



At Totley Primary School, we believe learning is a journey.

Relationships: Positive relationships provide a true sense of **belonging** for all in our school community.

Outcomes: High expectations drive all children to aspire to achieve **exceptional outcomes** across and beyond the curriculum.

Attitudes: Through a **culture of learning**, children are **life-long, self-motivated learners** with the **resilience** to embrace **future challenges**.

Development: Nurture the personal growth of **happy, well-rounded** citizens with a deep-rooted appreciation of **British Values**.

At Totley Primary School, we value the increasingly diverse community we serve. Most children benefit from a strong home-school partnership to support their development and learning. While we aim to ensure the pockets of disadvantaged children in our community make exceptional progress, we also work to ensure that all children, including the significant proportion of high attainers, are appropriately challenged and supported to fulfil their potential in every aspect of their development. As a Mental Health in School Award holder, we work to support the wellbeing and mental health of everyone in our community.

Strategic intent

To develop an ambitious curriculum which achieves the following:

- ✓ Instils a lifelong love of learning
- ✓ Offers broad opportunities to develop the whole child
- ✓ Allows every child to experience success and fulfil their potential through alignment to the National Curriculum
- ✓ Builds a rich understanding of key knowledge and the development of a breadth of skills
- ✓ Values every area of learning equally
- ✓ Develops resilience, team work, independence and confidence

Curriculum principles

The curriculum at Totley Primary School is designed so that children develop their academic, social and cultural capital¹. It is intended to ensure children are skilled readers, writers, mathematicians, scientists, historians, musicians, artists, designers... We aim to achieve this through ensuring each curriculum area is deliberately planned and progressively sequenced.

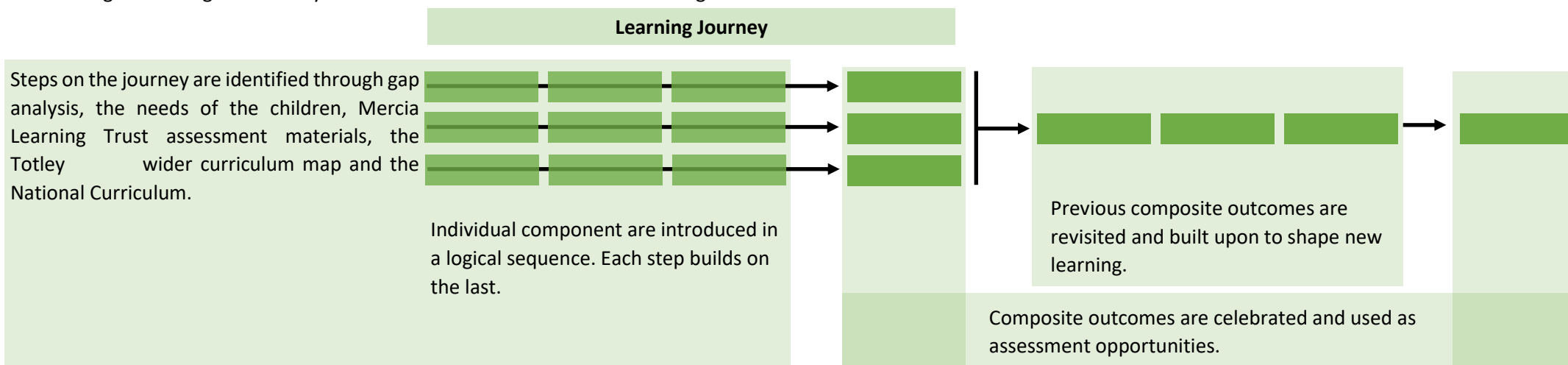
Children will leave Totley Primary School with the necessary knowledge and skills to achieve the best possible outcomes, fulfil their potential and move on to the next phase of education as successful and ambitious learners. They leave Totley Primary School feeling secure with happy memories, as confident and able learners, and as fully-rounded, positive citizens of the world.

Implementation

A knowledge-led curriculum is not knowledge versus skills, facts versus fun or at the expense of creativity.

Content and Sequence

At Totley Primary School, we believe learning is a journey. Component steps build to great outcomes for all our children. English, maths and the wider curriculum follow a *learning journey* model. As children move through steps of this journey (each a logical progression from previous learning), a series of clearly-specified components are taught before being applied to composite activities. The content of the curriculum is sequenced logically, is in line with national expectations and is built on a foundation of knowledge. Teaching deliberately enables children to transfer their knowledge and skills across varied areas of the curriculum.



¹ Cultural capital: the powerful people, events and books that have had a significant impact on society.

