

Upper Nidderdale Primary Federation Intent



Updated April 2024

At the Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, help every child flourish into a caring, confident and resilient young person who has a **love of learning** and:

Chooses the right way and takes **responsibility** for their own actions

Honest in everything they do and shows **compassion** for others

Achieves the best they can with the talents they have and develop their **wisdom**

Manners shown to everyone and treats everyone with **respect**

Perseveres when situations are difficult and shows **courage** when they are challenged

Safety and knowing how to keep safe on and offline to ensure that everyone is kept physically and emotionally safe. This shows the special relationship we have with each other, where as a **community**, we look after each other, keeping each other safe – **Koinonia**

As Rights Respecting schools, our intents are based around the following articles;

Article 23

You have the right to special education if you have a disability.

Article 28

All children have the right to a good quality education.

Article 29

All children have the right to an education that helps to develop their talents and abilities.

Curriculum

Intent, Implementation and Impact

Intent

At the Upper Nidderdale Primary Federation, our curriculum is designed to expose pupils to a range of topics and experiences that broadens their understanding and equips them with the skills they need to be confident, life-long learners who reach their full potential. We believe that pupils from a wide range of backgrounds arrive in school with different levels of knowledge acquisition. Therefore, we have a well-rounded, knowledge-specific curriculum to overcome inequality of opportunity. All learning should be challenging and engaging. The ethos of the Convention on the Rights of the Child feature heavily in our curriculum, as the schools in our federation are accredited UNICEF Rights Respecting schools. Within our Federation, we believe that every child and family who joins our setting will have their own knowledge and experiences that will link to their culture and wider family. This might include: languages, beliefs, traditions, cultural and family heritage and interests. We provide opportunities to develop Cultural capital, which is the accumulation of knowledge, behaviours and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence. It is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work.

At UNPF, our curriculum is designed to instil high aspirations in all of our children and to encourage them to become resilient, life-long learners who embrace challenges and continue to grow and develop their cultural capital. We believe that exposure, not only to culture but also to situations in which the children might not have previous experiences of, is of paramount importance to their ongoing successes.

Gradually widening children's experiences as they progress through school is an important step in providing rich and

engaging learning across the curriculum. We plan carefully for children to have these experiences from EYFS and beyond. These include trips to the local park, shops, residential, being part of Pupil Leadership teams and visits to places of worship, museums, sports and music venues to name a few.

Spoken Language is a key priority of our curriculum. Therefore, we have developed a sequential and cumulative approach to the development of spoken language. This intent is used to develop spoken language skills in their own right, but also used to develop spoken language skills in all curriculum areas.

We believe strongly in using our local area and community to enhance learning in all subject areas. We believed that it is a vital part of helping pupils connect with their immediate surroundings and develop a global perspective by making connections between their everyday lives and the world around them.

We believe access to a high quality; broad and balanced curriculum is the right of all pupils. We proactively fulfil our duty under the Equality Act of 2010 and the Special Educational Needs and Disability Regulation of 2014. Whilst following the structure of the National Curriculum, our Curriculum is creatively constructed around the needs of our children. Planning is tightly and coherently sequenced over space and time by knowledgeable subject leaders, to ensure that previous knowledge is connected to new knowledge so that the links are explicit to all pupils. We have planned 'golden threads' which run through each subject. These golden threads have been planned to ensure that our pupils have the opportunity to develop their skills and knowledge as historians, geographers and scientists. These golden threads are revisited and built upon during a pupil's time at our federation.

Our curriculum is designed to be a 'Knowledge Rich Curriculum' and our intents for each subject ensures that our pupils acquire

a depth of knowledge in all areas of the curriculum, built up sequentially over time. This includes our expectations of progress to be made horizontally and vertically. This has required careful consideration in classes with mixed ages. We have planned a two-year rolling programme as our curriculum so that, even in a mixed age Key Stage Two class, pupils are being taught knowledge and skills that are cumulative and build on their previous knowledge. The knowledge and skills being taught are therefore appropriate to the age and stage of our pupils. Our timetables have been carefully organised to enable this to happen.

