

Our Curriculum Intent

Dovers Green School curriculum intent and rationale: The reasons behind the learning opportunities we plan for.

Rationale:

At Dovers Green our vision is to create an infant school that encourages its children to **Reach Up and Reach Out**. They *Reach Up* by stretching towards their individual potential, they dream and have their own goals. They *Reach Out* by having strong and supportive relationships with their peers and adults in school which enables them to become caring, confident and curious young people who have a passion for learning and achieving. We will create this by supporting, guiding and inspiring our children through excellent teaching practices; by working with our families; by creating an aspirational school community in which everyone is valued and by ensuring that all successes are celebrated. As part of the Greensand Multi Academy Trust we benefit from being part of a forward-thinking academic organisation and have access to facilities and opportunities beyond a normal school's scope.

At Dovers Green, we value each child as an individual with a unique potential for learning. Our intent is to enable each child to participate fully in current and future society as a responsible, self-confident citizen. We promote the spiritual, moral, cultural, mental and physical qualities of all pupils. We believe that an effective curriculum offers knowledge, skills, understanding and progression. Our curriculum is designed with these principles in mind: it is personalised, reflecting the background and experience of our pupils; it is outward facing, setting learning in global contexts wherever possible; it celebrates diversity to emphasise unity; it is rooted in authenticity and context so that learning is relevant.

Additionally, we firmly believe that to fully enhance the life chances of our children, our curriculum must actively promote the acquisition of a broad / academic vocabulary and depth of understanding. We believe knowing more words supports all learning and spoken skills, our curriculum is very intent on ensuring that all of our children develop rich and extensive language.

Introduction

We define curriculum as the totality of a child's experience at Dovers Green.

Curriculum design:

All stakeholders are part of the development of the curriculum design. To ensure curriculum quality we have addressed the following:

- Local context and filling the gaps from pupils' backgrounds
- Focus on subject disciplines even when topics are taught
- Considering depth and breadth and curriculum content
- Seeing the curriculum as a progression model

- Having a clear purpose for assessment
- A mastery approach
- Listening to pupil voice
- Reviewing and evaluating curriculum design
- Clear curriculum leadership and ownership

Curriculum Aims

At Dovers Green, we design a curriculum which is:

Engaging: Our intention is that children enjoy learning and embrace challenge: this high level of engagement leads to progress.

Enriching: Our intention is that the curriculum is enriched in a variety of ways: trips; visitors; real world contexts; innovative, stimulating and inspiring experiences; strong and meaningful cross-curricular links; purposeful use of the environment; pupil and staff collaboration.

Unique: We recognise that not only is each child an individual but also each class and each member of staff have unique interests, skills and talents. Our curriculum is designed flexibly to meet the needs of these groups.

Value centred: All decisions made in planning the curriculum are made in the best interests of the child. Our Dovers Values - *Friendship, Love, Respect, Kindness, Responsibility and Courage*- underpin all that we teach and all the learning opportunities that are planned for.

Curriculum Model

At Dovers Green our curriculum is based on the Knowledge-Engaged approach:

We believe that knowledge underpins and enables the application of skill. We strive for children to learn skills alongside knowledge, ensuring that both explicitly are developed. **At Dovers Green we see knowledge and skills as intertwined.** The curriculum is about how we can ensure that pupils can achieve both knowledge and skill. We do this by having an emphasis on cross-curricular teaching. We believe that this is important for making the curriculum relevant and meaningful to pupils and for putting knowledge into context.

We believe it is our responsibility to develop the literacy and numeracy skills for all our pupils. Using the Early Years Foundation Stage Strategy and National Curriculum as a basis, age-appropriate progression in knowledge for each core and foundation subject has been identified. This has been mapped out to ensure coverage of identified knowledge is secured across KS1. We carefully select the sequence of when, what and how knowledge is taught and subject leaders work actively to review this aspect regularly.