

Curriculum Intent, Implementation and Impact

Curriculum Intent: We have worked with staff, pupils, Governors and parents in order to identify our current curriculum strengths and areas we wanted to develop. From this we have developed our key intent statements and have used these to redesign and develop a bespoke curriculum for our pupils taking into account their interests, locality, strengths and areas to develop and the curriculum has evolved. Subject leaders have planned the whole curriculum and have strong subject knowledge in the subjects they lead, accessing relevant and up to date training. Our curriculum has reading at its heart teaching children to read fluently, widely and teaching comprehension skills. The curriculum is knowledge rich and carefully sequenced. It is well-balanced with all subjects covered comprehensively. The wider curriculum focuses on wellbeing too, with activities such as outdoor learning enhancing our offer. Our core values of endeavour, collaborate and to be inspired flow through each element of the curriculum.

The curriculum is a working document constantly being evaluated, reviewed and revisited to ensure it provides both pupils and staff with a framework that not only fully covers the content of the National Curriculum, but also is enriched and inspires all of our children. Below are the overarching aims of the whole curriculum from Early Years to Year 6 – each subject leader has produced a version for their subject which feeds into these broader intent statements. Carefully planned timetables allow Subject Leaders to teach or monitor their subjects carefully, using their expertise to raise pupil standards.

Key Intent Statements:

1. To improve children's oracy
2. To inspire a passion for reading
3. To encourage the best learning behaviours
4. To deepen children's knowledge in all subjects and make sure that key learning and vocabulary is remembered
5. To develop character, become more resilient and learn from mistakes
6. To stimulate children's interest, inspire and encourage life-long learning
7. To appreciate and respect modern British values, developing a bespoke PHSE curriculum
8. To collaborate in every lesson
9. To nurture talent, build confidence, celebrate individuality and be fully inclusive
10. To improve children's Mental Maths

Curriculum Implementation:

1. To improve children's oracy

Our first real focus is oracy. Ensuring children in early years develop speaking and listening skills is very important to us. We model language, share stories, sing nursery rhymes and songs, learning behaviours and use talk partners. We quickly identify needs and work with a number of professionals to help

children close speech and language gaps as early as possible. We celebrate learning behaviours which promote good speaking and listening and use all of our adults to share vocabulary with children. Our oracy curriculum develops from nursery and runs through to Year 6. We share the importance of speaking and listening with parents and allow opportunities for children to speak and listen in different contexts: to staff, visitors, peers, debates, discussions, presentations and assemblies. Developing early language is important and we use evidence-based approaches such as Nuffield Early Language Intervention to support children in Reception. Recent examples of oracy in action include Year 6 presenting their ideas to a judging panel for the Roar project!

2. To inspire a passion for reading

Reading is at the heart of our curriculum and we ensure our English curriculum and story time capture's children's interests. Reading is given the highest priority. From the strong foundations laid in our systematic and structured Phonics programme to our new library, areas to read in the ground such as the Roundhouse and the reading areas in each class. Reading whole class quality texts as a basis for literacy and using books to research other subjects, makes sure that children are exposed to the best in children's literature and a full range of genres. Poetry, non-fiction, digital texts and picture books feature through the English syllabus from EYFS to Year 6. We visit the town library and have support in school from their librarian. We have also visited the Fitzhugh Library to research local history. Quality texts are used across the curriculum so that children become used to finding things out for themselves. Children are encouraged to read often at home and newsletters promote the positive impact reading has on a child's attainment.

3. To encourage the best learning behaviours

School has worked with the children, looked at the latest research and produced a set of learning behaviours, which we believe will give our children the greatest chance of success in all of their curriculum areas. We recognise that we are part of the child's educational journey and appreciate the importance of helping to develop good learning habits. Key Stage 2 show this in a poster 'What Makes a Monty Learner?' and Early Years and Key Stage 1 relate learning behaviours to animals e.g curious chameleon. Children understand that there should be 'no passengers' and that by showing endeavour, collaborating with others and being inspired, they can fulfil their potential. These characteristics are celebrated and rewarded in assembly each week with trophies and certificates named after these values.