Our curriculum is woven together with golden threads that provide a framework for learning and help to deepen children's understanding of what is being taught. These golden threads are key concepts or issues that are integral to developing children's knowledge in foundation subjects. As they move through the school, children encounter these golden threads at least twice a year, in a variety of contexts and situations, building on prior learning and broadening their understanding. By the time they move on to their next stage of learning at the end of Year 6, they will have a deep and secure understanding of the golden threads, inspiring a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. These golden threads are planned for EYFS, Key Stage One, Lower Key Stage Two and Upper Key Stage Two. These golden threads add substance to our end points. Our end points are organised in year groups to provide end of year outcomes. For our mixed aged classes this means that golden threads deepen and broaden children's knowledge so they can develop as a scientist or historian, the end points are a measurement of whether age related expectations have been met.

We are determined that our pupils will know more and remember more over time. We have a cross-curricular topic

approach, and, alongside this, we build in enriching and enlivening experiences, which immerse the children in current and relevant themes. Our curriculum has the acquisition of knowledge at its heart, and we ensure that all pupils are supported throughout their learning to remember connected and essential knowledge as they progress through school. Work that is planned for pupils, is planned with the deliberate intentions of our curriculum in mind. Teachers will consider Why this? Why now? And share this information with pupils to enable them to see the bigger picture.

Our ambitious curriculum reflects the real world that the children will be a part of in the future. We want them to be excited and engaged about learning and for ALL pupils to be challenged, no matter what their starting point. Extra support is a priority in provision for SEN and disadvantaged pupils.

A curriculum that is literacy and language rich is necessary for our federation. Therefore, we place a high focus on developing children's vocabulary (especially Tier 2 vocabulary and spoken language). Each intent has a list of key vocabulary to be taught in each subject (from EYFS to Upper Key Stage Two). We explicitly teach the meaning of new words and recall them in context. We do this by immersing the children in carefully selected, high quality texts as reading is at the heart of our school. Developing reading for all children is a high priority throughout school. We believe that vocabulary size is a convenient proxy for a whole range of abilities not just skills in reading, writing, listening and speaking but also in science, history and the arts.

We strongly believe that for children to develop as future citizens it is vitally important that they are exposed to, and aware of, current affairs, debates and world issues enabling them to form opinions and develop critical thinking and

communication skills. Our inclusive culture and ethos is built upon respect and consideration for others, and as a predominantly white/British context, we promote the rich diversity of modern Britain and the wider world. The importance of British Values, SMSC, diversity, equality and global learning are continually promoted to ensure that children are ready for life in modern Britain and beyond. PSHE features heavily in our timetable, with well-being, health and fitness threaded through all areas of the curriculum. Our Personal Development offer includes a sequential plan of responsibilities and opportunities that will be offered to our pupils, in school and in the local community. All pupils are involved in Pupil Leadership groups across the federation. We value the voice of all children, and really does actively listen to its views.

(Article 12 – The Rights of the Child).

We encourage our children to actively take part in the community and to understand what it means to be a good UK and global citizen. We ensure that our pupils take responsibilities for their behaviour and learning. Through our Pupil Leadership programme, our children build a positive attitude towards their rights and actively play a full part in the life of the school.

Open-Ended Questioning

Our children will be immersed in higher order questioning to extend their learning. Children will use Bloom's Taxonomy to pose questions to adults, peers and to themselves about their learning. Children will be taught that some questions are easier than others to answer, and they will also learn to use different types of questions in different contexts.

Pupils will also be exposed to higher order vocabulary associated with different responses to questions such as; categorise, summarise, verify, acquire, convince, persuade,

evidence, illustrate, adapt, adjust, analyse, clarify, conclude, explain, define, generalise, comment, justify etc.

Creativity is a strong thread that permeates our curriculum. Teachers plan opportunities in all subjects for pupils to think in different ways, find different solutions, create original designs, make links and connect between subjects and information, and imaginatively use and apply knowledge.

