

Curriculum Intent

At Thameside Primary School, the curriculum has been designed to encompass;

- the recognition of prior learning
- provide first hand learning experiences
- allow the children to develop interpersonal skills
- build resilience
- become creative, critical thinkers
- exciting and engaging learning opportunities, which are challenging and knowledge rich
- the school's locality and supportive and diverse community, using the rich opportunities and resources that are on our doorstep and beyond to provide experiences which the children may not otherwise have.
- an assurance that the pupils receive their entitlement to a broad and balanced curriculum.
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It builds upon children's prior knowledge and skills and is underpinned by the Co-Operative values of;

- Self-Help
- Self-Responsibility
- Democracy
- Equality
- Equity
- Solidarity

These are used to encourage positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. The broad and balanced curriculum is designed to enable all children to become confident, enquiring and knowledge-thirsty learners, who will be prepared for each new stage of their education. Our curriculum provides children with a range of experiences to ignite curiosity, broaden cultural understanding and recognise their place individually, within the community and the wider world. Many pupils within our cohort come from very deprived backgrounds and we strive to give them enriching experiences which they may not otherwise have.

Curriculum Implementation

Our curriculum is built around the Cornerstones scheme, which we have adapted for our children to become the Thameside Curriculum. This is divided into four stages of Engage, Develop, Innovate and Express to build depth of learning. This structure provides a golden thread from Early Years to the end of Key Stage 2. Each half term has a different focus or 'theme' (topic) for the children to explore. While most learning is linked through the half-termly themes, some subjects and learning are taught discretely.

The Thameside curriculum is implemented through a series of lessons which build on concepts, skills and knowledge. All topics are checked to ensure that they show progression and coverage of the National Curriculum. Each topic starts with an exciting starter that is used to engage learners and build an interest right from the onset. The implementation is adapted to specific learning needs in order to provide support and challenge, ensuring an inclusive curriculum that meets the needs of all our pupils. Each topic within the curriculum has been carefully chosen to reflect the diversity of pupils within our school and in our local area.

Early Years' education follows the framework for EYFS and we use the Thameside curriculum as a basis for topics which support this learning. English and Mathematics are taught as discrete subjects but will often link to the themes chosen for each unit.

Activities are engaging and practical, building on individual starting points and key interests within the year group. Teaching is delivered through a balance of direct teaching and carefully planned, child-initiated activities. Timely interventions from all adults are given to move individuals forward.

In Key Stages 1 & 2, we use the topic theme as our curriculum driver for History, Geography, Music, Art and D&T. Other subjects are taught using schemes or resources such as SNAP Science, Dimensions scheme for PSHE, Barefoot Computing and French. Maths, English, RE and PE are taught as discrete blocks. Our English lessons are taught through high quality texts that are often linked to the half-termly topic or theme.

We offer a wide range of extra-curricular before and after school clubs which complement and further develop children's achievements in our curriculum, including football, dance, athletics, reading, colouring and choir amongst many others. We have extremely high aspirations of all our children and skilfully use targeted support for our children who find learning and social situations a challenge at times. Clear and concise challenges are set across the curriculum for children who are ready for the next step in their learning.

Curriculum Impact

To ensure our curriculum is fit for purpose and highly effective, we continually pay attention to the outcomes. To do this effectively, we monitor, review and complete formal assessments, pupil voice, work scrutiny and climate walks. Leaders, including middle, senior and governors review pupils' outcomes, data and teaching to judge the standards of teaching and outcomes in all subjects across the curriculum.