


Curriculum Intent	Porchester Junior School	
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Our Curriculum Policy

2023 – 2024



Porchester Junior School



We are the PRIDE of Porchester

Respect

Responsibility

Rights

Reach

Lead

"Values for life, knowledge is power. These are the keys to our success"

Our school curriculum at Porchester Junior School



We define curriculum as the totality of a child's experience at Porchester Junior School including not only what but also how each child learns. At Porchester, our Curriculum is broad and balanced, rich and varied, providing our children with a high-quality education and experiences that support and develop the whole child; it has been developed to inspire our children through enquiry, addressing the identified barriers to learning, to deliver the skills, cultural knowledge and understanding to achieve every day of their lives. We are committed to making every day count for all children that will not only ensure they are ready for the next stage in their education, but also prepare them for life in what will be **their** modern Britain. Our curriculum encompasses our school values of pride: respect, responsibility, lead, reach and rights.

At Porchester Junior School, our curriculum vision is to develop our pupils' independence, resilience and aspirations; knowledge and understanding of the wider world and vocabulary.



Porchester principles and rationale

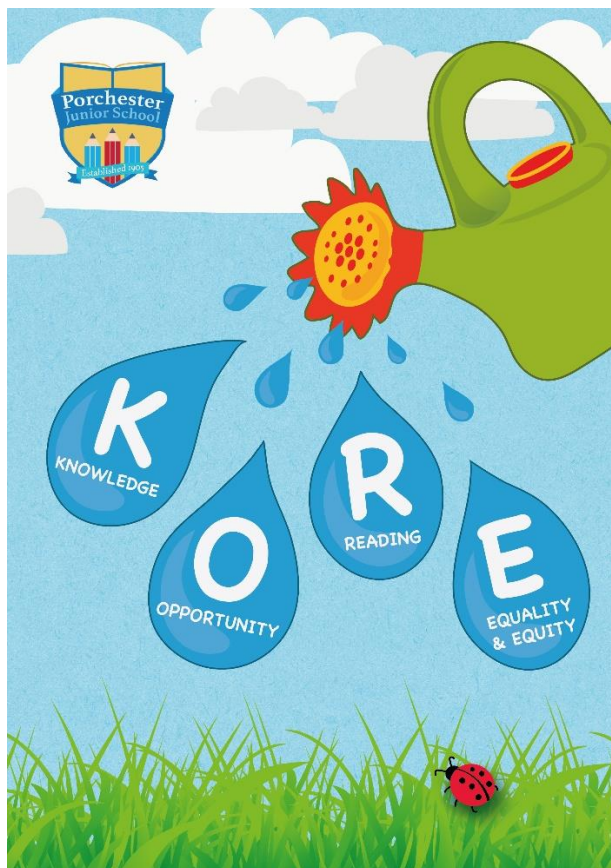
At Porchester, our Curriculum is broad and balanced, rich and varied, providing our children with a high-quality education and experiences that support and develop the whole child. We are committed to making every day count for all children that will not only ensure they are ready for the next stage in their education, but also prepare them for life in what will be **their** modern Britain. At Porchester Junior School, our curriculum vision is to develop our pupils' independence, resilience and aspirations; knowledge and understanding of the wider world and vocabulary through our "NORL".



