Badger Hill
PRIMARY SCHOOL

Badger Hill Curriculum Intent Document

2024

Pathfinder
Multi Academy Trust

Badger Hill
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Curriculum Influences

It is important that our curriculum is planned and mapped out in a way that does more than simply deliver the objectives of the National Curriculum.

The planning or mapping of our curriculum is influenced and shaped by a range of factors, that we feel allow us to make the curriculum more memorable, enjoyable, accessible and relevant to all our pupils.

Our curriculum is underpinned by:

- Our school values – Achieve, Believe, Create, which are at the heart of all that way, do and underpin the way in which we teach and learn.
- Our three whole curriculum drivers that sit behind the delivery of our curriculum. These are independent thinking, curiosity and challenge.
- Passionate subject leaders that have a clear understanding of the intent, implement and impact framework for their own subject and how this impacts across the whole school.
- Our school community that is diverse and rich. Our school community influences the curriculum which we plan allowing us to celebrate the uniqueness of all who form it.
- A range of real life experiences which are used as a stimulus for learning

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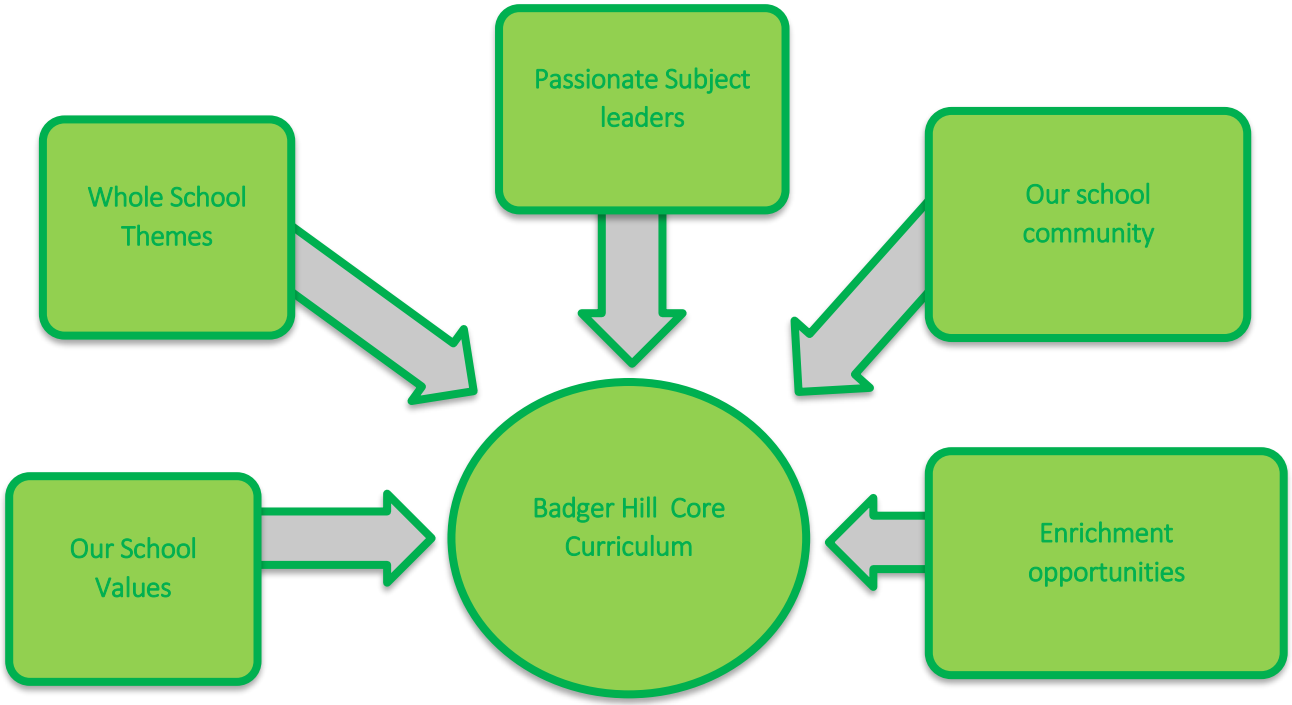

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Badger Hill Curriculum Core Curriculum Offer

Our curriculum offer for all children offers the following aspects:

- **Core Curriculum Experiences** – Ignite Days, a curriculum driven by whole school themes, quality first teaching adapted for all, regular and timely feedback and well matched interventions.
- **ABC Experiences-**These would link to our core values of achieve, believe and create.
  -IGNITE Days
  -Whole school recognition for positive behaviour linked to our values
  -Exhibitions across the year for children to share their learning
  -Experiences linked to our school community-school visits, whole school events/celebrations
- **Unique Experiences-**Extra-curricular activities, a residential visit in KS2, Young Voices, sporting events, Theatre Royal Partnership and the Richard Shepherd Music Foundation

Our School Values

Our value of achieve encompasses our vison of 'together we will grow'. Our aim is that all children will achieve in all aspects of the curriculum. We support our learning by adapting the curriculum so that they all our children achieve. We firmly believe that children should have the opportunity to achieve academically, physically and emotionally.

