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Our vision for learning at [West Jesmond Primary](#) is:

*‘to provide the community we serve with a truly outstanding school, consistently providing the highest quality of teaching and support for every individual child, in every year group.*

*An education for all pupils that enables them to be creative, inquisitive, compassionate and successful young people, though a curriculum that is rich, exciting, innovative and varied. We strive to excel across the curriculum; in the performing arts, in sports, whilst achieving the very highest academic standards possible.*

*As a school and staff, we believe in an ethos where children of all backgrounds and cultures are welcomed and valued; all children will make the very best progress that they can; leaving us confident to participate and take a lead role in society.*

*We believe our pupils should demonstrate outstanding behaviour and self-discipline, supported by parents and our partners in the wider community.*

*Finally, we believe our pupils should leave us confident, but not arrogant, proud of their success, able to encourage others and understand the changing world around them. They will be able to look back on a wonderfully happy primary education and be eager to start the next stage of their learning.’*



To make this vision a reality, it is our intention to provide children with a carefully planned curriculum<sup>1</sup> Built around three aspirational aims, we shall provide pupils with opportunities to become...



...regardless of their starting points – *academically, socially, emotionally, physically or socio-economically*.

These three aims or our **intent**<sup>2</sup> can be described in greater detail:

#### Successful Learners

- foster a desire to know more
- enjoy learning
- take pride in achievement and success
- are creative and resourceful
- recognise and solve problems
- are reflective and inquisitive
- are literate and numerate
- develop skills for life

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<sup>1</sup> **Curriculum:** what we intend to teach (our planned curriculum); what we teach (the refined and adapted curriculum as delivered by our teachers); what we learn (the curriculum as experienced by our pupils). Curriculum is similarly described by Ofsted (School Inspection update January 2019) as '*the substance of what is taught – how it is conceived, how it is taught and how pupils experience it*'

<sup>2</sup> Ofsted 2019: '*the framework for setting out the aims of a programme of education.*'

