternoons provide carefully planned, cross curricular learning challenges that build resilient, motivated and independent learners. Home-school projects hook the children and their families into the half-termly topics and allow them to showcase their individual talents and interests. Visits and visitors bring learning to life and provide rich, practical, experiential learning opportunities. 	<ul style="list-style-type: none"> Children have a social action link with a local organisation to support them to make a difference in their community. Weekly current affairs assemblies, deepen children's understanding of the world around them and current environmental issues. Children are empowered to support school improvement through the role of young leaders. Pupil voice positively contributes to class, whole school and Trust wide improvement initiatives. School Linking projects enable pupils to develop friendships beyond our school and to better understand the world around them. Extra-curricular activities (in school, with Trust schools and the wider community) build cultural capital and develop an appreciation and celebration of creativity and achievement across the curriculum. Children know, understand and want to make a real difference to the world they live in. 	<ul style="list-style-type: none"> Our curriculum is designed to ensure that children are self-motivated, independent, problem solving learners. Our children develop a growth mind-set so that are always trying to improve and do better. Core values are woven across the curriculum to nurture pupils and support their personal development. Our PSHCE curriculum takes into account the community, school and wider context to strengthen pupils understanding of how to live is today's society. Opportunities for pupils to think about future possibilities are built into the curriculum, inspiring all pupils to strive to become a successful adult. Children learn about key figures who have helped to shape the world in which we live so they understand the difference individuals can make. Opportunities are provided for pupils to develop an understanding and appreciation of life in modern Britain.

How will we know we have achieved this?
Impact

Leaders will	<p>Develop and articulate the vision, values and ethos of the school empowering all staff to deliver these consistently</p> <p>Create a culture of constant improvement and be committed to the highest achievement in all areas of the school's work so that 'no child is left behind'.</p> <p>Generate enthusiasm and commitment for the curriculum and associated pedagogy through highly effective CPD to improve the quality of education.</p>
Teachers will	<p>Have a secure understanding of the curriculum intent and plan engaging sequences of learning that match the aims of the curriculum.</p> <p>Use assessment to check understanding and adapt teaching to meet the needs of all pupils enabling them to work with increasing fluency and independence.</p> <p>Have huge aspirations for every child embracing the 'no child left behind' ethos and working relentlessly to catch children up.</p>
Pupils will	<p>Be motivated and inspired to delve deeper into areas of learning that particularly excite them.</p> <p>Develop creativity, independence and be inspired to learn through completing carefully planned learning challenges and experiences.</p> <p>Have a sense of responsibility, empathy and an awareness of their place within the wider world and want to make a real difference to it.</p>