4. To deepen children's knowledge in all subjects and make sure that key learning and vocabulary is remembered

In 2021 we embarked on a pilot year researching whether our understanding of cognitive sciences could help children learn and remember more. Staff were coached in theories to optimise cognitive load and understanding around spaced retrieval practice. These techniques worked successfully in Maths and have been rolled out across the curriculum. Locked in learning assessments assess prior knowledge and carefully sequenced learning (chunked) allow

children to gain knowledge before applying this in independent work. Links are made within lessons, sequence of lessons and reviewed regularly. We have found this to be successful helping children to learn and remember in all subjects.

We make sure our wider curriculum attainment continues to rise in all subjects and that staff's subject knowledge is developed through high quality CPD at all levels so we can achieve this. Examples include contact with secondary specialist teachers, which has enabled us to provide CPD in PE, for example. Subject Leaders knowledge and skills are enhanced by regular attendance at Local Authority subject network meetings and other relevant courses. This information is then cascaded in staff meetings and checked in subject monitoring. Regular monitoring by subject leaders ensures that they fully understand their subject, it's strengths and areas to develop.

Our curriculum covers all key knowledge set out in the National Curriculum and is taught over time and revisited to ensure knowledge sticks. An understanding of metacognition and sharing the latest educational research enables teachers to access prior knowledge, teach that knowledge and allow children apply it. Reminders and questioning at the start of the next session helps children to actively recall knowledge and interleaving ensures knowledge is retained over time. Knowledge is clearly mapped out across school and underlying themes relate strongly to one another. Assessment techniques suggested by Shirley Clarke's Visual Learning allows instant feedback, which helps to consolidate and probe understanding. Skills are not forgotten in the foundation curriculum and where appropriate such as geography fieldwork, historical enquiry, scientific enquiry, drawing and painting skills, are carefully mapped out to ensure skills build progressively.

5. To develop character, become more resilient and learn from mistakes

We aim to have children who are motivated to be the best that they can be. Life for everyone can be challenging and it is important that we teach the children how to bounce back, take on board feedback, learn from mistakes and improve. Children self-correct in each area of the curriculum as high standards are expected. We discuss the value of learning from mistakes and the fact that we have 'no passengers' – meaning everyone is expected to contribute and everyone is responsible for their own learning. Where there is an identified need for further character work, activities are planned. We are supported in this work by the school nursing team and Emotional Health and Wellbeing nurses, as well as our Wellbeing Champions (children and staff).

6. To stimulate children's interest, inspire and encourage life-long learning

Our curriculum goes far above the objectives set out in the National Curriculum. It is rich in knowledge which is enhanced by the numerous well planned visits and visitors. Much of the work has a real life purpose: our historians have produced books to sell, our design and technologists have baked cakes for MacMillan, our dancers take part in a whole school Dance Off and our scientists have put on a science fair for parents. Our RE was enhanced by our participation in a Holi festival. All of the groups within school are engaged and challenged. We organise several extra activities for our more able and talented children, such as visits to university, activities designing and controlling lego robot, or work with birds of prey. Children in receipt of pupil premium have aspirational extras such as visits to an astronaut and helping with the development of the school library. Many of our learning experiences allow

children to produce a final product, whether that be a book that is published, a song that is shared in the Bowes Museum or cakes that are baked for a charity day. Recent visitors include an archaeologist, miner, firemen and even llamas! There is a real buzz in school and the positive atmosphere, relationships and interest in learning is visible.

Much of our learning is initially rooted in the local environment. Fortunately, we live in an area with amazing natural resources – woods, rivers, dales, farms and hills. Equally, we are surrounded by history with wonderful buildings in our locality and people from the region who helped shaped the world. We are lucky to have built up strong relationships with organisations such as GlaxoSmithKline Durham University, through whom we are enriching our understanding of how our skills and knowledge are used in the wider world. We see ourselves very much as part of this community and our locality is the keystone of our curriculum.