Our value of believe is at the heart of everything we do. Our children aim high and believe in themselves. We have created an environment where children feel safe to take risks and challenge themselves. Within the classroom we promote a growth mindset and ensure children set themselves high aspirations

Our value of create describes our curriculum and community. We have built a curriculum that is creative. Within the curriculum, we have a range of specialist teachers including PE, Spanish and Music. We also have links with the York Theatre Royal and the Richard Shepherd Foundation for music. Community is very important to Badger Hill and we love to celebrate the diversity that makes our school so special!

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Whole School Curriculum Drivers

Our curriculum drivers help to support all that we do at Badger Hill. They link to all aspects of our curriculum and link together to create life-long learners at Badger Hill. At Badger Hill every child matters and through our curriculum drivers we are able to support the learning for all children. Our curriculum drivers also sit alongside our adaptive teaching strategies and our Billy Bob digs deeper document. Each subject within the curriculum is designed to support life-long learners and generate children who are ready for their next transition points whether that be within school or the wider community.

Curiosity encourages children to think more widely, question what is happening and dare to explore!

A focus on: What might happen next, what if this changed, why is this happening?

Independence encourages children to be accountable for their own learning and seek out opportunities to support their learning.

A focus on: Being ready to learn, collaborating with others to share their knowledge, taking responsibility for their own learning within the classroom.

Challenge encourages children to be motivated and dig deeper!

A focus on: How can they challenge themselves and others? What might the next steps be?

The role of the subject leader

We really value the role of subject lead and the impact that they have within our curriculum.

Each subject lead produces a subject lead document that outlines the intent, impact and implementation of their subjects. This is a document that can be used flexibly and shared with others. Our subject leaders are proud to champion their subjects!

The key roles of the subject lead are as follows:

- Have a whole school overview of the subjects they lead (EYFS through to Y6)
- Produce a long term plan for each of their subjects (this should make links to EYFS and SEND)
- This will then translate into a long term plan for each year group
- Create a progression document for the disciplinary knowledge within the subject
- Support staff in creating medium term plans for each unit taught.
- Share resources with colleagues including memberships of key associations

- Creating an effective assessment system for each subject (this may look different for different subjects)
- Monitoring progress within the subject and setting high expectations for all
- Reflecting on the quality of teaching and learning within the subject and offering support/coaching for CPD
- Triangulation of evidence – teaching and learning, pupil/staff voice and evidence in books/classroom

- Subject celebration walk (a focus on displays/learning environment and learning)
- Capturing examples of work-displays, learning in action and big books

Subject leads use shared documents across the school. These include subject leads documents, long term plans, progression documents, medium term plans and year group long term plans. They also use shared documentation for quality assurance and celebrating their subjects.

Our school community

Our community is at the heart of everything we do. We value the involvement of our parents, governors and the local community. We offer many opportunities for our community to be involved with the school. We celebrate the diversity within our community and are proud to be such a unique school.

Enrichment of the curriculum

In line with our value of create we offer all children a range of exciting opportunities which help to enrich experiences for all children. These include specialist teachers in foundation subjects-this includes music and Spanish. This allows our children to make excellent progress in subjects that offer creative outlets for all. We further enhance our curriculum with links with the York Theatre Royal that allows us to work closely with the theatre across all year groups.

Our planning is under pinned by generating real life experiences for all children that help to fuel and inspire learning throughout the school.

These experiences help to build skills in teamwork, collaboration and use a range of different vehicles to motivate learning.