We know that our children need:			
Acquire knowledge and understanding of the wider world	Develop independence, resilience and aspiration	Develop vocabulary through reading and communication	Be caring, tolerant and respectful citizens ready to play their part in modern Britain
<p>We know this because:</p> <ul style="list-style-type: none"> Over 16 school community claims, free school meals means we need to enhance the cultural capital of all our children. Are exposed to a range of professions or careers beyond those seen within the locality Have a thirst for knowledge and want to be lifelong learners. Have a wide range of experience that develops their own personal understanding of life. Are given content and reference points to our enquiries which allow them to build schema and retain key information in their long-term memory. Continue to achieve as highly as they can across all subject of the National Curriculum. Have the opportunities to go on and achieve the highest grades at GCSE, A-level and STEC. Can apply for Russell Group universities in the future, if they so wish. Develop an understanding of, and make links between, the school community, local community, wider community and global community, becoming aware of their place within society. Have an understanding of what is right and wrong within the choices they make which affect themselves and others. Grow and develop into strong, independent and resilient learners. Are successful, well rounded, responsible young people who make a positive contribution to their community and beyond. Historically, the children will be reluctant to view mistakes as a learning opportunity. The demand for the KS2 curriculum increases. We want to promote positive experiences of lockdown, where the nation and children have had to become resilient and independent. 29% pupils report premium and we want our curriculum to be aspirational for all – "no glass ceiling" Some of our children are not from word rich, book-rich homes, so we provide this. Education endowment foundation research shows that the vocabulary gap between disadvantaged pupils and all others is evident even when children begin school at age 5 and grows larger at every stage of education afterwards. Vocabulary links to aspiration and future success – we want our children to excel in secondary and beyond. (Russell Group Universities). The National Literacy Trust reported in 2019 that only 25% of children aged 9-14 choose to read regularly in their free time. We want to provide our children with opportunities to reading for pleasure. Over 1 in 4 pupils moved to secondary school having not met the expected standard of the reading test. We want our children to enter secondary school as confident readers. Some of our children need a window to the wider world and life in modern Britain as they live in monocultural neighbourhoods and wards. We want them to celebrate diversity and care for each other. Demonstrate PRIDE in everything they do: rights, responsibility, lead, reach, respect. Have an understanding, interest and respect for the diverse world which they live in and treat others how they would want to be treated. Have the knowledge, experiences and opportunities they need to enable them to be able to understand life in modern Britain. Develop a multitude of valuable attitudes and attributes such as acceptance, inclusion and equality. Majority of our children in our school are either no religion (46) or Christian (23). Potential risk of prejudicial incidents based on the lack of understanding of people's beliefs. We want our children to understand potential issues racism, Islamophobia, sexism and homophobia. Our curriculum is 95% white British, so we want to ensure that our curriculum promotes British Values and educates against protected characteristics (sex, prejudice incidents) 			
<p>These are important to ensure our children:</p> <ul style="list-style-type: none"> Are confident, precise, articulate communicators. Achieve the highest standards. Effectively express their thoughts and opinions. Have a love of reading. Can access the ambitious curriculum offer we deliver. Can articulate their knowledge, learning and understanding. Understand what is right and wrong within the choices they make which affect themselves and others. Grow and develop into strong, independent and resilient learners. Have an understanding, interest and respect for the diverse world which they live in and treat others how they would want to be treated. 			

<p>Knowledge (the Memory)</p> <p>Children need to gain a rich body of knowledge so that they are equipped for each stage of education and life. Knowledge comes first and children cannot acquire higher-level skills without first learning the content of the curriculum. Subject leaders are embedding a well sequenced curriculum with clearly identified concepts that are revisited time and time again so that pupils know and remember more. We want our children to gain the best possible knowledge so they have many doors open to them and opportunities to choose their future careers.</p>		<p>Opportunities</p> <p>We want our children to learn about the best of what has been written, played, performed, painted, created etc. To have experiences that galvanise and support the acquisition of knowledge back in the classroom. Cultural capital is not just about trips and expensive visits. Widely assembly enhance pupils' cultural capital as reading, wider curriculum and Picture News assemblies.</p>		<p>Can achieve success throughout the curriculum and the wider world by constantly developing speech and language.</p>	<p>Have the knowledge, experiences and opportunities they need to enable them to be able to understand life in modern Britain.</p> <ul style="list-style-type: none"> Develop a multitude of valuable attitudes and attributes such as acceptance and celebration of those with protected characteristics. Understand potential issues such as racism, Islamophobia, sexism and homophobia and be prepared to stand up for what is right.
<p>These are important to ensure our children:</p> <p>Well-sequenced and progressive enquiry based curriculum that is at least matches the ambition of the National Curriculum</p> <p>Curriculum additionality</p> <p>Porchester Teaching and Learning Approach</p> <p>Learning journeys on display in all classrooms</p> <p>Content choices are in place to make links across subjects</p> <p>Knowledge organisers</p> <p>Curriculum</p> <p>Granular learning sequences in medium-term planning</p> <p>Opportunities to make links with past and future learning</p> <p>Identified sticky knowledge and</p> <p>Letter model used in lessons to help children remember sticky knowledge</p>		<p>This is evidenced through:</p> <ul style="list-style-type: none"> Pupil Leadership Curriculum design, content and delivery Residentials and experiences A range of pupil voice opportunities that allow them to lead and be involved in the running and development of their school Picture News and Assemblies Shared learning environments Relationships and Behaviour Regulation policy Subject specialists deliver music, PE and MFL Extra-curricular activities including a range of after-school club Authentic outcomes Experts and experiences 		<p>Reading (the Vocabulary)</p> <p>Reading and vocabulary are at the heart of the curriculum. The curriculum is planned so that any children that have fallen behind learn to read quickly. It is important for children to be able to access the important knowledge we have planned in the wider curriculum. Reading and vocabulary are taught in all subjects. Staff understand that teaching content in subjects like history and geography is also teaching reading.</p>	<p>Equality and Equity</p> <p>Equality and equity are key principles as we want to ensure that all pupils access an ambitious curriculum and want to achieve the best possible outcomes. Our staff adapt the curriculum for groups of children in order to achieve this for our pupils in relation to SEND, PP, protected characteristics and sexuality. Staff recognise the importance of consistently raising awareness and celebrating diversity and equality with our children. Therefore, this is carefully planned and taught through all lessons and discreetly through our PSHE curriculum and assemblies.</p> <ul style="list-style-type: none"> Relationships and Behaviour Regulation policy Adaptations for SEND for each subject Provision maps Picture News and Assemblies Events and opportunities Personal development curriculum Family support worker Trust values created and evidenced in all schools. School values Awards to celebrate values.

