



Bentley High Street Primary School

CURRICULUM INTENT, IMPLEMENTATION AND IMPACT STATEMENT

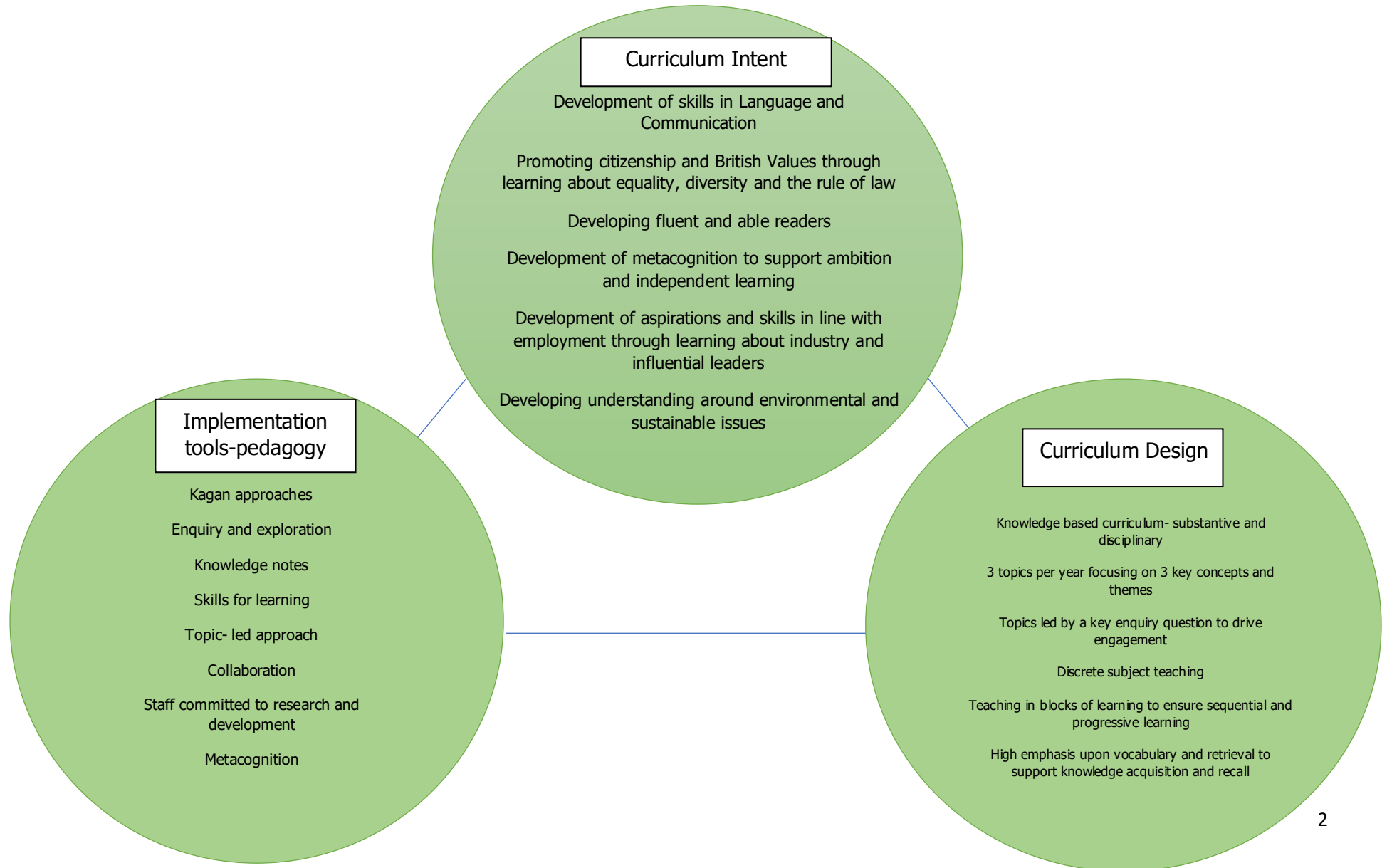
Simply the best!