The locality will filter through each curriculum area and we will learn knowledge and skills through local studies. We will then extend these attributes further by making comparisons with other locations, periods in history or religions, for example. Immersing children in valuable learning experiences through visits and visitors will add to their cultural capital. These activities will have a special significance in areas where our area is less diverse, such as visiting larger places or different places of worship.

7. To appreciate and respect modern British values, developing a bespoke PHSE and RSE curriculum

We recognise the importance of British values and have thought carefully about the area we live in, the families we support and the children we teach. We have worked recently with the local MP, debating and discussing issues. We have excellent links with the local councillors who work with us to share their knowledge. We understand that we need to provide extra experiences in terms of religion, ethnicity and many of the protected equality characteristics. As a result, we have worked with Show Racism the Red Card, the North East Autism Society, local Care Homes, places of worship outside of the immediate area and much more. We have looked at key people in assemblies such as Martin Luther King, the suffragettes and Nelson Mandela to emphasise the importance of the democracy and the individual liberty. Our PSHE/RSE curriculum follows statutory guidelines, teaches age appropriate messages around the equalities act, again considering our local context. It also supports our children's specific needs in terms of our community, their health and well-being and relationships

8. To collaborate in every lesson and nurture talent, build confidence, celebrate individuality and be fully inclusive

Our research shows that working with others is one of the best ways that children learn. We offer opportunity for partner/group work in EVERY session and help children to become effective partners. Generally, partners will be of mixed ability as our research and observations have shown that this has had the greatest impact. Partners or groups are used effectively in discussion, problem solving, as support for reading or explanation, and in each area of the

curriculum. Many other groups collaborate throughout the school such as school council, Wellbeing Champions, School Council, Eco Council and Young Sports Leaders.

Our extra curricular activities allow us to develop the child outside of school too with musical lessons, sporting teams, STEM activities and much more; we make sure we celebrate all successes in and out of school whatever the interests of our children. Our Music teaching has developed further this year and we now have flute, saxophone, clarinet, recorder and piano tuition. Sporting fixtures enable pupils to compete against other schools and at a county level. Each Key Stage produces an extended play and performs in front of two large audiences. Carefully planned activities within the normal school day offer opportunities to extend knowledge and skills, such as opportunities with GSK, universities, visiting astronauts or even our local Indian Restaurant!

We have improved our PHSE curriculum to educate the children on individuality, differences and equality and have good links with outside agencies who support our teaching. Whatever the stage of the child's development or their specific needs, we have a track record of excellent progress and outcomes for all children – many families choose our setting because of this. We have created a sensory space to allow children to benefit from sensory breaks, for example. We work closely with a range of outside agencies to ensure that support given to children enables them to access and take part in a full school life.

9. To support mental and physical health

Wellbeing is key for our pupils. Opportunities to reflect on themselves, learning and practises such as mindfulness, yoga and Relax Kids help children to understand their emotions and how the human mind works. A supportive environment for staff and pupils means that happiness, laughter and friendship is made a priority for all. Built into our curriculum is the teaching of online safety, first aid and risk assessing to enable our children to stay safe in school and at home. We want to offer children the confidence to take risks in a secure environment. Our Railway Heritage Garden allows chance to garden, relax or read – all of which have mental health benefits. Our Roundhouse allows outdoor learning to take place in all weathers and this curriculum is incredibly popular with children and staff, making connections to the natural world. We have recently received the Schools Games Quality mark showing our commitment to physical activity, which again, leads to better mental health.

10. To improve children's mental Maths

We recognise that the Maths curriculum has placed less of an emphasis on children being able to learn number facts by heart and being able to manipulate numbers and calculation than in the pasts. As a result, a long-term project is underway to review and improve our approaches to mental Maths, especially in Early Years and Key Stage 1. Evidence-informed approaches are being considered with trials taking place in school to check impact.

