

Forest Park Primary School Curriculum Overview

Intent:

At Forest Park Primary School, we understand our school context and the benefits and issues this creates for the children in our care. Careful analysis and discussion about our pupils' backgrounds, life experiences and culture has helped us to design a curriculum, which celebrates their strengths whilst helping them to overcome the potential barriers to learning. We understand it is vital for every child to succeed academically, but that they also need to develop well personally and socially if they are going to lead fulfilled and happy professional and personal lives. The curriculum at Forest Park Primary School is designed with knowledge at its heart and aims to develop children's understanding of the world around them give them a strong vocabulary base and prepare them for the next stage of their education. The design of our wider curriculum is based on current research findings of cognitive science and promotes long-term learning because we believe that *progress means knowing more and remembering more*. The way that our curriculum is delivered ensures that the children can remember the curriculum content in future years.

We want our pupils to be both "*interesting and interested*." We want Forest Park pupils to be "interesting" to talk to because they know a great deal about the world, and "interested" in finding out more. By the time learners have left Forest Park Primary School, they will have acquired a range of both factual knowledge and procedural knowledge (skills) through repeated low stakes quizzing; opportunities to deliberately practise and careful planning for progression and depth. This is achieved using *knowledge organisers*, to ensure children know exactly which information is expected to be learnt over the course of their study in a particular subject. At Forest Park, we understand that knowledge is "*sticky*" (the more pupils know, the easier it is for them to know more.) This is why we place such emphasis on children knowing facts by heart.

Implementation:

Subject leaders have mapped out their overview of their curriculum area for the whole school. This is based on the statutory requirements of the National Curriculum but also heavily influenced by the needs of our pupils, their heritage, our community and our locality.

The subject leaders plan the medium term planning for each unit. These plans support teachers to plan their individual lessons.

As part of this planning process, teachers need to plan the following:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master;
- A cycle of lessons for each subject, which carefully plans for progression and depth;
- A low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory;
- Trips and visiting experts who will enhance the learning experience

Rational to changes to curriculum Forest Park Primary School


Due to lockdown and bubble closures caused by the Covid 19 pandemic, our pupils have experienced more than a term and a half of disrupted learning. In order to ensure children are taught the most important missed content, we have made adaptations and adjustments to our original intended curriculum, reflected on the long-term plans for each year group.

Impact:

We measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Tracking of gains in each quiz;
- Pupil discussions about their learning;

- A sample of pupils' learning across the school demonstrating mastery and greater depth of understanding;
- The annual tracking of standards across the curriculum.

How do we know that our curriculum is having the desired impact?			
			
Teachers	Children	Children's work	
<ul style="list-style-type: none"> • Become more knowledgeable. • Have higher levels of confidence in delivering all areas of the curriculum. • Can give senior leaders and subject leads feedback about what is working well. • Are acutely aware of how children are coping with the taught content. • Teach consistently well; applying sound pedagogical practices in all lessons. • Plan coherent sequences based on unit overview. • Seek support from subject leads when they are less confident. 	<ul style="list-style-type: none"> • Can talk with confidence about they have learned, using correct terminology. • Are enthused and interested in a wide range of curriculum areas. • Can talk about specific characteristics of subjects and disciplines associated with them. • Can show adults examples of their learning and describe the 'why' behind work they have produced. • Demonstrate good learning behaviours in all lessons. • Are able to explain how their learning within a subject builds on previous learning. • Are able to make thoughtful links between subjects. • Are able to make thoughtful links between subjects. • Can all access, enjoy and make progress within a subject builds on previous learning. • Can all access, enjoy and make progress within the curriculum- regardless of their starting points, or any additional needs they may have. 	<ul style="list-style-type: none"> • Demonstrates that they take pride in what they produce. Children show the same effort as they would in Maths or English, for example. • Captures their increasing understanding of key concepts within each subject. • Illustrates their developing understanding of the disciplines of each subject, as well as the declarative knowledge content. • Shows that a coherent teaching sequence has taken place within each unit of work. • Demonstrates our curriculum's emphasis on subject specific terminology. 	
Visitors and Governors	<ul style="list-style-type: none"> • Give the school positive feedback about pupil engagement and behaviour in lessons. • Comment on high quality work that they see. • Report that leaders are clear about the strengths and weaknesses, and have clear plans to address areas for development. 	Parents and Carers	<ul style="list-style-type: none"> • Give us positive feedback about their children's attitudes to school. • Share examples of when their children have been enthused by the curriculum (e.g. they've been talking about learning at home, or carrying out their own research because of their interest)