EVERY CHILD, EVERY CHANCE, EVERY DAY





Bentley High Street Primary School





Bentley High Street Primary School

Intent

Our Vision

Our vision is to equip young people with the knowledge, skills and mind-set to thrive and then take on the world!

We will achieve our vision by every child developing:

- a greater understanding of themselves as a learner
- recognise what their strengths are
- how they can share their strengths with others
- understand what steps they need to undertake for their continual learning journey
- Pupils will be encouraged and inspired to believe in themselves, build dreams and aspirations and strive to achieve these.



Our curriculum reinforces what is integral to us – our school values:

EVERY CHILD, EVERY CHANCE, EVERY DAY

Our Values

INSPIRE - Embodied in the Trust motto, “Every Child, Every Chance, Every Day”, all members of our organisation aim for excellence in their individual professional roles, in our innovative, evidenced-based practice and in our pupils so that we can all fulfil our potential in whatever we aspire to do or be!

INCLUDE - We are concerned with achieving equitable, diverse and quality education for all pupils. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.

INTEGRITY - We respect the individuality of our academies and their communities and always act with integrity. By allowing high levels of autonomy wherever possible, we are able to nurture personalised learning approaches and focus on developing holistic people.

EXCEED - Excellence and enjoyment should be an entitlement for all children and adults working in our Trust. We are developing cutting-edge, research-informed and highly engaging pedagogies that ensure high levels of progress and rapid development of staff; leading to the highest levels of achievement for all!



Bentley High Street Primary School

Our school intends to develop these core drivers within the curriculum intent:

- Development of skills in Language and Communication
- Promoting citizenship and British Values through learning about equality, diversity and the rule of law
- Developing fluent and able readers
- Development of metacognition to support ambition and independent learning
- Development of aspirations and skills in line with employment through learning about industry and influential leaders
- Developing understanding around environmental and sustainable issues

This is because we believe these attributes are integral to our context in order to support children to succeed beyond our setting in both citizenship, education and future employment.

The school curriculum design is structured to combat the barriers facing our most vulnerable pupils, which are:

- Lack of motivation
- Low self esteem
- Difficulties with concentration
- Barriers in their ability to communicate
- Lack of independence
- Peer pressure
- Experience of low employment and deprivation

Curriculum design

The whole school has topics defined across 3 key concepts and themes: Environment and sustainability, Inspirational Leadership and Identity, diversity and social justice. Across each year group, understanding of these concepts develops through carefully designed progressive topics.

Within each topic, intended knowledge is clearly defined in both schemes of work and in knowledge intent documents. Lessons are taught using knowledge notes which set out precise knowledge per lesson and across the sequence. Practitioners use these knowledge notes to implement retrieval practice and to support children's retention. This precision also supports assessment. Both the acquisition of substantive knowledge and disciplinary knowledge is prioritised.

Staff design learning that focus on the constructs needed to gain a thorough grounding of knowledge. Pedagogy and quality first teaching is prioritised through professional development. This ensures that curriculum implementation is achieved well through carefully designed tasks that enact the intended knowledge.



Bentley High Street Primary School

Pupil assessment and progress determines the development of the sequence of learning. We have an unwavering commitment to developing vocabulary throughout a topic and providing opportunities for communication. Our curriculum design is underpinned by these core areas:

1. All topics are based on a key enquiry question so that pupils can have ownership over the learning journey and this drives engagement. These are chosen to steer the curriculum towards achieving depth of thinking within a topic. Pupils are also given the opportunity to answer key questions.
2. Literary texts will be selected to support each enquiry.
3. A focus on key subject specific vocabulary development is a key part of our curriculum and will be embedded within all curriculum plans.
4. The development of core skills, such as reading, writing and oracy, is a priority and are practised through a series of well-planned contexts and cross-curricular themes. The frequency of this will be dependent upon personal need.
5. The curriculum is implemented through discrete subject teaching linked to a core topic so that children develop a sound understanding of subjects and can broaden their general knowledge and understanding of the world around them. Subjects are taught in blocks throughout the year to allow immersion in a subject, intense progression of knowledge and a clear sequence of learning.
6. Within the curriculum, we intend to provide a range of learning experiences to strengthen the retention of knowledge, skills and understanding.
7. Regular daily and weekly review and retrieval practice is mapped in by teachers to support children in knowing more and remembering more. Links are made with prior learning to ensure that children make strong connections to support them with new learning.
8. Knowledge notes are used in all lessons. In each lesson, children highlight the knowledge they do not know so they can independently identify areas for further practice and consolidation.