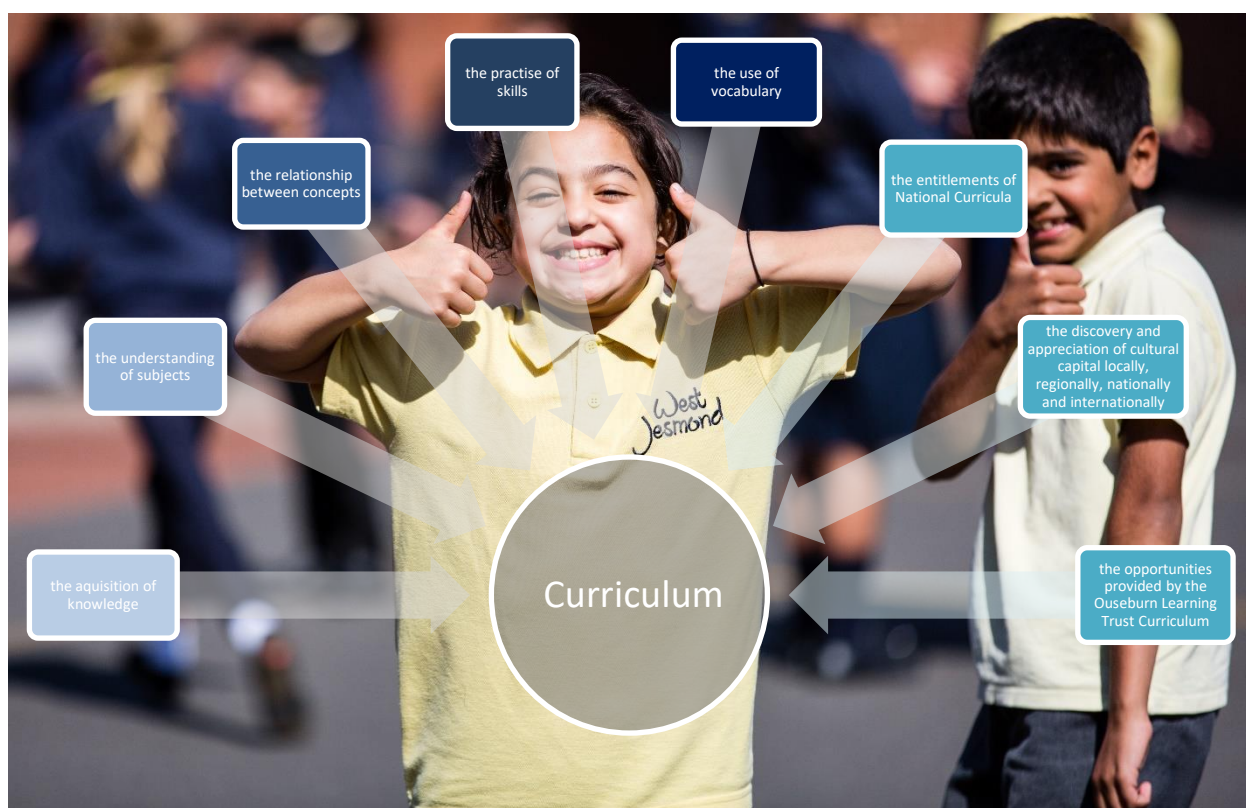
## Confident Individuals

- happy at school
- self-assured and well mannered
- demonstrate independence
- take risks and not fear failure
- physically and mentally healthy
- able to make informed lifestyle choices

## Responsible citizens

- develop a sense of belonging
- demonstrate compassion and empathy
- able to work effectively with others
- open minded and tolerant
- challenge injustice and intolerance
- sustain and protect the environment
- value diversity and individuality
- participate in community – locally, regionally and globally

The diagram below illustrates the narrative that ‘shapes’ or ‘drives’ our curriculum; provides structure its **implementation**<sup>3</sup> and ensures we deliver on the vision we have set out for each and every pupil:



<sup>3</sup> The translation of the *curriculum* framework over time into a structure and narrative, within an institutional context



**Curriculum:** what we intend to teach (our planned curriculum); what we teach (the refined and adapted curriculum as delivered by our teachers); what we learn (the curriculum as experienced by our pupils).

**Subject:** a way in which we organise our planned curriculum; the curriculum may therefore be taught as a single subject; a combination of several compatible subjects or thematically as a topic bringing together a range of subjects under one title or enquiry question eg. *'What would it be like to live in Victorian times?'*

**Knowledge:** the content of subjects that we teach: names, dates, chronology, places, events, concepts etc.; the ways in which we study a subject: eg. enquiring, investigating, questioning etc.; the outcomes of our learning – knowledge acquired by pupils.

**Concepts:** branches of knowledge; key ideas used within subjects by teachers and learnt by children eg: *change, significance, revolution etc.*

**Skills:** ways in which our children make or do something, especially of a practical kind: this may require knowledge, but is distinct from it. Skills are likely to vary between subjects eg. to investigative in history and science or to be creative in art and mathematics.

**Vocabulary:** significant words used within a particular subject; can be subject specific.

**Cultural Capital:** the chance to appreciate, participate in, learn from and evaluate cultural experiences of local, regional, national and international significance.

**National Curriculum:** the content and requirements of National Curricula as set out by the Department of Education.

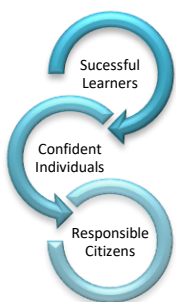
**Ouseburn Learning Trust Curriculum:** learning opportunities offered in partnership within other OLT schools: sporting, music events etc.





## 'The West Jesmond' Curriculum' Curriculum Aims & Objectives

The following aims and objectives define what is unique about our curriculum offer at West Jesmond Primary. These statements that follow should be read alongside current National Primary Curricula (Primary and EYFS)



### Overall Aims



- To use language to communicate with confidence, authenticity and purpose
- To enjoy experimenting with language, in both written and spoken forms
- To study the experiences and cultures of others through the English language
- To use language as a tool for wider learning, including the understanding of broader social, cultural and environmental issues.
- To express opinions with eloquence and respect
- To be articulate, when writing or speaking
- To listen carefully and value the opinions of others
- To think critically; questioning information both written and spoken
- To present written work with pride
- To find meaning and purpose in writing
- To see books as a source of knowledge and learning
- To enjoy, share and retell stories, songs and poetry from different cultures



- To foster mathematical curiosity
- To be confident and resilient mathematicians
- To select efficient and effective strategies when tackling written or mental calculations
- To explain and prove mathematical reasoning using a variety of strategies
- To form mathematical conjectures with confidence
- To solve mathematical problems and justify solutions to an audience
- To make links and connections between different elements of mathematics
- To be able to understand and manage a budget
- To recall key aspects of mathematics with fluency and speed
- To be able to relate mathematics to everyday contexts.