Target	Impact	Assessment to date	Lead
1. To improve children's oracy	Children speak and listen confidently in a range of contexts. Children's vocabulary is wide and used effectively.	Curriculum rewritten by subject leaders progressively builds knowledge and skills. Many opportunities planned in to allow children to see knowledge/skills learnt in action or to find out more for themselves. All curriculum subjects given ample time in the curriculum. Real purpose given to learning e.g bake cakes to sell, write history books, use maps to find your way around a local area etc Well planned visits and visitors further enhance the curriculum	Mrs Whelan
2. To inspire a passion for reading	Children love reading and can recommend books and discuss preferences. Children learn and remember more.	Library is being developed with the help of the town librarian <ul style="list-style-type: none"> • All KS2 books levelled and additional books ordered for the highest levels. • Reading raffle to celebrate reading at home • Reading weekly assembly with books recommended • Reading workshop for EYFS and KS1 parents • English Lead has created, with staff, a more useable guided reading tracking sheet • Guided reading slots rearrange to maximise number of children reading with an adult each day • RWI in small groups having positive impact on standards Staff training for English Lead with LA Adviser and further training to staff. Author visited Year 3 (with a history focus) Stronger links with the library	Miss Lauder/Miss Richardson
3. To encourage the best learning behaviours	Children aware of best learning habits which maximises their potential	All classes have positive learning behaviours on display. Values referred to each day. Whole school behaviour system working well Rewards for positive behaviour in class and in assembly Positive learning behaviours shown during observations.	Continuous – all staff

4. To deepen children's knowledge in all subjects and make sure that key learning and vocabulary is remembered	Staff and children know and remember more.	HT/DHT to review and inform staff of appropriate educational research, including work on cognitive sciences. Develop strong and productive relationships with other schools using EEF practices/evidence. The vast majority of Subject Leaders have received the most up to date training. Training booked with LA for rest. Careful timetabling has allowed subject leads in more specialised subjects to teach more of the classes, enabling better outcomes for children.	Continuous – remind staff of key principles and reasons each half term.
5. To develop character, become more resilient and learn from mistakes	Children recognise making mistakes can help us learn	All children self correct using purple pen. All children respond appropriately and quickly to feedback. Children understand that learning from mistakes is a good thing. Arranged for Year 6 to undertake a 24 week course PHSE curriculum teaches many elements of effective character development. Children familiar with traits of a 'Monty Learner.' Mistakes celebrated through Endeavour Award in assembly	Continuous – all teaching staff
6. To stimulate children's interest, inspire and encourage life-long learning	Children develop interests in a range of curriculum areas	In the last year, many well planned visits have enhanced the curriculum, improving children's knowledge further. All children Y2-Y4 took created a musical in an 1800s Music Hall. Educational Visits Year 3 visited the River Tees to analyse features Nursery visited The Witham to take part in a Music Workshop, enhancing listening skills Year 1 had a visit from farmers bring old and new tractors. Year 2 visited the town to follow maps and take a traffic survey. Reception children visited the town to see important buildings	Continuous all year, all staff

		<p>Year 2 visited the Bowes Museum for the John and Josephine story, learning more knowledge.</p> <p>10 Key children (MAT PE) attended Staindrop Academy on two evenings for Young Sports Leader training learning, leadership skills.</p> <p>Year 3 had a visit from an archaeologist to help understand the Stone Age</p> <p>Year 4 had a visit from a miner who discussed mining in the NE</p> <p>Year 4 had a visit from felt-making artist</p> <p>Year 5 visited James Cook Birthplace Museum</p> <p>Selected Key Stage 2 went to Staindrop to compete in Cross Country</p> <p>Year 6 had a visit from a Peruvian to explain what life was like in Peru</p> <p>Llamas visited the school to celebrate British Science week as did a professor from Durham University</p>	
7. To appreciate and respect modern British values		<p>Work with Barnard Castle Town Council eg. Holi Festival and It's a Small World.</p> <p>Active School Council reporting to class and seeking their views</p> <p>Tolerance and understanding improved through work with Show Racism the Red Card. Assemblies on key people who fought for independence and improvements in society e.g. Ghandi and Martin Luther King</p> <p>Visit to Gurdwara and visits arranged for rest of the year</p> <p>PSCO has increased presence</p> <p>Work with Police and Fire organisations in Reception</p> <p>Class debates/discussions used regularly</p>	Continuous – all staff