Bentley High Street Primary School

Over-arching concepts and Themes

<p>Environment and sustainability – impact of nature and humans. Developing understanding around environmental and sustainable issues</p>	<p>Inspirational Leadership- Development of aspirations and skills in line with employment through learning about industry and influential leaders</p>	<p>Identity , diversity and social justice Promoting citizenship and British Values through learning about equality, diversity and the rule of law</p>
<p>School based within a large village close to the City of Doncaster. The village has been impacted by environmental disasters such as flooding which has created devastation for some families within local history and living memory. They have prior knowledge of how this can impact on their lives. Understanding environmental and physical influence is important in developing citizenship. Some children have limited experience of national and global issues. General knowledge is developed through this theme so that they are equipped to understand wider issues and contribute to a sustainable future.</p>	<p>In order to build ambition and aspiration, our curriculum aims to ensure that children learn about diverse leaders who have had an impact across global society. The curriculum seeks opportunities to integrate leaders across all contexts and fields of work. The leaders chosen, have different characteristics and many have faced adversity and hardship.</p> <p>Leaders are integral to not only reinforce ideas related to social justice, but to learn about characteristics and attributes related to good leadership. This can be applied into children's learning pedagogy and in their understanding of the world or work. We want our children to be confident and to believe in the possibility of influencing and shaping society for good. This links to our ambition for equity and our passion for providing leadership experiences through pupil roles in school. For example, school council, peer mentors and the establishment of our pupil leadership team is in place to enhance this learning.</p>	<p>At Bentley High Street Primary School, we want to ensure that all children are seen within the curriculum. Therefore, we ensure coverage of a breadth of backgrounds, races, genders, religions, cultures and social status. By building up an understanding of citizenship and the importance of protected characteristics, we want children to learn about times of social injustice so they understand the importance of acceptance and equality. As Bentley is typically a white British ex-mining village, and some children are recognised as members of minority groups, we want to ensure that our school community understands equality and are exposed to diversity.</p>



Bentley High Street Primary School

Learning Pedagogy

The purpose of focusing on learning behaviours is to support pupils in becoming successful independent learners. One of the key drivers within our school curriculum is that children develop **skills for learning**. Opportunities to develop these skills are incorporated across the curriculums so that children are able to make greater learning gains. In order to achieve the highest possible outcomes for all learners, pupils must understand that learning is a process not just an outcome on a test. This ethos is shared and promoted across the school community. This understanding allows the community to use a language that empowers learning.

The skills we focus on aim to combat these barriers and to be promoted in an accessible way for all families:

Motivated Monty (motivation, resilience and commitment)	<ul style="list-style-type: none"> Being able to bounce back quickly without causing stress. Never getting distracted and persevering with their learning, showing good 'stickability'. Engage actively with issues that affect them and those around them. Play a full part in the life of the school Never giving up and striving to achieve Respond positively to change
Communicating Cosmo (oracy, teamwork and showing empathy)	<ul style="list-style-type: none"> Being able to work confidently with others Being able to effectively communicate their ideas and understanding Discuss issues of concern, seeking resolution Present a persuasive case for action Propose practical ways forward Try to influence others, negotiating and balancing diverse views Work confidently with others, adapting to different contexts and taking responsibility for their own role Listen and take account of others' views Form collaborative relationships, resolving issues and reaching agreed outcomes Adapt behaviours to suit different roles and situations Show fairness and consideration towards others
Independent Iris (self awareness)	<ul style="list-style-type: none"> Self awareness having a clear perception of your personality. Children understand their own strengths and weaknesses Children take responsibility for their own learning Plan what to do and how to go about it Evaluate their strengths and limitations as learners Review their work and act on outcomes Set themselves realistic goals and criteria for success Monitor their own performance and progress Invite feedback and deal positively with praise, setbacks & criticism. Make changes to improve their learning