- To be inquisitive about science
- To raise science capital in all learners
- To acquire a range of appropriate knowledge across physics, chemistry, biology and wider STEM subjects.
- To develop skills to pose, investigate and answer scientific questions
- To work scientifically to overcome unexpected outcomes or challenges
- To understand the importance of science in the past, present and future
- To be inspired to pursue a career in STEM
- To be resilient and reflective, when faced with unexpected outcomes or challenges
- To meet and have the chance to work with members of the scientific community.



- To enjoy being physically active
- To experience a wide range of physical and sporting activities
- To be willing to try new sports or forms of physical exercise
- To think about how performance in sport and p.e. can be improved
- To compete in a good spirit
- To understand how team work and working as a team leads to success in sport / physical disciplines
- To show perseverance, when performing or competing in sport
- To include all children in some form of physical activity
- To see physical activity as an integral part of life
- To understand the relationship to food, nutrition and physical activity.
- To understand the impact of physical activity on the human body



- To understand what it means to be physically and mentally healthy
- To develop important life skills, that support mental and physical wellbeing – resilience, self-esteem, tolerance, critical thinking, a mindset of growth
- To prepare for life in the wider 'world'
- To celebrate diversity in all its forms
- To develop and maintain positive relationships
- To respect oneself and others.
- To understand how to restore harmony, when there is conflict





- To know who we are and where we've come from
- To know about local historical figures
- To know how our community has been shaped by historical events, industry, social and economic migrants and significant local figures, including but not exclusively:
  - o Roman influence including Hadrian's Wall and local fortifications;
  - o Mining and Engineering in the North East;
  - o the Quayside and Ship Building;
  - o Emily Davison
  - o Joseph Swan
  - o George Stephenson
  - o Lord Armstrong
  - o Grace Darling
- To know how physical features have shaped our locality; its industry, culture and people
- To know what is geographically unique about the North East of England and to visit places of geographical significance – both human and physical
- To know how cultures of different people, within the North East, contribute to and create a uniquely local culture.
- To consider the impact of infrastructure on the environment
- To know about the impact of climate change on a local, national and international scale
- To be aware and respectful of different faiths, customs, celebrations and beliefs.





- To select appropriate tools for a task, to enhance learning opportunities
- To understand the importance of technology in the past, present and future (how it might shape the future)
- To use technology effectively and efficiently
- To use technology, in all formats, but particularly social media, safely and securely
- To be a responsible (digital) citizen
- To be able to design (programme), debug and problem solve, using appropriate 'technological' language
- To make use of technology as a means of communicate with the wider world.



- To use a range interesting and engaging starting points as inspiration for creating and innovating
- To be able to plan, make and evaluate products based upon a design brief
- To critique existing design ideas constructively
- To understand the history of advances in design technology and their impact on our world
- To develop practical life skills: sewing, cooking etc.
- To use equipment and materials safely
- To be able to critique and appreciate designs from the past, present and ideas for the future
- To know where food comes from – including regional / local food

- To understand the nutritional values in food varies
- To evaluate food in terms of taste, appearance, nutritional values etc.



- To participate and perform in music and drama
- To listen to a range of live and recorded music with an increasing depth of understanding
- To be able to critique music and the arts with an increasing use of subject specific language
- To experience a sense of belonging, well-being and fun through the Arts
- To develop a critical appreciation of the work of professional artists and musicians
- To have the confidence to interpret different forms of art
- To collaborate with both peers and professionals
- To perform or create by oneself or as part of a larger group
- To balance an enjoyment of the Arts with the discipline required to improve and develop artistic skills
- To experience working in a range of artistic mediums
- To develop the skills required to communicate using the Arts
- To develop an appreciation of the work and styles of different artists and designers (from past to present) locally, nationally and internationally
- To foster a growing appreciation of different genres, musicians and composers locally, nationally and internationally.