<p>8. To collaborate in every lesson and to nurture talent, build confidence, celebrate individuality and be fully inclusive</p>	<p>Children supporting one another, learning from each other, helping with reading and remembering more.</p>	<p>Collaboration noted during formal and informal sessions. Children confident in working with each other, listening to each other's ideas and supporting one another's understanding. Effective teams in place to support whole school improvements eg. School Council, Eco Council and Music sessions available – brass, clarinet, flute, saxophone, piano Sport – enter all School Games, Staindrop Sports Partnership and Lewis Marr Games. 2 specialist coaches employed in Gymnastics and sports. Dance show celebrates achievements of a whole class/school Class assemblies and big play for each phase planned Oracy curriculum developing Work on library with children in receipt of PP Support plans shared with parents Strong work with outside agencies including purchasing extra E.P. hours MAT group have become Young Sports Leaders/librarians Monty does Musicals for Y2-6 in Music Hall</p>	<p>Continuous all year, all staff</p>
<p>9. To support mental and physical health</p>	<p>Children know ways to improve their mental and physical health. Staff support children with both.</p>	<p>Work on Wellbeing for School Award, using weekly assemblies, wellbeing champions, signposting and discussing mental health more freely as a way to support positive mental health Strong work with outside agencies including purchasing extra E.P. hours, bereavement counsellor Work with resilience nurse through early identification Close work with families Relax Kids, yoga and mindfulness groups help improve mental health strategies Positive active/relaxing playtimes offer a range of choices for children Buddy bench created by School Council</p>	<p>All staff – Mrs Leonard Senior Mental Health Lead/Miss Richardson PE</p>

		Strong emphasis on PE with extra specialist coaches employed to enhance provision Close and positive relationships between children and staff Staff training on wellbeing and Mental Health	
10. To improve children's mental Maths	Children will know more facts, freeing up working memory to solve more complicated reasoning and problem solving questions	Research best practice. Implement trials to check impact. Rewrite Early Years and Key Stage 1 Maths curriculum. Change and improve Key Stage 2 Maths curriculum. Monitor success	Mr Minkin/Mrs Newton

Impact

Building knowledge

Children will be able to talk confidently about their learning in all subjects and the work in their books, video and recorded material, displays around the school, class assemblies and evidence in lessons will show a love of learning and engagement across the curriculum. They will be well-read and able to discuss books and their preferences. Our learners will talk about their outdoor learning and be able to say how this fits with the wider curriculum. We intend for children to have the knowledge and skills necessary to succeed in their future.

Working with purpose

Our children are resilient and are highly motivated to succeed and achieve. They are equipped with all the personal skills to do this. This is seen by how all children, regardless of their starting points, approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. They will take pride in all that they do, always striving to do their best. They will demonstrate emotional resilience and the ability to persevere when they encounter challenge. They will develop a sense of self-awareness and become confident in their own abilities. They will be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society.

Aiming for success

Our children's attainment in core and foundation subjects is in line with or exceeding their age-related expectations when we consider the varied starting points of children. They will have strong communication skills, both written and verbal, and will listen respectfully and with tolerance to the views of others. Success also means that the children have inquisitive minds, that they enjoy and have a thirst for learning and are motivated to succeed.

Living our values

Our learners will have a clear understanding of our school values of endeavour, collaboration and inspire. The children will demonstrate these characteristics and understand the value of working hard, working with others and being the best that they can be. We measure this not just by the work our children produce, but in the behaviours we see each and every day in all learners on the playground, in the corridor, and in the roles we give them. The impact of this is seen in the daily interaction of all members of our school community. Our children will go out into the world and make a difference in their own life and to others.