Porchester staff supported the development of our curriculum vision which is based on the context and needs of our local community. We communicate our vision through the acronym, '**KORE**'.



K – Knowledge (including memory) Children need to gain a rich body of knowledge so that they are equipped for each stage of education and life. Knowledge comes first and children cannot acquire higher-level skills without first learning the content of the curriculum. Subject leaders are embedding a well sequenced curriculum with clearly identified concepts that are revisited time and time again so that pupils know and remember more. We want our children to gain the best possible knowledge so they have many doors open to them and opportunities to choose their future careers.

O – Opportunities, we want our children to learn about the best of what has been written, played, performed, painted, created etc. To have experiences that galvanise and support the acquisition of knowledge back in the classroom. Cultural capital is not just about trips and expensive visits. Weekly assembly enhance pupil cultural capital ie: reading, wider curriculum and Picture News assemblies.

R – Reading (including vocabulary) Reading and vocabulary are at the heart of the curriculum. The curriculum is planned so that any children that have fallen behind learn to read quickly. It is important for children to be able to access the important knowledge we have planned in the wider curriculum. Reading and vocabulary are taught in all subjects. Staff understand that teaching content in subjects like history and geography is also teaching reading.

E – Equality and equity are key principles as we want to ensure that all pupils access an ambitious curriculum and want to achieve the best possible outcomes. Our staff adapt the curriculum for groups of children in order to achieve this for our pupils in relation to SEND, PP, protected characteristics and sexuality.

Vision

Our Porchester curriculum vision is to develop our pupils' independence, resilience and aspirations; knowledge and understanding of the wider world and vocabulary.

Our curriculum is all of the learning experiences that we offer our children during their time at our school to develop and achieve both their academic potential and become responsible and respectful citizens. In order to facilitate this, our curriculum has a clear "kore," which central to the practice we do – knowledge, opportunity, reading and equality.

Our FHP curriculum, underpinned by current research and the National Curriculum, ensures our children will be well-rounded individuals who are prepared for the next stage of their journey. It will promote the demonstration of compassion, mutual understanding, integrity and a pursuit of excellence in order for our children to reach their potential and make a positive contribution to the wider world. Our enquiry-based approach takes children on a journey of memorable learning through rich and purposeful experiences, culminating in authentic outcomes which leave a legacy.

Fluency in the core subjects, with reading at the heart, enables access to the full curriculum and is therefore integral to our approach. The curriculum is carefully designed through enquiry drivers (for example: History, Geography and Arts), enhancers and discrete subjects, ensuring **coverage**, **progression** and **retention** of knowledge and skills. Our knowledge-rich curriculum is underpinned by key concepts. Children explore concepts throughout the curriculum, revisiting them in a wide range of contexts and through the lens of different subjects. This promotes a deep understanding of the concepts and enables the transfer of knowledge to the long-term memory. It aims to provide inclusive and aspirational environments where learners thrive and build the cultural-capital they need to make aspirational choices about their own future, overcoming any barriers. In order to achieve this our curriculum is underpinned by the following principles:

- Relevant and current
- Empowers children
- Promotes character and heart
- Memorable learning
- Provides opportunities

Our trust mission is to create the best schools in the universe and as part of this we celebrate the unique nature of each school. Our ethos of adopt, adapt and fly recognises the importance of a curriculum to meet the needs of each community. The implementation of the FHP core elements and principles provides all children with the knowledge and skills they are entitled to learn. We aim to make every day count!

