



Aragon Primary School – Curriculum Vision

What makes Aragon special?

We value everyone equally

We embrace difference

We value our place in the community

We are a highly supportive team

We set and maintain high expectations of ourselves and others

We understand the importance of resilience and pride

We have a friendly inviting atmosphere

We are a great network/ family for children to feel structure and security

Intent

Throughout our curriculum, we provide learners with the skills and knowledge they need in order to be able to enter the next stage of their education. Our school curriculum allows children to be safe and happy in school and understand how to keep themselves and others safe. It empowers them to take risks without fear of failure and express and manage their own emotions. It raises the aspirations of our learners by offering a range of experiences which enables them to cultivate an awareness of and interest in the world around them. We provide children with the subject specific vocabulary and knowledge that allows them to build links and enhance learning. Learners take pride in their work and challenge themselves to do better. We prepare our children for the next stage in their learning by working very closely with our partner Secondary school.

Implementation

- Our teachers have good knowledge of the subjects they teach and are given ample opportunity for professional development where necessary.
- We present subject matter clearly, promoting appropriate discussion about any subject matter being taught.
- Our staff check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary.
- Our lessons are designed to help children to remember what they have been taught and to integrate new knowledge into larger concepts. Deliberate practice of key basic skills allow us to strengthen memory and makes information more retrievable
- Our curriculum is designed to aid transition between years 6 and 7 and is constantly monitored to ensure maximum efficiency, effectiveness and to minimise any repetition.
- We use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching It does not create unnecessary burdens for staff or learners.
- Our class displays shows the journey of our learning, the knowledge and skills we have gained and the answers we have found to our questions.
- All writing has a clear purpose and audience.
- Our rigorous approach to the teaching of reading develops learners' confidence and encourages reading for pleasure. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge.



- Children are exposed to regular opportunities to understand the world around them, through assemblies, lessons and workshops, and have opportunities to discuss current issues and news in a non-judgemental environment.
- We offer a broad range of extra-curricular activities that go beyond the school day (sports, music, drama, chess, art)
- We offer a range of enrichment activities that go beyond the classroom (school council, travel ambassadors, eco-warriors, day trips, Reading Champions, residential trips, visitors, competitions, workshops, outdoor learning, fundraising)
- The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – support learning for all children and our intention to deliver a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning.
- As a result, our learners develop detailed knowledge and skills across the curriculum and achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations.

Impact

We will judge the success of our curriculum in the following ways:

- Pupil conferencing – are children happy, engaged, motivated to do well, challenged?
- Learning walks with governors and external visitors – can they see evidence of our values in action?
- Planning – does it allow for a range of experiences, is it allowing children to gain knowledge and master skills, does it meet the needs of all learners
- Books – are all children making at least good progress from their various starting points?
- Our children start Year 7 feeling well-prepared for KS3 both academically and emotionally
- Data – is year group attainment and progress in all key stages at least in line with or above National averages, do all groups achieve as well as they should?
- Parent surveys – are parents happy with the curriculum we provide, if not – how can we change?
- Learning environment – is it rich in language to support children's learning, does it support independence, does it promote pride in their work and high standards of presentation?
- Behaviour logs – are children embodying the school values at break and lunch times?
- Memory – are our children able to recall previous learning and talk about it with confidence?
- Attitudes – do our children display resilience when facing adversity and pride in themselves and in their school?