



**Reginald Mitchell Primary School  
Curriculum Intent 2019-2020**

| <b>Our Key Curriculum Intentions are to :</b> | <b>By Promoting</b>             | <b>Rationale</b>   |
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| <b>Recognise our Uniqueness</b>               | <b>Oracy</b>                    | A high proportion of our pupils enter school with poor oracy and a range of speech and language issues. We recognise the need for children to understand what words mean and to be able to use them in the correct context in an age related manner.   |
|   | <b>Pupil well being</b>         | Many of our children and their families face challenging circumstances and therefore need a range of nurture provision, strong supportive relationships and links with a range of external agencies to help them to thrive and become active participants in our school community.                                     |
|   | <b>Evidenced based practice</b> | We recognise the risks of being an inward facing organisation and value the use of active research both across our MAT and that being carried out by a wide range of sources such as the EEF, local research school and teaching school in both improving and selecting practice and approaches for future innovation. |
|   | <b>Parental involvement</b>     | Working closely with our parents does make a difference to outcomes for our pupils and the well being of their families. We work hard to establish and maintain these links and continually review accessibility, participation and the impact of the work that we do to support our children.                         |
| <b>Be Inclusive</b>                           | <b>Closing gaps</b>             | Approximately 30% of our pupils come from disadvantaged backgrounds - we focus on closing the attainment gap many of these and other pupils have across our school by the effective deployment of resources, innovative and reflective practice and strong subject knowledge.  |
|   | <b>External agencies</b>        | We ensure our staff actively seek out a range of expertise beyond our school and multi academy trust to provide advice, support and resources to unlock potential barriers to learning for our pupils and their families in all areas of the curriculum.   |
|   | <b>Bespoke provision</b>        | Every child is unique and this can mean through our in depth knowledge of our pupils we have to adapt/adjust our curriculum provision in order for them to access the curriculum that they are entitled to.  |
|   | <b>Varied teaching styles</b>   | Through reflective practice and strong subject knowledge our teachers and teaching assistants are flexible and adaptable in their teaching styles and respond to children's learning styles and effective subject delivery.  |
| <b>Engage and Inspire</b>                     | <b>Topic based</b>              | We recognise that cognitive development and the acquisition of new knowledge and skills by our pupils is supported by making links between new and prior learning, creating a clear context and ensuring skills can be deepened, applied and built upon.   |
|   | <b>Enrichment</b>               | We believe pupils learn best if they have a context and reason to do so. We also recognise that the lack of personal experiences and subsequent 'word gaps' our pupils present with can be   |

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|                                      |                                    | limiting and add a barrier to learning. We aim to provide those experiences via a range of enrichment experiences to ignite and bring learning alive for our pupils.  |
|                                      | <b>Knowledge Rich</b>              | Our curriculum recognises the vital need to impart knowledge in an accessible way to our pupils including via the use of subject specific vocabulary, providing time to secure and explore it in order to make links and aid retention.   |
|                                      | <b>Progressive curriculum</b>      | Our curriculum has been purposefully designed to embed and apply knowledge and to build upon to this in a timely manner for all of our pupils.  |
| <b>Promote Aspiration</b>            | <b>Celebrate success</b>           | We celebrate key aspects of achievement effectively and regularly. This will encourage children to work hard and achieve their very best.   |
|                                      | <b>Promote enterprise</b>          | We believe we have a responsibility to ensure our curriculum will provide opportunities to prepare pupils for their life beyond education by exploring budgeting, marketing, project management.  |
|                                      | <b>Learning Behaviours</b>         | Children need to have a thirst to learn and ready to learn. Our curriculum and the organisation of our resources will provide opportunities to develop a range of skills such as being resilient, an effective team player, independent and reflective.   |
|                                      | <b>Challenge at all levels</b>     | We recognise the entitlement all our pupils have to access high quality learning opportunities. We use AfL highly effectively to ensure learning is flexible, responsive and involves pupils at all times. We therefore aim for the vast majority of our pupils to meet their phonic screening check requirements at the end of year 1 and be able to read by the age of 6. |
|                                      | <b>Accountability for learning</b> | We believe that children should be active participants in their own learning and subsequent progress.   |
| <b>Create Citizens of the Future</b> | <b>Celebrate difference</b>        | As a predominantly white British school we recognise the importance of providing our children and their families with the knowledge and skills to be aware of different faiths, religions and races as well as ensuring our curriculum embraces difference across our school community.   |
|                                      | <b>Healthy relationships</b>       | It is our moral duty to ensure children are kept safe whilst in our care and to provide them with the knowledge to also keep themselves safe within their home, community, online and in school.  |
|                                      | <b>Promoting democracy</b>         | We promote pupil and parental involvement in the future development of our school, its policies and procedures. We believe this ownership strengthens relationships and embeds all that we value and wish to achieve.   |
|                                      | <b>Respect and Responsibility</b>  | We have the very highest expectations for our pupils in relation to their behaviour, conduct and involvement in their own learning. This promotes a culture of learning in a warm, supportive and respectful environment.   |

