

# TRAfalgar Junior School Curriculum Overview

## Curriculum intent:

Our curriculum is **broad, balanced** and **bespoke**. We follow the **national curriculum** in all subjects, and the borough **Sacre** for religious studies, both of which define the **learning intent** for each key stage.

Each child is able to **access the curriculum** and meet the learning objectives through the support we give. Our **curriculum** is set out and **sequenced** so that children **know more, remember more** and **can do more**. Our expectations of progress have been developed for all subjects; each subject leader has established planning across the school for their subject linked to this **progression of knowledge and skills**.

**Subject leaders** are expected to become experts in their subjects and in turn support their colleagues to deliver high-quality teaching and learning. They plan, resource, provide CPD and review their subjects. Year Team Leaders ensure the implementation of each subject in line with the intent statements. Along with their team they plan effective lessons and monitor progress. All teachers are responsible for the delivery and impact of the curriculum for the groups/classes they teach.

In addition, we **bespoke** our **curriculum** by planning opportunities to provide children with a range of experiences, eg. author visits, stage performances, Shakespeare productions, trips to places of worship, visiting educators, residential trips and school clubs. We make best **use of our location** to visit various museums, and forge links for learning in our **local community**, eg. with our local care home, the Church and through local fieldtrips.

## Curriculum implementation:

All teachers are required to follow the learning objectives and success criteria set out in the **medium term plans**. Lessons are adapted to suit the needs of all children. Children's progress is measured against these plans.

## Curriculum impact:

Formative and summative **assessment** informs our practice and allows us to **appropriately challenge every pupil**.

**Monitoring** by the **leaders** is achieved through analysis of data, dialogue with pupils, scrutiny of pupils' work, monitoring of planning, lesson observations and dialogue with staff. Through monitoring and evaluation, we have a clear **understanding of pupils' progress** and **standards**, and can address the needs of the children. In addition, **subject leaders** carry out **subject reviews** in order to improve sequencing, content and pedagogy for subsequent years. These monitoring processes are **on-going** and ensure all children receive a high-quality curriculum.

By following this structure, the leadership team, subject leaders and teachers know precisely what is being taught, and in what order; they have a shared understanding of the knowledge and skills required in each subject so that children **know more, remember more** and **can do more**.