Applying our curriculum, and as a result of high quality teaching and effective learning , children should leave West Jesmond Primary with following ‘characteristics’ (knowledge, skills, dispositions etc.) These could be said to describe the **outcome** or **impact**<sup>4</sup> of our curriculum:

#### Characteristics of a Good Reader:

- Excellent phonic knowledge and skills
- Demonstrate fluency, accuracy and appropriate expression in reading both fiction and nonfiction
- A love of reading for pleasure and the ability to lose themselves in stories
- An excellent comprehension of texts, including both literal and inferred meanings
- Critical thinking about what may make language (both oral and written) biased or unbalanced, including thinking about its purpose and intended audience
- Extensive vocabulary and language knowledge acquired through having read a rich and varied range of texts
- An understanding that books are a source of knowledge and learning, and are a tool for learning about the wider world, including cultural, political and ecological issues

#### Characteristics of a Good Writer :

- The ability to write fluently and with interesting detail on topics throughout the curriculum
- A vivid imagination which makes readers engage with and enjoy their writing
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend detail or description
- Well-organised and structured writing, which includes a variety of sentence structures
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat
- A love of writing and an appreciation of its educational, cultural and entertainment values

#### Characteristic of a Good Communicator:

- Practised in listening attentively so as to understand what is being said.
- A rich and varied vocabulary that gives clarity and interest to conversations.
- Clear speech that can be easily understood by a range of audiences.
- An excellent grasp of the rules used in English conversation, such as tenses and the grammatical structure of sentences.
- A highly developed ability to tell stories that capture the interest and imagination of the audience.
- A delight in initiating and joining in conversations.
- Respect for others when communicating, even when views differ.

#### Characteristics of a Mathematician:

- Demonstrate fluency in performing written and mental calculations and mathematical procedures.
- Have a secure knowledge and recall of number facts and the number system.
- Be confident when communicating ideas using wide ranging mathematical vocabulary.

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<sup>4</sup> The evaluation of what knowledge and understanding pupils have gained against expectations

- Show an understanding of the important concepts along with the ability to make connections within mathematics.
- Demonstrate resilience when applying a broad range of skills in problem solving contexts.
- Show critical thinking and persevere when faced with challenges, learning from mistakes.
- Be original and show initiative when solving problems across a wide range of contexts, including the new or unusual.
- Have the ability to reason, generalise and logically conjecture to make sense of solutions. Communicate ideas confidently when using wide ranging mathematical vocabulary.
- Be able to formulate probing mathematical questions that extend or apply concepts.
- Show a commitment to, curiosity and passion for the subject.

### Characteristics of a Scientist:

- The ability to be enthusiastically inquisitive and raise questions about the world around them
- Excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations using precise scientific vocabulary and
- Confidence and competence in the full range of practical skills, from planning and carrying out investigations to interpreting results and fieldwork
- The ability to confidently link and interpret knowledge and skills from a range of scientific phenomena
- High levels of originality, imagination or innovation in the application of skills
- A passion for science and its application in past, present and future technologies

### Characteristics of a Computer Scientist:

We believe that children who excel in Computing have these essential characteristics:

- An intrinsic ability to effectively use a range of programmes and apps
- The ability to use technology effectively to support and stretch their learning across the curriculum
- Is able to select and effectively use a range of apps or programmes to demonstrate their knowledge of a subject to a specific audience
- Is aware of the many benefits of the internet and uses these responsibly and safely
- Originality in problem solving to programme, and overcome problems with, code.

### Characteristics of a Historian:

- An excellent knowledge of people and events from different historical periods, and an understanding of historical concepts and processes.
- The ability to communicate differently for a range of audiences, taking consideration that different people in the past had different experiences and views from each other and ourselves eg traditions, culture, beliefs, values and motivations.
- The ability to make interpretations of the past based on different pieces of evidence and sources, to draw inferences, whilst consistently supporting, evaluating and challenging their own views and those of others.
- The ability to devise and investigate questions about people and events from the past, using evidence to reflect, debate and reach conclusions.
- An interest and passion to study the different ways in which the past has been represented and to



understand why people interpret the past in different ways.

- A respect for historical evidence and the ability to explore the many causes that led to events and changes in history, taking consideration of the outcomes which may have been intended or unintended.
- A desire to embrace challenging activities, including opportunities to explore a range of history topics.

