

**Flimby Primary School**  
**Curriculum Intent, Implementation and Impact**



### **Intent**

At Flimby Primary School, we have designed our curriculum with the intent that our children will become, resilient, independent, well rounded learners that will have the building blocks to become successful, responsible adults, live healthy lifestyles, and take opportunities. They will be inquisitive learners who develop an understanding of the world - past, present and future – and how they can have an impact on change.

We believe that all children are entitled to an education rich in wonder and full of memorable experiences; one that allows their creativity and curiosity to flourish, alongside the purposeful acquisition of knowledge and skills. We believe that with a deep-rooted, well-rounded curriculum, our children will flourish and grow to become ambitious, capable citizens with a life-long love of learning and strong self-belief, giving them the tools to become global citizens in an ever-changing world.

We want children to learn and remember. We recognise that progress means knowing more and remembering more so our subject-specific curriculum is designed to be cumulative and fulfils the requirements of the National Curriculum.

We will deliver a curriculum that:

- Inspires creative learning through teaching that builds on prior learning and allow for repetition and progression of skills that build upon high starting points.
- Our curriculum embraces the community in which it is situated, recognising local history, heritage, geographical and business links and most importantly, the aspirations of all our children.
- Is inclusive, develops self-confidence and identifies that all our children are unique and recognises their potential.
- Encourages our children to be self-motivated, independent and resilient by developing inquiry-based skills that allow them to make mistakes and learn from them.
- Challenges our children to achieve success in and out of the classroom and use outdoor provision to enrich the curriculum.
- Creates caring, confident and curious children who know how to make a positive contribution to their community and the wider society.
- Promotes an equal value on their physical and mental well-being and ensures they are prepared for life in modern Britain.

### **Implementation**

Using recommendations from the EEF School Planning Guide;

“The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils.”

Decisions about the way our teachers teach and the formation of our staffing structure have been taken to meet the needs of our individual children and our community, maximising learning capacity and making the best use of expertise available.

The curriculum is led and overseen by the curriculum lead. Subject leaders play an important part in the success of the curriculum by leading a regular programme of CTLRs (Curriculum, Learning and Teaching Reviews) that monitor, evaluate, review and celebrate good practice which contributes to the ongoing commitment to evolve and improve further. The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the children in our school. The deployment of teachers with specific knowledge and skills ensures that the curriculum is very strong in all areas.

At Flimby Primary School, Reading, English and Mathematics are taught daily. History, Geography, Science, Computing, Religious Education, Languages (KS2), PSHE, PE, Music, Art and Design Technology are taught weekly. Foundation subjects are delivered by the subject lead from Y1-Y6.

The teaching, learning and sequencing of the curriculum follows:

- Topics that are creative, fun and engaging but teach the skills of each subject discretely within them.
- Children are taught the sequence of skills and knowledge that are the components to a composite outcome.
- The curriculum for our foundation subjects is designed to ensure that learning is sequenced, building substantive knowledge and disciplinary knowledge over time, both within each year group and across the whole school. It builds on prior knowledge and makes connections between new and previous learning through substantive concepts. Developing these strands of learning ensures that there are many opportunities for the children to practise and apply their knowledge in a range of contexts so that they can know more and remember more, embedding it into long-term memory.
- There is discrete teaching of MFL, R.E, ICT and P.E and PSHE and RSE.
- Well-being, PSHE and RSE are also threaded through the curriculum.
- All subject leaders are given training and the opportunity to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and develop their own pedagogy.
- We expose our children to wider, fulfilling life experiences through our curriculum and enrichment opportunities. This includes clubs, residential trips and experience days. This wider curriculum broadens our children's experiences, builds confidence and resilience and encourages our children to consider broader horizons.

### **Impact**

We believe that in deploying staff that are passionate about their subject and have strong pedagogical understanding, our children will have an enhanced subject experience and leave Flimby Primary School, knowing more and remembering more, with rich knowledge, skills and understanding and "changed their lives through learning"

The impact of our curriculum is evaluated through end-of-year assessments and Government tests, through leadership's monitoring of teaching and learning, through pupil voice and parental questionnaires, and through the development of the children in our school.

As a result of our curriculum, we expect to see:

- All children achieve well by developing knowledge and skills across the curriculum. This is demonstrated through outcomes at EYFS, Phonics (Year 1), Key Stage 1 and Key Stage 2.
  - Our children will develop lifelong learning behaviours such as pride, resilience and team work.
  - Our children will be able to understand, appreciate and succeed in modern Britain.
  - All children will leave our school fully equipped for the next stage in their learning, having had access to a wide and varied curriculum.
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- This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children's outcomes.
  - Enjoyment of the curriculum promotes achievement, confidence and good behaviour.
  - The children will become resilient and accept when things don't go right.
  - Children feel safe to try new things. High quality visits and visitors to the school enhance the curriculum and provide opportunities for writing for a purpose.
  - Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools.
  - Children leave the school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners. The curriculum is enriched with a variety of opportunities across all subjects, with visitors and trips to enhance the curriculum.