- This begins with an 'Ignite' Day for all classes. This is used as a stimulus for learning that half term. Often this involves a visit to bring learning alive or visitors into school who can bring learning alive.
- Using drama as a route into learning (Theatre Royal Partnership)
- Incorporating our school community in our learning e.g. parents/governors/university links
- A range of educational visits and visitors into school
- Subject leads to incorporate a calendar of events e.g. language days, celebration of religious events, black history and mental health days

Planning and mapping the curriculum

Coverage of subjects and Long Term Plans

National Curriculum Objectives are sorted into key stages and are then organised into the appropriate year groups so that objectives are not repeated where possible. This also applies to topic coverage. However, where there is repetition in topic/objective coverage, there should be careful planning to make sure that previous knowledge is strengthened and added to, not repeated. For example, in English objectives are carefully broken down from LKS2 and progress is shown across years 3 and 4. Teachers use these documents to build their medium term plans.

Progression of skills

All subject leads outline the progression of skills. This should allow pupils to strengthen key skills despite differing topics and objectives throughout their school journey. For example, plotting the progression of map reading skills through EYFS-Yr 6 so that it is clear that pupils move from recognizing key buildings/landmarks/symbols, to using NESW, to using grid coordinates and longitude and latitude. S

Subject On a Page Document

Subject leads will use this document to collate together all the information about their subject. This will always be a working document and will include information about the intent, implementation and impact, expectations and organisation of the subject, pupil and staff voice and a clear action plan.

Subject MTPs

Subject leaders support class teachers to produce detailed medium term plans. This allows staff to plan effectively using the information from the school values, long term plan and the progression of skills document. Once created the medium term plans then act as an ongoing resource for all staff but are especially helpful to staff new to the school. Subject leads can use the medium term plans to ensure coverage of subjects and use as tool when tracking learning.

Year Group Long Term Plans

Each subject leader uses the medium term plans to create a long term plan for each year group. This happens in history, geography, DT, art, science and RE and the plans allow progression to be seen very clearly across a year group. They are also used to highlight links between past and future learning alongside opportunities for knowledge to be revisited.

Big Books and Display

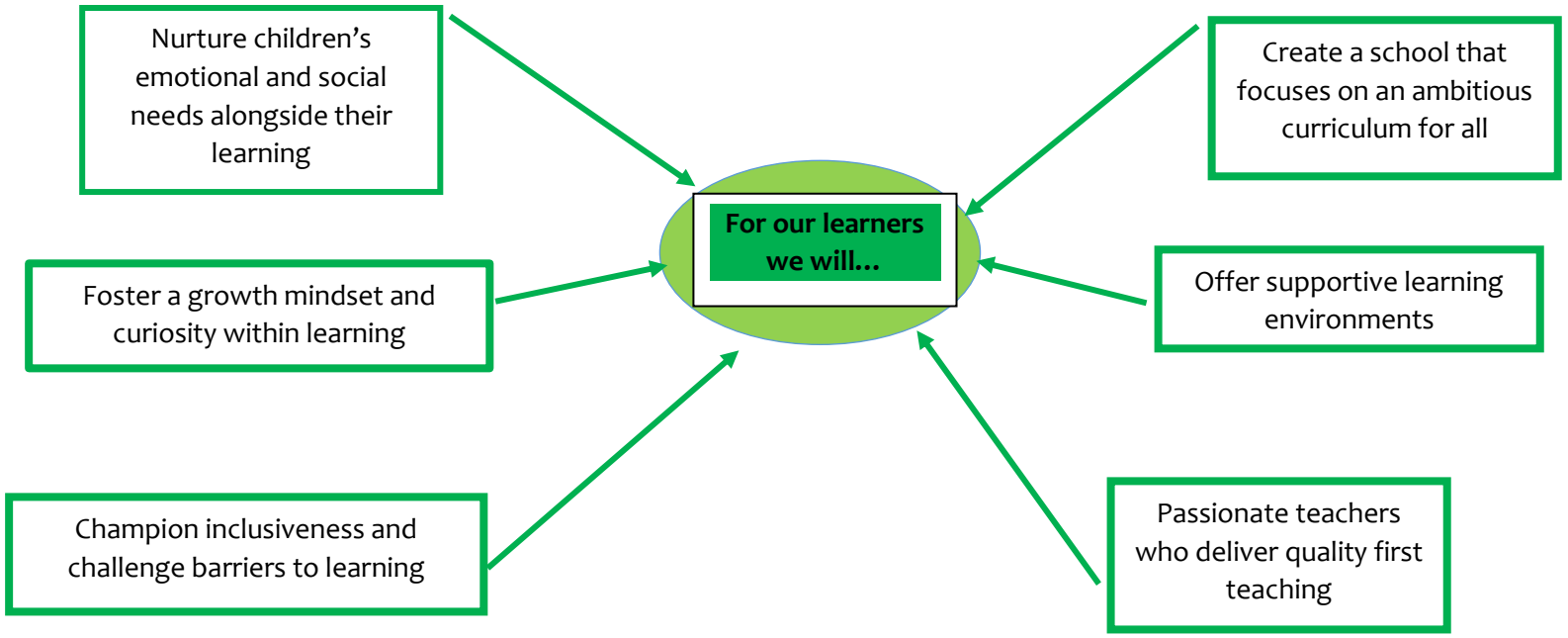
We celebrate the learning in subjects through big books and display around school.