Teaching and Learning, Assessment and Feedback

- ✓ Learning is at the core of what happens in classrooms. We believe that every lesson counts and teachers, supported by subject leaders, are experts in using the most engaging, immersive and effective strategies to teach. This creates an environment which enables all of our children to focus on learning.
- ✓ Reading is incorporated throughout the curriculum and children are taught to read with fluency in every subject. Each class has a key text, which links to the current wider curriculum theme. Children are encouraged to read widely and extensively through the reading challenge.
- ✓ Collaboration and discussion about learning is balanced with independent, deliberate practice of key skills and knowledge.
- ✓ Formative assessment is a cornerstone of our pedagogy and prior knowledge is used as a component for new learning. When children are identified as not being on track to reach our high expectations for their learning, prevention planning is undertaken. Our shared knowledge of every individual learner enables teachers to adapt the curriculum and its delivery to best meet the learning needs of vulnerable groups, including those children who achieve the highest outcomes.
- ✓ Memorable experiences at Totley Primary School enrich our curriculum while long-term memory is embedded through strategies such as retrieval practice, and deliberately spaced, carefully interleaved learning. We understand that learning in the short-term might not be visible and that sustained mastery takes time.
- ✓ Knowledge of vocabulary empowers children, giving them the tools to learn and explore the world in which they live.
- ✓ Feedback is given in line with our feedback policy. Children are given immediate feedback on their strengths and areas to improve. This happens at every opportunity in every lesson. Feedback is also given against carefully-written success criteria: these are the components needed to achieve the learning intention. Feedback may also be given at a whole-class or group level, when a common misconception has been identified.



Totley Primary School Curriculum Intent, Implementation and Impact

Impact

The impact of our curriculum is that by the end of each year, the vast majority of pupils have sustained mastery of the taught content and there is a change in long-term memory. (They *remember* it, are able to *do* it and *know* it.) Many children have a greater-depth understanding. Children leave Totley Primary School ready for their next stage in education with the knowledge and skills that they need to succeed. This is reflected in our exceptional data outcomes. Pupils' love of reading is palpable and born of the culture of reading that is growing throughout school. Children understand that expectations are consistently high in every subject, so pupils' work across the curriculum is of high quality and children take pride in all areas of their learning.

Our curriculum design means children leave us as knowledgeable, skilful learners.

We want:	How will we know we have achieved this?
<ul style="list-style-type: none"> Children to develop a lifelong love of learning; 	<ul style="list-style-type: none"> Children speak with passion, knowledge and expertise about their learning Reading is prioritised to allow pupils to access the full curriculum offer Children acquire the knowledge, understanding and skills they need to manage their lives, now and in the future
<ul style="list-style-type: none"> Every child to experiences success and fulfil their potential; 	<ul style="list-style-type: none"> Pupils make strong progress from their starting points The work children are given is demanding and consistently matches the needs of the children Children start at the correct starting point because of accurate assessment Pupils are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding in a discipline Children are prepared to manage many of the most critical opportunities, challenges and responsibilities they will face growing up
<ul style="list-style-type: none"> Children to build a rich understanding of key knowledge and develop a breadth of skills; 	<ul style="list-style-type: none"> The most relevant components of learning are identified. Children master and remember these, and integrate them into composite outcomes. Pupil's knowledge is consistently, coherently and logically sequenced so that it can develop incrementally over time. Skills and knowledge are developed over time Children connect and apply the knowledge and understanding they learn in all subjects to non-academic situations, while helping them to feel safe and secure enough to fulfil their academic potential
<ul style="list-style-type: none"> Children to develop resilience, team work, independence and confidence. 	<ul style="list-style-type: none"> Children speak with passion, knowledge and expertise about their learning Standards of presentation are exceptional and it is clear children take pride in their work through the diligence they take Pupils are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding in a discipline. They can recall information effectively, which shows that learning is durable. Children develop the qualities and attributes children need to thrive as individuals, family members and members of society

