



Paulton Junior School Overall Curriculum

Intent

The Intent of the Paulton Junior School Curriculum is to empower our pupils to flourish academically, socially, linguistically, morally and spiritually. Our curriculum is the single best opportunity we have to help our pupils flourish and improve, preparing them for a life beyond their primary education. Its aims put our children at the centre - where positive relationships, based on mutual respect and trust, are at the heart of everything we do. The design of our curriculum is ambitious and has considered of the legal requirements of the Primary National Curriculum. It exposes our children to enriching experiences, immersing them in progressive knowledge and skills; equipping them with personal characteristics required to succeed in life, following our guiding principles: The 6Rs; learning together, learning for life.

The key principles behind the design of our curriculum are as follows:

- to provide a broad and balanced education for all pupils that's coherently planned and sequenced towards progression and sufficient knowledge for skills, future learning and employment
- to enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- to set challenging expectations of educational standards and achievement which enables pupils to reach high standards of attainment
- to value individuals and provide opportunities that are equal for everyone, regardless of race, gender or intellect
- to ensure equal access to learning for all pupils, with high expectations for every pupil providing appropriate levels of challenge and support
- to promote a positive attitude towards learning through our 6Rs: Respect, Resilience, Responsibility, Resourcefulness, Reasoning and Reflection
- to equip pupils with the knowledge and cultural capital they need to succeed in life and enable children to receive an education that will serve them beyond their primary school experience, by developing the whole child as an individual, encouraging confidence, high self-esteem and independence
- to ensure that the ethos of the school provides a valuable learning experience, where mutual respect and co-operation fosters positive attitudes to work and relationships
- to establish a climate in which children, teachers, parents and governors work together to achieve the best possible education for each and every child
- to provide 32.5 hours in school per week from September 2023 (8:30am-3:00pm).

Our ambition is for the children of Paulton Junior School to be successful, upstanding citizens within their communities; making a positive contribution to the world in which they live.

Curriculum Implementation

At Paulton Junior School, the progressive, carefully sequenced curriculum is designed with the needs and context of the pupils of Paulton at its heart. It acknowledges our belief that primary school is the first and most important opportunity to engage children as learners. Our aim is for children to learn to love learning (for life). We take seriously our responsibility to introduce them to the world, age-appropriately, creating opportunities for them to develop physically, cognitively, socially, academically and spiritually.

Reading is at the heart of the curriculum at Paulton Juniors. We know that being a fluent, confident and successful reader is key to children's academic success, as well as for their health and wellbeing. Regular reading lessons, from Year 3 to Year 6, takes place to ensure



that children leave our school as accurate, automatic and expressive readers who enjoy reading for both pleasure and purpose.

Teachers at Paulton Juniors know not just what they are going to teach, but why they are teaching it, recognising where their lessons fit into the wider picture of the subject, and importantly, how the current learning may link to other subjects and future learning. Lessons in all subjects enable our children to draw upon what they already know; taking comfort in the familiar, build upon this knowledge to deepen understanding, and, where appropriate, provide a view to the wider world outside their classroom window.

High-quality learning is achieved as a result of a well-mapped and interconnected curriculum that revisits key concepts that increase in depth over time. Lessons begin with a 'feedforward' to prior learning to check the security of knowledge and revisit key learning both substantive and disciplinary, so that new learning is built on secure foundations. Revisiting and practising key aspects of learning ensures important knowledge sticks and is committed to long-term memory. In this way, our children develop fluency and confidence, mastering knowledge in both core and wider curriculum subjects. Explicit teaching of key vocabulary supports the school's ambition to make our children 'word rich', preventing this from being a barrier to learning and understanding across the entire curriculum.

PSHE lies at the heart of the curriculum; its content is delivered with consideration of the evolving needs and backgrounds of our children. It is organised into three key strands: *Relationships*, *Living in the Wider World* and *Health and Wellbeing* and was designed following consultation with the whole school community. PSHE and RSE are central to the development and growth of our children as people. Allowing them to be informed and confident to thrive when faced with challenges, when encountering risks and when making important decisions throughout their lives. The PSHE and RSE curriculums recognise the importance of pupils' physical and mental well-being in shaping their long-term life-style choices.

Our children understand the importance of working hard and demonstrating positive learning behaviours to maximise their own individual learning potential as well as contribute positively to the school and wider community. Our school's Golden Point System rewards the behaviours we strive to develop. We uphold high expectations of attendance, academic achievement and pupil behaviour. Children from across the school have access to a wide range of extra-curricular activities to aid child development.

Continuing professional development for all staff is a priority to ensure they have the necessary skills and knowledge to deliver the highest standards across the entire curriculum. Sports specialists often work alongside teaching staff to enhance curriculum delivery. Subject leaders have the necessary expertise to play a pivotal role in both the design and delivery of their subject area; ensuring a clear progression of both skills and knowledge across all year groups.

Effective and subject specific assessment is currently being developed as it plays a key role in checking children have learnt and retained important knowledge. At Paulton Junior School assessment it is an integral part of teaching and learning. Within lessons, teachers are skilled at interacting with the children so that they can monitor success against the aims of the curriculum through the use of effective AFL strategies. In lessons, teachers provide subject-specific feedback that enables children to develop their understanding of their progression within each subject. We recognise that feedback is most effective when given 'in-the-moment' and endeavour to achieve this through questioning, modelling, explicit teaching, quality interactions during independent learning, self-marking, proofreading and editing of work. In this way, our children feel responsible for their own success and are proactive in their quest for excellence.



Curriculum Impact

- Children become fluent readers who understand the importance of reading, not just for learning but for enjoyment and wellbeing.
- Children articulate their ideas clearly, engaging with others, at a range of levels with the understanding that spoken language and listening skills are crucial for their success in school and life.
- Children demonstrate confidence, independence, resilience and a curiosity for learning;
- Children have a clear understanding of what is right and wrong; they are kind and empathetic and form meaningful relationships based upon mutual respect and trust.
- Children embrace and celebrate difference, not only within the school community, but in the wider world as well.
- Children succeed as a result of a well-sequenced, progressive curriculum in a wide range of subjects, enabling them to excel as individuals and pursue areas of interest at secondary school and in later life.
- Children achieve at least the expected standard across the entire curriculum by the end of Key Stage Two.
- Children are well prepared to access the challenges - academically, socially, and emotionally - of the secondary school curriculum and beyond.
- Children have high aspirations for the future and know that these can be achieved with hard work and determination.
- Children grow up feeling inspired and able to make a positive contribution to the world in which they live.