**Garrowhill Primary**

**Curriculum Design Rationale**

Our vision for Garrowhill Primary is that our school is a place where children are nurtured in an inspiring environment where everyone is safe to learn and grow together. We build this vision on the values we agree are most important to us: belief, respect, ambition, virtue and equity.

To achieve this it is essential that we develop a structured curriculum which ensures children have learning opportunities that will develop their potential, allow them to fulfil their aspirations within and beyond the school gates and prepare them to meet the challenges of the 21st century.

Our curriculum design outlines how we intend to encourage and support learning and development and reflects our determination to remove barriers to learning.

Relationships are of key importance to us and sustaining a positive school climate where everyone feels valued and included is essential for successful learning. Our staff work hard to create an engaging environment with a strong sense of order and security in which positive relationships flourish. Every member of staff has high expectations of our young people and all contribute to the development of a growth mind-set culture in a school of high ambition where children are resilient, responsible and treat others with respect.

We expect all learners to be actively engaged in their learning through on-going and regular learning conversations which focus on the feedback our teachers give. Our curriculum development and planning approaches place children at the centre and promotes breadth, depth, challenge and enjoyment. By valuing our pupils’ voices and involving them in designing learning we ensure learning is relevant.

A key driver of the structure of our curriculum is to ensure attainment and achievement for all. We recognise that to achieve this all children must be engaged in exciting, powerful learning experiences that develop them as lifelong learners. Children will have a clear understanding of why they are learning and how these core concepts are connected to everyday life in their communities.

Skills Development:

Across all curricular areas, our learning pathways detail the progression of core skills and descriptors of success criteria to support assessment. At all stages of the school, children are encourage to have an ‘ICan’ approach to applying core skill to new and challenging contexts and problems. Across all curricular areas, opportunity to further develop skills for learning, life and work are identified and planned for with digital learning and technology enhancing experiences.

The ethos and life of the school as a community:

To meet the challenges of an ever changing society it is essential for our learners to understand and practise sustainability. We strive to be a rights respecting school where everyone’s view is important.

The development of our school parliament has enabled us to encourage participation in planning learning experiences which develop a rights respecting culture, promotes global citizenship, engages all children in Eco Schools work and sustains our Fair Trade status. Our school community recognises our responsibilities towards each other and the wider world.

Our curriculum offers a range of learning experiences where children can work with partners in meaningful contexts to develop skills, knowledge and understanding. Children are encourage to discuss and lead learning with pupil voice strongly promoted through our House system, parliament and Rota Kids.

Curriculum Areas and Subjects

Our learners experience a Broad general Education which will include all of the experiences and outcomes across 8 curriculum areas progressing through levels.

We aim to foster the development of core skills in communication, problems solving, critical thinking, inquiry, investigation, analysis, social and personal awareness and interaction. Emphasis is placed on the acquisition of core skills in literacy, numeracy and health and wellbeing. Our planning therefore promotes these areas across the curriculum with a focus on real life contexts.

It is the development of skills in these three core areas which is at the root of all that we do.

At early and first levels these core subject areas are the drivers which enable us to provide meaningful and relevant learning. In ensuring achievement of core skills at this stage in a child’s development, we will in turn nurture the ability to reason, think logically, make sense of the world around them and have the ability to make the informed life choices which develop successful citizens.

At the early stages of a child’s development their needs in literacy, numeracy and how they understand the world around them (H&WB and Science) will drive our planning decisions and design of the learning experience. As these core skills become secure our children will be able to take on the challenge of a broader curriculum confidently branching out and applying skills, knowledge and understanding across a range of contexts.

Inter-disciplinary Learning;

Inter-disciplinary Learning is a key feature of the curriculum and alongside cross curricular links, is reflected in our contextualised panning approach (curriculum map) through identification of problems solving and challenge tasks designed to assess skills development and application. Challenging children to problem solve and collaborate makes strong links across subject areas and adds depth to the discreet learning taking pace within subjects.

An interdisciplinary experience must be **focused** on a very specific, small number of experiences and outcomes, two or three at the most. There must be a real **depth** of learning where the **planning** must concentrate on the **application** of knowledge, understanding and skills in a **meaningful context.**

Personal Achievement

We place a high value on the personal achievements of our pupils. Parents and staff are encouraged to recognise and support wider achievement through profiling and sharing learning with others including the use of electronic profiles and portfolios. Target setting and self-evaluation and reflection are promoted at all stages in the school and in all aspects of learning. The achievement s of learners are closely tracked y all staff and regularly celebrated.