Learning will be enhanced by special events and visits, but the maximum impact on learning progress is secured by carefully planning events within a sequence of work. We are beginning to embrace this knowledge rich approach in all subjects. We believe that a broad curriculum, with depth, should give equal value to all foundation subjects. Extra resources are used effectively to support closing individual learning gaps faced by disadvantaged and special needs pupils.

Implementation

"A rising tide lifts all ships" - Joseph Renzulli

We have adopted an approach of planning 'from the top down.' We aim high and challenge ALL pupils.

"There is an expertise associated with the pedagogy of challenge, independence and creative, higher order and critical thinking skills that, when applied to ALL teaching and learning, will significantly improve ALL pupil outcomes."

Excellence for All – 2009

The Big Question - Our foundation subject curriculum is based around a 'Big Question.' Pupils are encouraged to ask questions, research, discuss and debate in a build-up of

knowledge to answer the big question at the end of a unit of work. This is an ideal opportunity for pupils to use their disciplinary knowledge in context. We believe this approach encourages the natural, inquisitiveness and curiosity of children. It also enables children to ask question, research and problem solve. This approach is designed to encourage and develop independent learning. Our 'Big Question' approach allows children to acquire and embed a range of skills and knowledge across the curriculum areas, through one motivating topic. It also ensures that all curriculum areas to come alive for the children.

Knowledge – We have a knowledge led curriculum and the importance of children rapidly gaining embedded knowledge in all areas is given high priority. Key knowledge is identified at the beginning of topics and referred to throughout it. We consider knowledge in two contexts, substantive and disciplinary knowledge. All our subject intents have detailed information about substantive and disciplinary knowledge in that subject.

Substantive Knowledge – This is the content that teachers teach as established facts, i.e. material presented as knowledge produced by an academic subject which is carefully sequenced over time. When substantive knowledge connects to more substantive knowledge it creates understanding. Knowledge related to what you already know creates meaning (or misconceptions). Establishing prior knowledge is very important before introducing new ideas, as misconceptions can be actively diagnosed.

Disciplinary Knowledge – This is greater depth knowledge. It is knowing how knowledge was established, its degree of certainty and how it continues to be revised. It is also knowing how to use evidence or an argument within a particular subject. A knowledge rich curriculum is normally associated with substantive knowledge; however, a high quality

curriculum ensures that pupils learn both the substantive knowledge required to connect prior learning with new, as well as disciplinary knowledge which leads to pupils connecting learning between subjects.

Substantive Knowledge → Factual accuracy, subject specific vocabulary

Disciplinary Knowledge → Wider interpretation and greater depth learning.

Skills – We have created a curriculum that provides many opportunities for the children to develop and demonstrate independence, thinking skills, resilience, creativity, collaboration and active learning. These skills are developed alongside knowledge acquisition.

Growth Mindset – The implementation of our curriculum is about teaching children to love challenges, be intrigued by mistakes, and enjoy effort and persevering and to keep learning. It has been proven that having a Growth Mindset can improve children's progress and attainment. We believe that if children have fixed mindsets, they find it hard to cope with failure. We teach our children to see mistakes as a learning opportunity. This also follows our equality ethos because it makes for an energetic and inclusive curriculum.

Impact

- **How well are children learning the content outlined in the curriculum? – How do we know?**
- **How do we know our curriculum is having an effect across all pupils, including those who are disadvantaged or have low attainment?**
- **How well developed are pupils' learning habits? How do we know?**

- **How do we use the evidence of pupils' learning to feed our planning and adaptation of the curriculum?**

Assessment for Learning plays an important role in assessing the impact of our curriculum, as well as pre-learning tasks to establish starting points and inform our planning. We use information from children's writing, discussions and recall quizzes to inform our planning. In light of any forgotten knowledge, gaps in knowledge and misconceptions, we adapt our planning accordingly.

To fully assess the impact of our curriculum, we will use both qualitative and quantitative data.

Qualitative Data

Pupil Conferences – There will be teacher/pupil meetings to discuss progress made. This will also include gathering information about knowledge before a topic and then meeting to look at and discuss the new knowledge gained. We will also ask children to reflect on their learning journey and to articulate their struggles and triumphs.