Bentley High Street Primary School

Questioning Queenie (problem solving and analytical)	<p>The ability to make decisions and solve problems.</p> <p>Willing and able to learn from their experiences and understand where they have gone right and wrong and what to do next.</p> <p>Gather, process and evaluate information in their investigations</p> <p>Draw conclusions and evaluate outcomes</p> <p>Take informed and well-reasoned decisions, recognising that other have different beliefs and attitudes</p> <p>Use range of techniques to collect and organise information</p>
---	--

Development of metacognition to support ambition and independent learning

Within our teaching and learning sequence, metacognition plays an important role. At Bentley High Street, we know that self-regulated learners are aware of their own strengths and weaknesses and are engaged and motivated to improve their learning. The more skilled children become in understanding how they learn, the more progress they can make. Teachers spend time considering carefully how they will support pupils to plan, monitor and evaluate their learning. Explicit instruction in cognitive and metacognitive strategies is considered by all teachers so pupils can improve their learning. Within our curriculum, modelling is the cornerstone of effective teaching so that the thought process of an expert learner can be shared and can support pupils' metacognitive skills. Challenge in the curriculum is crucial to allow pupils to develop and progress their knowledge of tasks, strategies and of themselves as learners.

Feedback is integrated into the curriculum so that a range of feedback is provided throughout a sequence of learning. We are developing the use of verbal feedback and coaching conversations to enhance pupil progress.

Development of aspirations and skills in line with employment through learning about industry and influential leaders

Alongside our curriculum, we have a careers curriculum. This has precise intentions:

- Children will develop ambition for future learning and careers
- All children will leave our primary schools with a good understanding of local industries across Doncaster
- Children will be prepared for modern life
- Children will learn how to be responsible active citizens
- Children will develop and apply work-based skills which are underpinned by our school values and learning characteristics
- Children will have the opportunity to communicate and explore skills related to the hierarchy of audience.

This is implemented through:

- Class based half termly assemblies



Bentley High Street Primary School

- Termly enrichment day
- Focus on visits and business links including parents and local community

Autumn	Introduce industry and links to local context
Spring	Learning new skills and application
Summer	Present new learning and ideas Create real audiences

Industries have been carefully selected based on our school context of Doncaster

Nursery	Construction
Reception	People who help us-emergency services/construction
Year 1	Transport and storage focus
Year 2	Engineering-problem solvers of the future!
Year 3	Retail/marketing- products design, selling and adverts.
Year 4	Human Health, sports industry and social service (Doctors, social workers etc.)
Year 5	Media, social-influencers and journalism
Year 6	Finance- spending to budgets, making sensible decisions Mortgage rates, house prices etc Revisit Transport- main industry in local context





Bentley High Street Primary School

Development of skills in Language and Communication

Vocabulary is developed within all units of learning and is explicitly taught. Vocabulary acquisition is a key part of our curriculum intent. This is promoted within the learning environment. High quality talk is an important part of all teaching and as oracy is a key driver of the curriculum, opportunities are beginning to be explicitly mapped in to allow pupils to develop their oral skills in a range of contexts and for a range of purposes. We are committed to developing vocabulary and are committed to using research to further our children's experiences. This vocabulary is shared with parents weekly in our weekly learning leaflets so that it can be practised and reinforced at home.

Promoting citizenship and British Values through learning about equality, diversity and the rule of law

Our curriculum strives to be diverse and we aim to ensure that all cultures, races and religions are represented and covered within our curriculum. We want every child, regardless of background, race, origin and religion, to be able to see themselves represented in our curriculum. We have ensured that the people studied in our curriculum originate from a variety of backgrounds and a variety of views are represented.

