

Priory Junior School Curriculum – at a glance!



Our Aim:

Priory Junior School aim is...

We **LEARN** with PRIDE

This is the **golden thread** that underpins our PRIDE values-based curriculum.

A Priory Junior School learner shows PRIDE...

Pace

Respect

Independence

Determination

Equality

Our curriculum is...

because...

L Life-long	<ul style="list-style-type: none"> We aim to make knowledge memorable. Not just for now but for life! We aim to give our children first hand experiences which they can remember and use for the rest of their lives. We want our curriculum to be real and prepare our children to be positive citizens who make a helpful contribution to society
E Enquiry-based	<ul style="list-style-type: none"> We encourage our children to be curious and ask questions to explore their learning. We promote the importance of being critical thinkers and sharing our opinions with others. We want our children to articulate their answers and use reasoning skills to explore unfamiliar problems.
A Aspirational	<ul style="list-style-type: none"> We believe our curriculum should be empowering, giving the children the confidence and self-belief to achieve their goals. We want our children to take risks in order to push boundaries and break barriers down. Our curriculum is based around challenge for all. It should inspire ALL children to set high expectations for themselves and work towards meeting and even exceeding them.
R Relevant	<ul style="list-style-type: none"> Our curriculum aims to be modern, engaging and reflective of real-life issues. It reflects our Priory community, Gedling community and the wider country. We aim to celebrate individual skills, tailoring learning to build on the childrens' unique talents.
N Nurturing	<ul style="list-style-type: none"> Our curriculum aims to be accessible for all children. We provide support and interventions, both academically and emotionally, to ensure ALL children can access their learning. We aim to encourage our children to be peaceful and show the importance of equality in order to prepare them to be considerate citizens. We value the importance of a curriculum where we celebrate unique, inspiring individuals.

Intent:

All year groups produce a long-term planning overview that outlines how the national curriculum requirements are covered across the year in each subject through our PRIDE values-based Priory curriculum. These long-term overviews show year on year progression of the teaching of the national curriculum and how each year builds on prior knowledge. The exact knowledge, skills and vocabulary taught within each subject area are detailed within our Priory Progression guide through a series of year group based subject progression maps. These are then translated into medium term subject specific sequences of lessons before being delivered as individual lessons through a Priory lesson design approach. The PRIDE **values** are the golden thread that underpins the specific subject knowledge and subject skills that we teach. This approach draws upon real-life **concepts**, detailed on our long-term plans, keeping relationships at the centre of all learning and is what makes our Priory curriculum unique.

Implementation:

We plan and teach lessons using a mastery approach to learning. Curriculum subjects are taught through topics with a subject specific driver. Real-life experiences are crucial to our children's development and, wherever possible, are used to enhance the children's learning. Children will cover a range of subject areas across the year, with English, Maths, Science, PE, Computing, R.E and RSHE being taught weekly.

PRIDE Values-based Curriculum

- Strong links to our RSHE curriculum. Teaching real-life concepts and issues through our curriculum.
 - Develops curiosity. Children create own questions to answer.
- Allows links across subjects, locality and time periods in History. Reinforcing 'sticky knowledge'.
- Encouraging independence – 'Opportunities to think rather than telling them what to think' –
Jonathan Lear (The Monkey-Proof Box)

Starting with a big question:

*Example: 'Do you think we appreciate what we have?' **Rainforest project***

Examples of concepts explored through foundation lessons:

PEACE	RESPECT	INDEPENDENCE	DETERMINATION	EQUALITY
Strength	Fairness	Rights	Power	Pride
Happiness	Traditions	Truth	Responsibility	Faith
Consequences	Spirituality	Identity	Oppression	Celebrate

Short term planning – a Priory Lesson Design approach to teaching

- Focus on embedding 'sticky' knowledge. Encouraging a depth of understanding.
 - Building on previously taught knowledge and skills.
 - Encouraging independent thinking.

Lesson design:

1. Starter – knowledge based. Recap previous lesson's key words or knowledge.
2. In focus – time to explore, share what we know, uncover knowledge independently.
3. Let's learn – teaching of new knowledge or skills.
4. Guided practice – teacher-led practise of skill. Opportunities for assessment and intervention.
5. Independent practice – Independent activity to showcase understanding. Opportunities for assessment.

Impact:

The impact of our curriculum is to ensure children not only acquire at least the appropriate age-related knowledge linked to the curriculum but also skills which equip and prepare them to be positive citizens who make a helpful contribution to society. In shaping our curriculum this way, progress can be measured and evidenced for all children, regardless of their starting points or specific needs. We aim for all of our children to leave Priory with a sense of PRIDE, showing peace, respect, independence, determination and equality in everything they do.

Each subject will be monitored by the specific subject lead and senior leaders. Senior Leaders will be responsible for ensuring that all the aspects of the National Curriculum content are identified within the curriculum overviews. Subject leaders will provide support to staff in issues relating to their subject and will ensure a consistent approach to our values-based curriculum is being taught across all subject areas. Subject leaders will monitor pupil progress alongside the senior team in each subject area by working alongside colleagues, book looks, pupil interviews and learning walks. Use of AFL documents and interventions at the point of need help us to identify progress within individual lessons and target intervention support as needed to maximise progress. Summative assessment, alongside other evidence supports the discussion within pupil progress meetings to ensure underperformance in any pupil groups, but particularly our SEND and disadvantaged pupils are clearly identified and strategies to increase progress are implemented, evaluated and then reviewed to measure their success on improving outcomes.