Pupil Voice – We will ask for the pupil's thoughts and feelings about the learning process. We will ask them questions such as;

- What went well?
- What did you enjoy?
- What have you gained from these experiences?
- What new learning has taken place?
- How could this be improved next time?

Recall – Low Stakes

Opportunities to recall and connect previous knowledge with new knowledge are built into our planning. We use assessment to check pupils' understanding of what the curriculum intent says they should know, and to identify and correct misunderstandings and inform teaching. Pupils are supported to address gaps in their knowledge and to address misconceptions.

Research has been undertaken to establish the best ways to use low stakes recalls with children. Opportunities to connect and recall knowledge have been carefully planned so that the federation approach is clear and consistent for all staff to follow.

Learning Logs

WHAT ARE LEARNING LOGS?

These are an exciting approach to our learning at The Upper Nidderdale Primary Federation.

During their learning, children will be given an opportunity to show what they have learnt in a low stakes and enjoyable way. The task will be open-ended and there will be no one right form of presentation; it is up to the child to decide the best ways of sharing their learning. It is hoped that they will be creative and imaginative, choosing a variety of different ways to present what they know. We will give ideas and examples of formats that could be used, especially during the first term when they are introduced.

Time will be dedicated for the children to share and discuss their learning logs with one another in class. This gives them the opportunity to learn from each other, gain ideas for future learning log entries and to be proud of their work.

Children are asked that their completed learning log fits on one side of A3 (2x A4) paper and therefore will often need to be very inventive, sticking and folding flaps and larger sheets of paper to include all their information.

A good learning log should also be presented well to teach the reader something; as long as the given aim is reached it is otherwise very flexible. This approach also lends itself to all styles of learning and ability.

Learning logs offer an opportunity for children to showcase alteration to their long term memory. Teachers use the information to celebrate what children have learnt to celebrate their learning and to inform future planning to address gaps in knowledge, forgotten knowledge and misconceptions.

WHY WE USE LEARNING LOGS?

We believe that the work truly reflects each child's understanding of the objectives we are learning at school. The work is driven by the children and not the teacher, though it does inform the teacher about the amount of knowledge the pupil has acquired and what needs to be done to build on this knowledge.

The children take the lead role in sharing and developing their knowledge and understanding and displaying this in a range of styles. They are not constrained by a worksheet or limited to what they can show of their understanding of a topic.

The children can learn in their preferred style. They can write words, phrases or sentences, draw pictures, add labels and captions, stick in photographs, type on the computer and stick the results in, add speech bubbles, post-it notes etc. The possibilities are endless!

Children are able to reflect on and illustrate their learning and their ability to learn in a variety of different styles. They use the language for learning to explain ways in which they achieved or approached tasks and to show how they can move on to the next chapter in their learning.

Parents and carers are invited into school so that they can be a part of the journey and share learning.
They are fun and creative!

The focus on pupils knowing more over time is aided by planning a sequenced programme of units with regular revisits and recalls integrated into planning to support the development of pupils' long term memory. After pupil conferences to discuss learning logs, planning will be adapted where necessary by the teacher in order to address misconceptions and diminish the differences.

Quantative Data

Summative/Formative Data – We will use PUMA and PIRA and Rising Stars Progress tests termly to track progress and attainment for all children. This information will also be used to adjust planning accordingly and to diminish the difference for ALL children.

Pupil Progress Meetings – These take place half termly/termly and will involve looking at the progress made by each individual pupil. It will also include discussing the next steps and how these steps can be measured and shared.

Subject Leaders

Subject Leaders will use this information to 'drill down' and look at strengths and Areas for development in their subject. These areas for development will form part of a very specific action plan to address gaps and move learning forward. Subject leaders oversee, develop, monitor and evaluate the effectiveness of their subject within school across all year groups and phases.

The leadership team uses rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. We don't confuse coverage with progress when assessing. Learning is measured through careful analysis of application of skills across the curriculum; showing how acquisition of knowledge is enhanced dramatically by expectations to evidence quality thinking and demonstrate individual understanding.