

TRAFALGAR JUNIOR SCHOOL CURRICULUM OVERVIEW

Curriculum intent:

Our curriculum is **broad** and **balanced**. 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. Our curriculum is designed to support the **school vision**: Believe, Inspire, Achieve. We **believe** in delivering an ambitious and well-planned curriculum, designed to meet the needs and interests of all the children in our school community. We **inspire** with subject content enriched with trips, visitors and experiences. We **achieve** when children have reached expected levels of attainment and have experienced and enjoyed a range of activities throughout their time at Trafalgar. Our curriculum is designed to equip children to be well-rounded, life-long learners as they transition into secondary school and the world of work.

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 regularly monitor their subjects across the school. **Year groups** plan effective lessons and ensure the implementation of each subject is in line with the intent laid out by the subject leader. All teachers are responsible for the delivery of the curriculum for the classes they teach, as well as monitoring the progress. Ongoing discussion takes place between subject leaders and teachers and, where necessary, improvements to planning and teaching are made.

In addition, we **bespoke** our **curriculum** by planning opportunities to provide children with a range of experiences, eg. author visits, live stage performances, 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 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 the end points identified on these plans and the 'sticky knowledge' of each unit of work is carried forward to future learning.

Curriculum impact:

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

Subject leaders carry out **subject reviews** in order to improve sequencing, content and pedagogy. This **monitoring** by subject 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. Monitoring is **on-going** and ensures all children receive a high-quality curriculum. **Feedback** and CPD is given on an on-going basis informally and through staff insets as part of a formal review cycle to ensure standards remain high.

By following this structure, the leadership team, subject leaders and teachers know 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**.