Our ambitious curriculum is enquiry based and cross-curricular in nature. We ensure that all children develop a coherent and detailed body of knowledge as they progress through school. There are opportunities for children to make regular and meaningful links to prior learning and reactivate prior knowledge. This will prepare the children to leave our school at the end of Year 6 with a deep schema of knowledge.

Our curriculum is relevant and interesting to our children. Learning is supported by first-hand experiences and experts into school. The local context is included in learning wherever possible to ensure our children can relate to key knowledge and understanding.



Curriculum drivers, such as History, Geography, Art and Design & Technology, drive the key learning for each enquiry and are supported by enhancer subjects that enhance and support the learning within the enquiry. Science, as a core subject, is taught weekly as a discrete subject, not a driver subject, to reflect its importance in the curriculum and is carefully considered to make links across the curriculum where possible. History, Geography, Art and Design & Technology along with Science, often enhance the learning within an enquiry. Computing, RSHE, PSHE and RE are taught discretely and throughout the year.

Certain subjects are taught discretely (not as part of an enquiry). For many of these, we use published schemes which we deliver in a way to meet the needs of the children in our school.

Music at Porchester: Junior Jam

PE at Porchester: Primary Stars

Our curriculum vision is to plan and deliver a high-quality knowledge rich curriculum. Following research of cognitive scientists in recent years, we believe this is important as the more knowledge or schema our children have secured in their long-term memory, the more space is freed up in their working memory to learn new knowledge.

1. Knowledge frees up your brain's capacity for thinking



Cognitive scientists have found that our brain works at different speeds, depending on whether we have learned something already, or whether we are relying on "working memory". Working memory is new information you can keep in your head and is very limited (holding between three and seven pieces of new information). That is why learning your times tables by heart is useful. Completing more complex calculations is made more simple if knowledge of tables is already 'locked in'. This links to our use of rolling numbers.

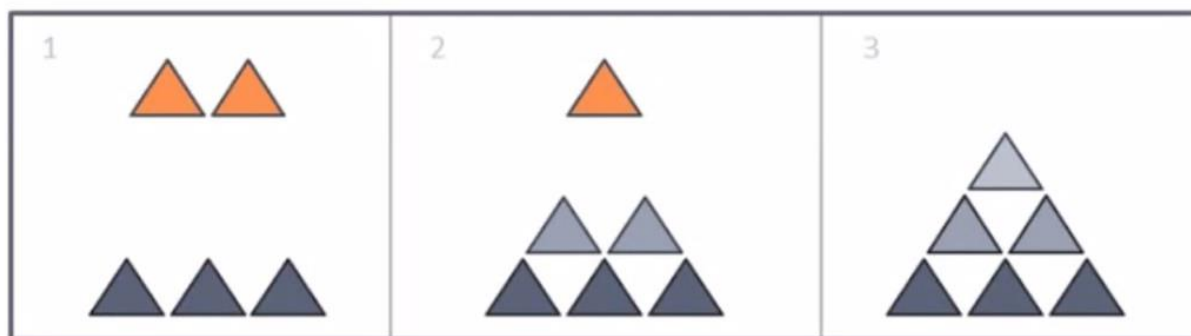
2. We learn new things by connecting them to old things

The way in which the brain stores new information, and makes inferences and discoveries, is by connecting to existing stored knowledge (schema). You cannot have skills without knowledge, because you cannot evaluate something you do not know anything about. You also cannot come up with new ideas without jumping off existing ones.



We ensure our curriculum is progressive and builds a clear schema of knowledge by making links to prior learning and building on prior knowledge. Our vision is to ensure our children develop a pyramid of knowledge similar to Efrat Furst's model of knowledge acquisition.

Clear horizontal links are made between subjects in each year group and also vertical links are made within subjects in different year groups. These links are planned for carefully in our well-designed Long Term Plans and detailed Medium term Plans. These links are understood by all teaching staff to ensure they are using secure prior knowledge to build new knowledge.



“The process of constructing knowledge can be described as building a pyramid: a new piece of knowledge (orange triangle) is placed on top of the existing structure of knowledge (grey triangles), in a meaningful way (correctly aligned).”

