

# Grendon CE Primary School

## World Class Curriculum Statement

[The school's curriculum] *'has made an exceptional contribution to the achievement of all pupils throughout the school. It stimulates the interest of pupils and staff alike, and inspires pupils to fully engage with their classroom activities.'* **OFSTED**

### **1**      **Quality of Education**

1.1      The World Class Curriculum is the means by which Grendon CE Primary School ensures a high quality of education for its pupils. To this end, it has considered:

- ✓ **Intent** - how it sets out the knowledge and skills that pupils will gain at each stage
- ✓ **Implementation** - the way that the curriculum is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills
- ✓ **Impact** - the intended outcomes that pupils achieve as a result of the education they have received

### **2**      **Intent**

2.1      The curriculum is defined as a framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage.

2.2      To establish its curriculum intent, Grendon CE Primary School has created the World Class Curriculum Framework. This framework:

- ✓ fully encompasses the National Curriculum, Early Years Foundation Stage Profile and the RE agreed syllabus for Northamptonshire
- ✓ details the specific knowledge and skills that the school expects children to acquire in each phase of the school
- ✓ builds clear progression in knowledge and skills
- ✓ details the subject specific knowledge and skills that children will be taught
- ✓ places a high priority on the acquisition of life skills as well as on children's social, moral, spiritual and cultural development

2.3      It is the school's intention that the World Class Curriculum will enable children to become Responsible Individuals, Independent Learners and Global Citizens.

2.4      The school has chosen the 'global community' as its curriculum driver, with thematic learning experiences set within the context of countries.

2.5      Learning experiences are designed to be relevant, purposeful, challenging and highly engaging, with children well prepared for the next stages of their education.

2.6      Teachers plan the full extent of curriculum themes using the World Class Curriculum Framework with the intended knowledge and skills clearly identified and detailed in short term planning.

### **3**      **Implementation**

3.1      The school's implementation of the World Class Curriculum relates to how the World Class Framework is translated into a clear structure and narrative, within the school's context.

3.2      Formative assessment takes place throughout every learning experience, informing subsequent planning and providing pupils with high quality feedback upon which they are expected to act.

3.3      Pupils are expected to critique their own work and that of others.

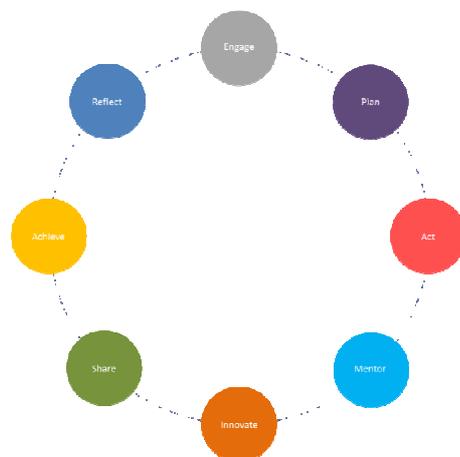
- 3.4 Curriculum Monitoring meetings are held termly, considering information from a range of sources, including lesson observations, work analysis, discussions and assessment data. Subsequent feedback includes clearly identified strengths and areas of development which staff are expected to address
- 3.5 Personalised targets for maths, reading and writing are taken directly from individuals' Pupil Profiles and used by pupils to support learning.
- 3.6 In core areas, any pupils attaining below national expectations, making less than satisfactory progress or deemed, through a teacher's professional judgement, to be a cause for concern will receive prompt and targeted additional support which will be detailed in their Pupil Profile.
- 3.7 Cost centres are established to support the development of the World Class Curriculum. Funding is allocated within cost centres according to the priorities outlined in the School Development Plan.

**4 Impact**

- 4.1 In measuring the impact of the World Class Curriculum, the school evaluates what knowledge and skills pupils have gained against expectations.
- 4.2 School designed assessment systems track the attainment and progress of individual pupils, and groups of pupils, in all subjects. These assessments are benchmarked against national expectations and considered alongside statutory assessments with relevant outcomes reported to parents via the Pupil Profile\* 3 times per year.
- 4.3 Children undertake national tests at the end of Year 2 and Year 6.

**5 World Class Curriculum Handbook**

- 5.1 At Grendon CE Primary School, the Intent, Implementation and Impact of the curriculum is underpinned by 8 non-negotiable principles which together form the World Class Curriculum Handbook.
- 5.2 It is the school's expectation that every curriculum theme, in its planning, delivery and evaluation, will incorporate all 8 principles of the World Class Curriculum Handbook.
- 5.3 Each of the 8 design principles includes banding from emerging, developing and world class, with all teachers aspiring to deliver at a world class level.



*\* The Pupil Profile is a working document which provides a cumulative report of children's achievement against the knowledge and skills detailed within the World Class Curriculum Framework. The Pupil Profile thus forms an individual education plan for every pupil.*