We ensure that a range of influential people of all backgrounds, races, genders, religions and cultures are studied as part of our curriculum.

Along with this, we deliver to our pupils a wide range of experiences beyond school. Such as national celebration events, theme days, charities and fundraising. These events and rich opportunities are captured in cultural capital folders throughout school.

We have mapped out how diversity is represented in our different curriculum areas.



Bentley High Street Primary School

F1

Different houses from around the world



Y5

Understanding that cultural differences can cause conflict



Y2

Understanding gender stereotypes



Y4

Understanding prejudices



F2

Different families around the world

How we are all unique and look different

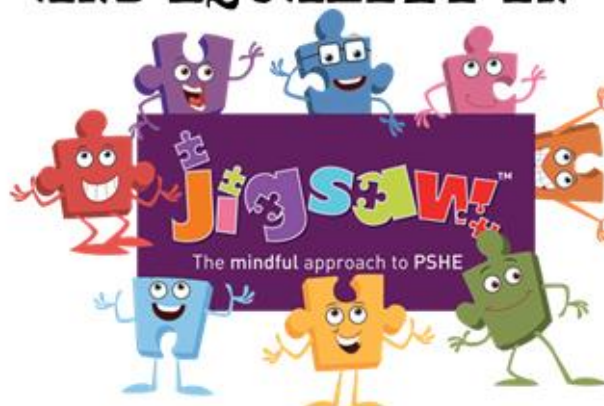


Y3

Diversity in family set ups and same love



DIVERSITY AND EQUALITY IN



Y6

How universal children's rights are not met in all parts of the world—study of child cocoa farmers in Ghana

Understanding equality

The Equality Act, 2010 (England)

It is against the law to discriminate against anyone because of

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race, including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

These are called 'protected characteristics'



Bentley High Street Primary School

Cultural Capital

Cultural capital is the essential knowledge that children need to be educated citizens and prepared for a culturally diverse society. It incorporates a range of learning, experiences and opportunities. Throughout all areas of our curriculum, cultural capital is built and rich experiences are provided to ensure that children receive the best possible opportunities. Here is an overview of aspects covered. This is not exhaustive as our curriculum is always evolving and we are constantly seeking out opportunities and theme days to get involved with to enrich our children's education. Trips are carefully considered alongside each topic.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Cultural understanding- opportunities to learn about and from, varying contexts from history and modern society.</p> <p>Enhancing opportunities to learn about leaders and influences from different contexts and fields.</p>	<p>Art – Vincent Van Gogh (artist)</p> <p>Children celebrate Chinese New year- dragon mask and instruments are made</p> <p>Science –David Attenborough</p> <p>Discovering the North Pole- Robert Peary and Frederick Cook</p>	<p>Art – Axel Schieffler (illustrator)</p> <p>Children learn about Christians within the local community</p>	<p>Art – Megan Coyle (artist- collage/recycled materials)</p> <p>DT – headdress for the Taino tribe; traditional African recipe</p> <p>Children learn about Jewish people in the local community</p> <p>Science-Charles Macintosh</p>	<p>French – traditional French playground games and songs</p> <p>Art – Faith Ringold (artist-textiles)</p> <p>DT – Italian food</p> <p>Children learn about the Muslim faith in the community</p> <p>Science- Sir Isaac Newton</p>	<p>Art – Andy Warhol (artist)</p> <p>French-children learn a traditional French song.</p> <p>DT – traditional Chinese food</p> <p>Children learn about Hinduism within the local community</p> <p>Science- Linnaeus</p>	<p>Art – Juan Sisay (artist)</p> <p>French- children start to appreciate authentic texts in French.</p> <p>DT – Brazilian food</p> <p>Children learn about humanists. Children look at the different views people have from those believing in a God.</p> <p>Science-Maria Merion, Gallieo and Isaac Newton</p>	<p>French – developing links with a French community Learning traditional French stories</p> <p>Art – local artists – Hayley Garner and Jay Gilleard. Banksy</p> <p>Science- Galen, William Harvey, Carl Linnaeus, Charles Darwin, Isaac Newton and Alfred Wallace</p>