Planning for consistency – Intent, Implement and Impact

Our curriculum is built around our whole school vision and the values of our school. At the core is our vision of 'together we will grow' and this informs all of our decisions. How can we support each other to grow? Our values offer a clear structure to the curriculum and allow us to think about what we want to achieve, how we can do this and how this can be shown?

Intent-why we do things.

Every child is entitled to an innovative, exciting and academic curriculum, which allows them to excel in all subjects and skills. We firmly believe in achievement across the whole curriculum – dare to dream big and aim for the sky.



Implement- how we do things

We have created a set of statements to ensure that we consistently uphold in order to ensure we are offering the best curriculum we can.

- We set high expectations of learning for all children and provide opportunities for all children to achieve whilst responding to any individual learning needs.
- We offer exciting learning experiences that spark a curiosity of learning and engage all children in new learning.
- We offer a learning environment that supports and scaffolds learning whilst encouraging all children to become independent learners.
- We develop local, national and global knowledge by linking sharing real life experiences. This also includes offering opportunities to celebrate with our whole school community
- All staff are committed to providing quality first teaching and we are a forward thinking school where current research and staff's own CPD allow learning to constantly evolve.
- We are proactive in removing any barriers to learning through early identification and effective and timely interventions.
- Debate and discussion is planned into learning so that children have time to challenge and discuss ideas.
- Opportunities to revisit previous learning are incorporated into each lesson
- Resources are engaging and enrich learning and should be planned carefully into each topic/theme
- Subject leaders act as specialist teachers and share their knowledge and teaching strategies.
- Curriculum link governor/s offer challenge and support the subject lead in developing the curriculum.

Impact-what happens when we do things well?

Feedback from our school community, quality first teaching that adapts the curriculum for all, quality assurance of and the impact of the subject lead will allow us to assess whether our intention has been achieved. Review of our implementation stage should be ongoing and constant.

- Subject leaders and class teachers can evidence high quality and consistent work, produced in a range of mediums.
- Subject leaders, class teacher and pupils can identify and evidence that disciplinary skills have developed from one year to another.
- Children can use knowledge learnt to take key information from each subject and topic as they move through school. Children can recall and revisit knowledge about different topics.
- Subject leaders and leadership can observe learning for all in the classroom and across all subjects.
- Children are able to celebrate their achievements in lots of different ways- community events, work in books, sharing events and through pupil voice.

Quality of Education

This is the most important part of our curriculum plan. Bringing this our vision and aims to life is key. We can do this through ensuring we have high quality teaching and learning across the school. Through our subject leads and class teachers delivering quality first teaching we can ensure all children make the best progress they can.

Through an agreed schedule of quality assurance and support for class teachers we aim to deliver a high quality of education for all children.

Class teachers ensure that the learning environment is supporting the requirements of the curriculum and allows for children to use the environment as a learning tool. Class teachers to ensure their planning includes a range of experiences including an engaging 'Ignite Day'. Planning should be consistent and follow the expectations of the subject leads.

Subject leads have a clear overview of their subjects, which allows them to drive forward the quality of education. This is through having a well-planned curriculum and working in partnership with class teachers to offer support and CPD to ensure the delivery of the curriculum in all subjects. Subject leads should lead on their subject across the whole school and should offer appropriate coaching, support and CPD to all class teachers. Quality assurance should take place in all subjects to ensure that the high quality teaching and learning takes place. This will include pupil, staff and parent voice.

An equal curriculum for all

We are an inclusive school and we place great emphasis on ensuring all of our children are able to access our curriculum.

Subject leads plan carefully to allow for opportunities for all children to undertake the learning and varied experiences offered to our children.

Class teachers work collaboratively with each other and support staff to ensure all children are able to work independently within the curriculum. Alongside our SENDco and with the support of our parents we adapt the curriculum where needed.

We have an excellent SENDco, autism champion, pastoral/ELSA support and an EAL lead in school who work alongside our subject leads and class teachers.

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