A r e a o f f o c u s	Components and sequencing: building on previous learning		Standard of challenge	Starting points and progress		Assessment and feedback	Curriculum leadership	Book scrutiny			Reading	Pupil voice
							Presentation	Depth and breadth of coverage	Practice			
W h a t w e w a n t :	<p>The most relevant components for learning are identified. Children master and remember these, and integrate them into composite outcomes. Vocabulary is consistently one of these components for learning.</p>	<p>Pupil's knowledge is consistently, coherently and logically sequenced so that it can develop incrementally over time. There is a progression from simpler/concrete concepts to more abstract ones. Skills and knowledge are developed over time.</p>	<p>The work given to children is demanding and consistently matches both the needs of the children and the aims of the curriculum in being logically planned and deliberately sequenced. Teachers model the use of high-level vocabulary.</p>	<p>Children start at the correct starting point because of accurate assessment.</p>	<p>Pupils make strong progress from their starting points. They acquire knowledge and understanding appropriate to their starting points.</p>	<p>Formative and summarise assessment checks are effective and used to shape children's learning. Errors are identified and addressed through clear, direct feedback. Any misconceptions are addressed and there is evidence to show that pupils have overcome these in future work.</p>	<p>Curriculum leaders at all levels have an aligned vision, specific to the area they lead. Rigorous monitoring and a culture of continuous improvement drive the quality of teaching and learning to achieve the curriculum aims.</p>	<p>Standards of presentation are exceptional and it is clear children take pride in their work through the diligence they take.</p>	<p>The content of the tasks and the pupil's work show that pupils learn a suitably broad range of topics within a subject. Tasks allow pupils to deepen their knowledge of the subject by requiring thought on their part, understanding of subject-specific concepts and making connections to prior knowledge.</p>	<p>Pupils are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding in a discipline. They can recall information effectively, which shows that learning is durable. High-level vocabulary is used consistently across the curriculum.</p>	<p>Reading is prioritised to allow pupils to access the full curriculum offer. FS2 and KS2, reading and the teaching of phonics are symbiotic. Children read with fluency in all curriculum areas.</p>	<p>Children speak with passion, knowledge and expertise about their learning, using tier 2 and tier 3 vocabulary.</p>

E v i d e n c e	Teacher conversations	Book scrutiny	Pupil conversations	Book scrutiny	Book scrutiny	Book scrutiny	Subject leader conversations	Book scrutiny	Book scrutiny	Book scrutiny	Lesson observations	Pupil conversations
	Subject leader conversations	Curriculum content and progression scrutiny	Book scrutiny	Lesson observations	Lesson observations	Lesson observations					Reading monitoring	
	Curriculum content and progression scrutiny	Lesson observations	Lesson observations		Pupil conversations							
	Book scrutiny											
	Lesson observations											

Question	Aut	Win	Spr	Sum
Are children achieving outstanding outcomes by recalling information effectively and applying learning to composite outcomes?				
Is pupil's knowledge consistently, coherently and logically sequenced so it can develop incrementally over time?				
Is the work given to children is demanding and consistently matches both the needs of the children and the aims of the curriculum in being logically planned and deliberately sequenced.				
Do all children start at the correct starting point because of accurate assessment?				
Do all learners make strong progress from their starting points?				
Is assessment and feedback continuous and effective?				
Is the curriculum offer broad, purposeful and of a consistently high quality in all subjects?				
Do pupils' books reflect the aims of the curriculum?				
Is reading prioritised to allow pupils to access the full curriculum offer?				

Do children speak with passion, knowledge and expertise about their learning in the classroom and beyond?				
---	--	--	--	--

5	4	3	2	1
This aspect of curriculum underpins/is central to practice and may include examples of exceptional curriculum.	This aspect of curriculum is embedded with minor points for development (teachers are taking action to remedy minor shortfalls).	Coverage is sufficient but there are some weaknesses overall in a number of examples (teachers aware, but not yet remedying).	Major weaknesses evident in terms of either coverage or progression (teachers have not identified or started to remedy weaknesses).	This aspect is absent in curriculum design.

Are children achieving outstanding outcomes by recalling information effectively and applying learning to composite outcomes?	
Is pupil's knowledge consistently, coherently and logically sequenced so it can develop incrementally over time?	
Is the work given to children is demanding and consistently matches both the needs of the children and the aims of the curriculum in being logically planned and deliberately sequenced.	
Do all children start at the correct starting point because of accurate assessment?	
Do all learners make strong progress from their starting points?	

Is assessment and feedback continuous and effective?	
Is the curriculum offer broad, purposeful and of a consistently high quality in all subjects?	
Do pupils' books reflect the aims of the curriculum?	
Is reading prioritised to allow pupils to access the full curriculum offer?	
Do children speak with passion, knowledge and expertise about their learning in the classroom and beyond?	

	Components and sequencing: building on previous learning		Standard of challenge	Starting points and progress		Assessment and feedback	Curriculum leadership	Book scrutiny			Reading	Pupil voice
								Presentation	Depth and breadth of coverage	Practice		
5												
4												
3												
2												
1												

Cycle	6	5	4	3	2F	2B	1P	1M	FS2A
Autumn									
Winter									
Spring									
Summer									

5	4	3	2	1
This aspect of curriculum underpins/is central to practice and may include examples of exceptional curriculum.	This aspect of curriculum is embedded with minor points for development (teachers are taking action to remedy minor shortfalls).	Coverage is sufficient but there are some weaknesses overall in a number of examples (teachers aware, but not yet remedying).	Major weaknesses evident in terms of either coverage or progression (teachers have not identified or started to remedy weaknesses).	This aspect is absent in curriculum design.



Totley Primary School Curriculum Intent, Implementation and Impact