Bentley High Street Primary School

						Space Race-top scientist on Black holes 'Stephen Hawkins'	
--	--	--	--	--	--	--	--

Whole school Celebration days:

- Anti-bullying week
- Road safety campaign
- Remembrance day
- Mental health day
- Black history month
- Local history study – the mayflower
- Children in need
- Harvest assemblies
- World book day
- World maths day
- Open the book regular assemblies
- Young Voices
- Sing Out
- School council links with local issues
- Anti-bullying ambassadors
- European day of languages
- Forest schools
- Science week
- Children in need
- STEM census day project
- Visits from authors
- Visits from musicians



Bentley High Street Primary School

- Visits from scientists
- Health assemblies
- Whole school visits from authors
- Whole school assemblies on musicians
- Whole school assemblies on birds
- Buddy reading

Implementation

Subjects

Our topics are organised around subjects to ensure subject progression of knowledge and skills. In all areas of learning, teacher subject knowledge is of great importance and is used to ensure that teaching builds on prior learning and extends deeper understanding. Subjects are supported by age-related assessment criteria which ensures appropriate challenge for all pupils. In EYFS, topics are taught through a text-led approach linking in areas of the Early Learning Goals throughout.

Enquiry-based learning

Each lesson and topic provides pupils with a key enquiry question. Within classrooms, a learning journey display captures pupils' development of knowledge which also supports the development of memory and how learning links together. Each topic includes a range of formative strategies so that teachers are acutely aware of pupils' progress and retention of key concepts so that they can be revisited through the sequence of learning. At the end of each topic, pupils return to answer the enquiry question.

Core skills

Although the development of core skills is applied across all curriculum themes, Maths and English is taught directly. However, pupils have the opportunity to apply these skills across the curriculum. When designing a sequence of learning across the curriculum, we use a teaching backwards approach whereby the intended knowledge is considered before being broken down into the small steps that will progress towards it.

Mastery approaches

The curriculum has intended knowledge for all pupils. Staff should expertly scaffold tasks to support children in developing this knowledge. Our mantra is that less is more, therefore depth of precise learning and application of knowledge is highly promoted. Formative assessment is a key factor of curriculum



Bentley High Street Primary School

implementation. Teachers expertly adapt their approach and style based on the progress of their pupils. Progress every lesson is identified through assessment against the intended knowledge of the lesson.

Knowledge intentions are clear and specific and are pursued until they are achieved. Therefore, the curriculum is not set at a pre-determined pace. Additional support is provided for pupils who do not reach required levels so that they are supported in catching up quickly.

Home-school links and wider learning

We ensure that family engagement is developed within our curriculum through the use of termly topic celebrations. This is an event where parents can see a showcase of their children's learning which can take many forms. We also ensure that parents are aware of weekly learning and vocabulary through weekly learning leaflets. These also include questions that could be asked to children about their learning or to initiate a conversation and links to wider reading at home.

This week we are learning...

YEAR 6

Maths
Understand and read standard notation for Roman numerals.
Use equivalent fractions to add and subtract fractions with a common denominator.

Science
Build up a system and increase in writing - this week writing a comic story!
Use words for impact - this means using strong words e.g. this is my **best** friend in the world.

History
How things change over time and across the world (e.g. the Roman Empire).
How things change over time and across the world (e.g. the Roman Empire).

Geography
How things change over time and across the world (e.g. the Roman Empire).
How things change over time and across the world (e.g. the Roman Empire).

Art
How things change over time and across the world (e.g. the Roman Empire).
How things change over time and across the world (e.g. the Roman Empire).

Music
How things change over time and across the world (e.g. the Roman Empire).
How things change over time and across the world (e.g. the Roman Empire).

PSHE
How things change over time and across the world (e.g. the Roman Empire).
How things change over time and across the world (e.g. the Roman Empire).