Curriculum Planning

Our curriculum is led by four core features (KORE), devised and agreed by all staff. These are as listed below:

1. Knowledge
2. Opportunity
3. Reading (including vocabulary)
4. Equality

Long Term planning clearly maps out the progression of knowledge across Lower School (Years 3 and 4) and Upper School (Years 5 and 6) in a two year cycle. Knowledge statements are taken from Key Knowledge Progression Documents (KKPDs) which follow the national curriculum subject and are arranged into Termly units of enquiries, where they are either part of the enquiry as a driver or enhancer or taught discreetly.

KKPDs are used to plan termly sequences of learning using which are captured in our Medium-Term Planning documents. Knowledge statements are skilfully transferred into sequences of granular learning objectives that build, day by day and week by week, to answering the key overarching question of the enquiry. This authentic outcome to the enquiry allows children to answer the question in a way that allows them to demonstrate their learning and knowledge gained from the enquiry; produce high quality work that answers the question; share their answer to the question with an audience wider than the school and also leave a social legacy beyond their classroom and their school.

For English and Maths, we develop our medium-term objectives from the National Curriculum as well as a range of other sources, such as White Rose for Maths. Foundation subjects are based on knowledge and skills development and we use a key knowledge progression document throughout the year groups to ensure each stage builds on previous learning.

Our short-term plans are those that our teachers write. We use these to set out what is to be taught, how it is to be taught and expected outcomes.

Pupil leadership is a pivotal part of our schools ethos. A curriculum team contributes to our curriculum development and meets the Curriculum Lead to ensure they have the opportunity to have their impact can be seen.

We aim for our curriculum planning to be broad, balanced, relevant, coherent, progressive, differentiated and accessible to all.

Assessment

Key knowledge and vocabulary are collated for each enquiry onto a knowledge organiser. It is also displayed on our dedicated enquiry learning displays. Knowledge organisers are stuck into each child's enquiry workbook and also shared with home to support home learning.

Each week, key knowledge and vocabulary from the knowledge organiser is identified that will be learnt. At the end of the week there is a low-stakes quiz to assess children's retention of this knowledge. Key knowledge from previous weeks, terms and years is also included in weekly quizzes to promote the retention of knowledge into the children's long-term memories.

At the end of the term, children apply their learning in their response to the overarching enquiry question through the authentic outcome. There is an end-of-enquiry quiz that assesses the children's knowledge retention. Children also complete a knowledge organiser that has had the key knowledge removed as an assessment opportunity. The "Big Book of Knowledge," will be created for the children to take with them throughout their Porchester journey and will be sent home at the end of Y6 in preparation for secondary school.

Children with additional needs

The curriculum at Porchester is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with parents.

If a child has a special educational need, our school does all it can to meet these individual needs. We ensure that the children are supported through scaffolds, additional resources and interventions when needed, the children are given equal opportunities to access the learning.

Equal opportunities

It is important that teachers plan work that offers equal opportunity in respect of gender, race and ability. For example:

- by ensuring that activities are adapted to meet the needs of all children.
- by ensuring that multi-cultural themes are explored so that children are encouraged to develop awareness, interest

Pride

Our vision for our curriculum aligns with our whole school vision of PRIDE.

Our vision is that we will be the Pride of Porchester now and always. Values and knowledge are the keys to our success.

Our PRIDE vision underpins our children's engagement with our curriculum and ensures they take advantage of our curriculum offer.

Respect: to be respectful of themselves and other pupils and adults within our school and allow all to access our Porchester curriculum. To respect the school environment. To listen to others and respect their opinions.

Responsibility: to be responsible for their own learning and their positive behaviour for learning. To be responsible for helping to lead our school forward. To be responsible for challenging themselves to be the best they can be. This links to our curriculum intent to develop independence and resilience.

Rights: to make the most of their right to learn and access the Porchester curriculum. To understand their right to express their thoughts and opinions. The right to think and believe what they choose. The right to relax, play and take part in a wide range of activities. This links to our curriculum intent to develop understanding of the world and also a rich and varied vocabulary.

Reach: to challenge themselves to engage with our curriculum positively and reach for the stars. To accept challenge and respond positively. To develop aspirations for their futures. To ensure they leave ready for lifelong learning. This links to our curriculum intent to develop aspiration in our children.

Lead: to lead school improvement and be active in making learning, experiences, relationships, attitudes and behaviour better at our school. To be part of refining and developing our Porchester curriculum.