### Characteristics of a Geographer:

- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to conduct geographical enquiries including: proficiency in asking questions, collecting and analysing data and drawing conclusions.
- Highly developed and frequently utilised fieldwork skills in order to develop knowledge, understanding and a duty of care towards their local environment.
- The ability to use their personal geography story to provide insight into the nature, variety and lives of the neighbourhood.
- Understanding that interconnects different subjects and different areas of geography to give meaning and significance to findings e.g. links to maths, science etc.
- An extensive base of geographical knowledge and vocabulary which can be applied to all areas of work.
- A developed spatial awareness to understand scales, features and links between environments, places and locations.
- The ability to notice and map patterns, leading to consideration of reasons for and impacts of both human and physical developments and the insight to ask further questions to investigate how these are inter-related
- Proficiency in the skills of decoding, interpreting, comprehending and analysing information and messages from maps, including online sources, to recognise the features and aspects of an urban, rural or wild area
- The ability to interpret visual images such as pictures, graphs, sketches, charts, photographs and diagrams, including online sources, to understand what is happening in an area, tying together the past, the present and what may occur in the future.
- A strong awareness of environmental geography and how environmental management and sustainability are important for the future, including an awareness of the potential of their role in a sustainable future.

### Characteristics of a Linguist:

- A passion and commitment for languages
- The ability to recognise (read) and use (write and speak) significant words and vocabulary in a different language
- The confidence to speak with good intonation and pronunciation in a different language
- A strong awareness of the culture of the countries where the language is spoken.

### Characteristics of a Designer:

- A willingness to take creative risks to produce innovative ideas and models.
- An excellent attitude to learning and independent working.
- The ability to use time efficiently and work constructively and productively with others.
- The skills to research and investigate to fully understand a design brief
- The thoughtfulness to act as responsible designers and makers, working ethically, using materials carefully and working safely.
- A thorough knowledge of which tools, equipment and materials to use to make their products.
- The ability to apply mathematical knowledge.
- The ability to manage risks to manufacture products safely and hygienically.

### Characteristics of a Philosopher and Theologian

- The ability to engage thoughtfully and sensitively with questions about the meaning and significance of existence.
- The ability to ask significant and reflective questions about religion and demonstrate an understanding of issues related to the nature, truth and value of religion.
- An understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- The ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

### Characteristics of a Musician:

- A widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- A good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

### Characteristics of an Artist:

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or

digital media.

- A knowledge and understanding of artists, craftmakers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

### Characteristics of a Sportsperson:

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- A commitment to develop and maintain physical fitness.
- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- The ability to think creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE: a willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.



## Characteristics of high quality teaching and effective learning at West Jesmond Primary

As mentioned previously, subject specific characteristics are developed as a result of high quality teaching and effective learning. While the appearance of individual classrooms may differ and pedagogic styles may vary, the following characteristics should be everyday or at least regular features of classroom practice:



## Learning and assessment

Assessment is part of daily classroom practice; teachers are constantly reviewing and evaluating child's progress, year upon year, throughout our curriculum. The design, organisation and sequencing of our curriculum ensures content is introduced progressively and linked back to prior knowledge, ensuring pupils make appropriate progress not only in their understanding, but also in the retention of knowledge, concepts, skills etc. As learning progresses, children are encouraged to achieve a deeper and wider knowledge; truly mastering their understanding of a subject, concept or skill. This deeper and wider understanding is described within our assessment framework as '*greater depth*' or '*mastery*'. The aim of this approach is to allow all children to access age related content and build a robust, secure and deep understanding of what they have been taught before moving on. Furthermore, it also helps ensure gaps don't appear in their knowledge and understanding.



Progress for our children is therefore progress across our curriculum in its entirety – each subject, each concept, each skills, each piece of vocabulary etc, rather than simply teaching children to reach age related expectations in core subjects.

### Evaluating impact

Throughout the course of the year, members of the senior leadership team, subject leaders, the school council, pupil ambassadors and the governing body contribute to monitoring processes; these help to evaluate the impact of our curriculum, ensuring it aligns with the vision set out previously.

The following are examples of range of evaluation undertaken:

- ❖ Lesson observations and learning walks;
- ❖ Book scrutines;
- ❖ Stakeholder surveys – including school council and pupil ambassadors;
- ❖ Half termly Governor committee meetings: curriculum & inclusion;
- ❖ Senior leader reports and presentations to full Governing Body meetings;
- ❖ Teacher professional development training;
- ❖ Evaluations of school development plans with subject leaders.

The evaluations above help to scrutinise and ensure the following lines of enquiry are thoroughly examined:

- ❖ Quality of outcomes;
- ❖ Relevance of content;
- ❖ Challenge and progression;
- ❖ Knowledge and Skills;
- ❖ Links to vision and values.

Questions, linked to each line of enquiry are detailed in the WJPS Curriculum Overview document.