Religious Education
How things change over time and across the world (e.g. the Roman Empire).
How things change over time and across the world (e.g. the Roman Empire).

Physical Education
How things change over time and across the world (e.g. the Roman Empire).
How things change over time and across the world (e.g. the Roman Empire).

Other subjects
How things change over time and across the world (e.g. the Roman Empire).
How things change over time and across the world (e.g. the Roman Empire).

Ask Me
How things change over time and across the world (e.g. the Roman Empire).
How things change over time and across the world (e.g. the Roman Empire).

Find out more...
How things change over time and across the world (e.g. the Roman Empire).
How things change over time and across the world (e.g. the Roman Empire).

This week we are learning...

YEAR 3

Maths
Using the number line to add and subtract numbers.
Working towards formal written methods such as the column method.

Science
Building, testing and evaluating our writing.
Improving our writing to make them really scary!

History
How things change over time and across the world (e.g. the Roman Empire).
How things change over time and across the world (e.g. the Roman Empire).

Geography
How things change over time and across the world (e.g. the Roman Empire).
How things change over time and across the world (e.g. the Roman Empire).

Art
How things change over time and across the world (e.g. the Roman Empire).
How things change over time and across the world (e.g. the Roman Empire).

Music
How things change over time and across the world (e.g. the Roman Empire).
How things change over time and across the world (e.g. the Roman Empire).

PSHE
How things change over time and across the world (e.g. the Roman Empire).
How things change over time and across the world (e.g. the Roman Empire).

Religious Education
How things change over time and across the world (e.g. the Roman Empire).
How things change over time and across the world (e.g. the Roman Empire).

Physical Education
How things change over time and across the world (e.g. the Roman Empire).
How things change over time and across the world (e.g. the Roman Empire).

Other subjects
How things change over time and across the world (e.g. the Roman Empire).
How things change over time and across the world (e.g. the Roman Empire).

Ask Me
How things change over time and across the world (e.g. the Roman Empire).
How things change over time and across the world (e.g. the Roman Empire).

Find out more...
How things change over time and across the world (e.g. the Roman Empire).
How things change over time and across the world (e.g. the Roman Empire).



Daily and weekly reflection is mapped in throughout the week to ensure that children are able to spend time recalling and reviewing new learning. This may be done as a class or individually through quizzes, mind maps or with visual prompts. Children will often review the linked vocabulary to that topic too to check understanding. Staff are being supported in the use of a range of activities to promote retrieval and the research behind this. Weekly reflections revisit the learning from the whole week and focus on recall, vocabulary and key concepts taught through the week.

Recall of knowledge is also a key factor within our learning pedagogy. Lessons all start with a review of prior learning and conclude with pupil's self-assessment using the lesson's knowledge note. Children are given time in lessons to assess what they know and to identify where they need more practise. With younger children, this is achieved collectively with the whole class. In EYFS and Year 1, teachers have started to develop floor books. These floor books are also used by children within provision to practise recall of knowledge

Here are some examples:

