

Curriculum Intent, Implementation and Impact

Curriculum Intent: In 2019, we 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. Subject leaders have planned the whole curriculum and have strong subject knowledge in the subjects they lead. Our curriculum intent is that each of our core values of **endeavour, collaborate** and **to be inspired** flow through each element of school life.

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 – 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.

In September 2020, we further refined our approach in light of the COVID-19 pandemic and have added an increased focus of Mental Health and Wellbeing, and the importance of Outdoor Education.

Key Intent Statements:

1. To support mental and physical health
2. To give rich experiences and appreciate the qualities of our natural and manmade environments, using outdoor education regularly
3. To encourage the best learning behaviours
4. To deepen staff and 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 inspire a passion for reading
8. To appreciate and respect modern British values, developing a bespoke PHSE curriculum
9. To collaborate in every lesson
10. To nurture talent, build confidence, celebrate individuality and be fully inclusive

Curriculum Implementation:

1.To support mental and physical health (wellbeing)

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. We have recently received the Schools Games Quality mark showing our commitment to physical activity, which again, leads to better mental health. We are undertaking work this year on a Wellbeing Award which will benefit children, parents and staff.

2. To give rich experiences and appreciate the qualities of our natural and manmade environments, using outdoor education regularly

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 and universities, 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.

We have developed many interesting features within the school grounds and outdoor learning takes place each week. Themes are created for each half term such as teambuilding, mindfulness and problem solving.

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 staff and children's knowledge in all subjects and make sure that key learning and vocabulary is remembered

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. In Key Stage 2, a carousel is operating whereby the Subject Leaders for French, PHSE, Reading and Music teach all of Key Stage 2, helping ensure that knowledge, skills and progression are in place by using their expertise. The whole curriculum has been planned in a progressive and sequential way.

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 the locality. 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 such as the Cadet award that Year 6 are currently undertaking.

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. 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 an assembly or cakes that are baked for a charity day. There is a real buzz in school and the positive atmosphere, relationships and interest in learning is visible.

7. 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 train carriage and the reading areas in each class. The new library allows children to have their own library card and borrow books in a traditional way, complementing the carefully levelled books they borrow from 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 regularly 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.

8. To appreciate and respect modern British values, developing a bespoke PSHE 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 curriculum will follow statutory guidelines, teach age appropriate messages around the equalities act, again considering our local context. It will follow the statutory guidelines and will also support our children's specific needs in terms of our community, their health and well being and relationships. The RSE curriculum has been developed in line with the latest guidance and will be implemented before Summer 2021.

9. To collaborate in every lesson

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, the Monty Mercury Group, Eco Council and Young Sports Leaders.

10. To nurture talent, build confidence, celebrate individuality and be fully inclusive

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. 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.

Target	Impact	Assessment to date	Target Date and Lead
To support mental and physical health (wellbeing)	Children know ways to improve their mental and physical health. Staff support children with both.	Strong work with outside agencies including purchasing extra E.P. hours 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	Miss Lauder to attend LA training beginning in January 2020 Mrs Bartoli to Lead Wellbeing Award Oct 2020

		<p>Buddy bench created by School Council</p> <p>Strong emphasis on PE with extra specialist coaches employed to enhance provision</p> <p>Close and positive relationships between children and staff</p> <p>Staff training on wellbeing and Mental Health</p>	
<p>To give rich experiences and appreciate the qualities of our natural and manmade environments, using outdoor education regularly</p>	<p>Children have more knowledge, remember it more and can use their subject specific skills to find out more</p>	<p>Many well planned visits have enhanced the curriculum, improving children's knowledge further.</p> <p>Visits local at present due to restrictions have included history walks around Barnard Castle (Y3), Bowes Museum (Y2) and Autumn Walk in the woods (Reception)</p> <p>All classes using the copse on the school ground, heritage garden and outdoor areas. Training for staff arranged for Oct 2020</p>	<p>All teachers/subject leads</p> <p>September 2019</p> <p>Dr Greenwell to lead September 2020</p>
<p>To encourage the best learning behaviours</p>	<p>Children aware of best learning habits which maximises their potential</p>	<p>All classes have positive learning behaviours on display.</p> <p>Values referred to each day.</p> <p>Whole school behaviour system working well</p> <p>Rewards for positive behaviour in class and in assembly</p> <p>Positive learning behaviours shown during observations.</p>	<p>Continuous – all staff</p>
<p>To deepen staff and children's knowledge in all subjects and make sure that key learning and vocabulary is remembered</p>	<p>Staff and children know and remember more.</p>	<p>The vast majority of Subject Leaders have received the most up to date training. Training booked with LA for rest.</p> <p>Careful timetabling has allowed subject leads in more specialised subjects to teach more of the classes, enabling better outcomes for children.</p>	<p>Continuous – subject leads to have had recent training before end of Autumn term</p>
<p>To develop character, become more resilient and learn from mistakes</p>	<p>Children recognise making mistakes can help us learn</p>	<p>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.</p> <p>Arranged for Year 6 to undertake a 24 week course</p> <p>Character and Resilience Silver Award. PHSE curriculum teaches many elements of effective character development.</p>	<p>Continuous – all teachers</p> <p>Cadet course starting November</p>

		Children familiar with traits of a 'Monty Learner' Mistakes celebrated through Endeavour Award in assembly	
To stimulate children's interest, inspire them and encourage life-long learning	Children can learn and remember more by being immersed in real life experiences, where knowledge and skills are evident.	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	Continuous – all teachers
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	Continuous – all staff

<p>To appreciate and respect modern British values</p>		<p>Active School Council reporting to class and seeking their views 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 Visit to Gurdwara and visits arranged for rest of the year PSCO has increased presence Work with Police and Fire organisations in Reception Class debates/discussions used regularly</p>	<p>Continuous – all staff</p>
<p>To collaborate in every lesson</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 Monty Mercury.</p>	<p>All staff October 2019</p>
<p>To nurture talent, build confidence, celebrate individuality and be fully inclusive</p>	<p>Children are confident, showcasing their talent and all are included and celebrated</p>	<p>Dance show celebrates achievements of a whole class/school Class assemblies and big play for each phase planned Cadet programme Y6 and work with Barnard Castle School to build self esteem. Musicians play us in/out of assembly. Monty Mercury group raising speaking and listening skills, writing and organisational skills. 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</p>	<p>All staff September 2019</p>