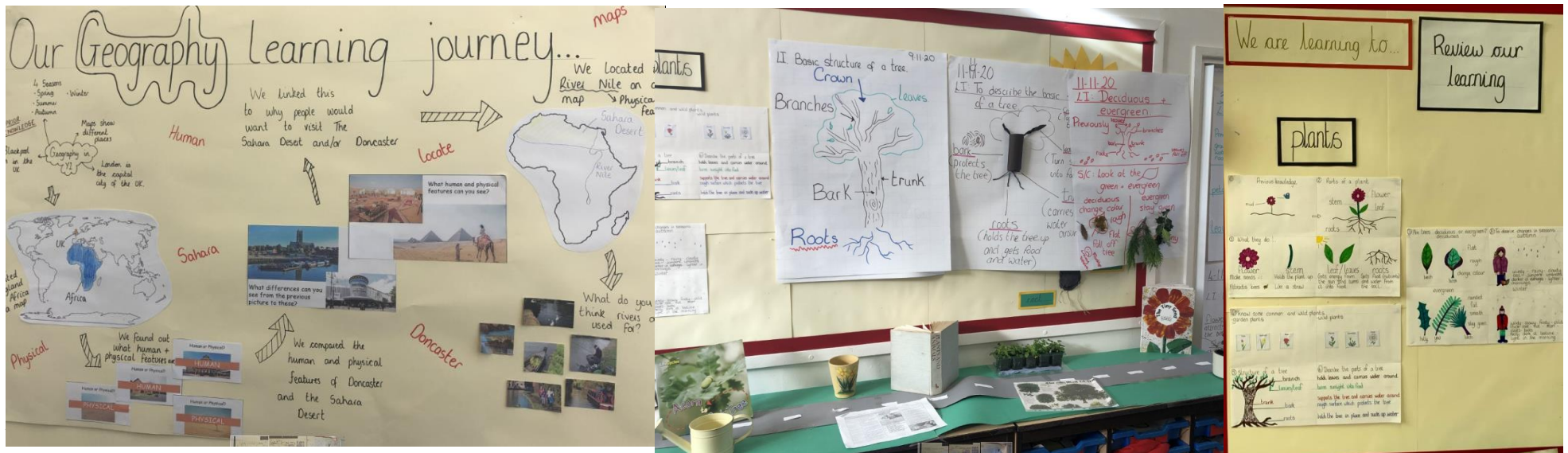
[illegible]



Bentley High Street Primary School

Learning environment

Our learning environment plays a role in supporting our learning journey through our curriculum. We use learning walls to display our learning journeys with key learning outcomes and vocabulary displayed. Children can regularly refer to our learning walls to enable them to revisit prior learning and support their current learning. We aim to immerse children in topics with resources and equipment on topic tables to support each topic. Learning walls are intended to be knowledge rich and to be used to support recall and making connections with prior learning



Teachers use ongoing assessment, including the use of diagnostics, to evaluate the learning of pupils. This ensures that next steps are accurate and specifically planned for. Books show evidence of ongoing assessment which forms an evidence base for summative assessment judgements. In foundation subjects, progressive assessment has been implemented. Teachers use this in the planning process to ensure that learning is pitched appropriately and that progress is achieved.

Assessment is considered simply in that it is defined by pupil's understanding and retention on the intended knowledge outlined in our intent document



Bentley High Street Primary School

The school is mindful of making assessments useful and not an unnecessary burden for staff and pupils. Therefore, the process of assessment is constantly reviewed. This is the current assessment cycle:

Subjects	When assessed- summative	How assessed
Core subjects – Maths, Reading, Writing, SPaG	Termly	Maths, SPaG and Reading – ongoing formative assessment using otrack and summatively using teacher knowledge and NfER tests Writing – bank of independent pieces to support formative judgements which leads to a summative judgements
Science	End of year	Ongoing formative assessment against knowledge notes and knowledge intent documents
Foundation subjects	End of Year	Ongoing formative assessment against knowledge notes and knowledge intent documents

Impact

Within school, triangulated monitoring is used to evaluate the impact of our curriculum. All subject leaders are involved in this process and senior leaders ensure that they are given protected time to enhance their subjects through careful review.

We ensure that our children's attainment and progress is tracked and monitored across the curriculum to ensure that pupils reach their potential and are rapidly supported if they fall behind. Subject leaders are tasked with identifying possible misconceptions within the curriculum so progress is enhanced. Where possible, the school compares attainment with national data and uses this to benchmark success.



Bentley High Street Primary School

Our curriculum ensures that we develop well-rounded citizens with a clear understanding of the values for life in modern society. Key themes and concepts are purposefully selected for this.

We routinely capture pupil and parent voice with any initiative and use the voice of our community to drive improvement. In addition, we employ a range of soft measures to evaluate the impact of our curriculum – such as reviewing learning with children regularly, providing constant feedback and checking the retention of pupil's knowledge through review weeks and retrieval activities.

Our school invests in professional development to ensure staff know HOW to teach the curriculum well. We recognise that high attainment is developed from high quality teaching and learning

