

# Curriculum Intent Statement

## The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Sex and Relationships Education (SRE) and Careers Education, Information, Advice and Guidance (CEIAG) across school.

The aim of this curriculum is to ensure that the skills and knowledge gained in phase 1-3 prepares students for subject specific qualification based learning in phase 4 and 5.

## ENRICHMENT

The **intent** of our Enrichment programme is to develop happy, confident learners prepared for adulthood; in order to do this we need to develop critical thinking, problem solving skills, improve student's ability to concentrate, and make learning more meaningful, valuable, and rewarding. Enrichment activities promote these skills, are fun and help students to become more engaged in their learning and retain more information.

As a result of this they will:

- Develop competence and confidence to participate in a broad range of activities.
- Explore and participate in new and exciting activities/opportunities outside of the academic norms.
- Participate in team events, developing skills in co-operation, compromise and an awareness of social rules required within team work.
- Engage in collaborative activities through intra and inter school events, and develop awareness of opportunities to participate in the local area
- Have a creative approach to new projects, where they have opportunities to express themselves and develop their thoughts and ideas
- Analyse the performance of themselves and others in order to develop reflective learners.
- Be given leadership opportunities in which they are encouraged to work in a team, build on trust and develop skills to solve problems, either individually or as a group.
- Be encouraged to persevere in a range of challenging situations in order to build resilience.
- Be encouraged to lead a healthy, active lifestyle

All learners in phase 1-3 will access enrichment. Project plans have been produced (based on a key line of enquiry) and **implemented** which have high and equal aspirations for all learners and incorporates:

- PFA links
- Cultural Capital links
- Identification of the key skills and attributes we hope to develop in all learners such as creative thinkers, teamworkers, self managers, effective participators, reflective learners and independent enquirers.

Class groups are based upon English ability; therefore, each group has a wide range of abilities planning allows us to differentiate, challenge and extend all of our children in each class no matter their ability.

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## Yearly Overview

Monday PM			
Activity	Autumn	Spring	Summer
Forest School			
Beach School			
Swimming			
Dance			
Media Production Project			
STEM			
Environmental Project			
Outdoor Education			
Enterprise			

Thursday PM			
Activity	Autumn	Spring	Summer
Dance			x
STEM	x		
Environmental Project		x	
Beach School			
Outdoor Education			
Swimming			
Media Production Project			
Cultural Capital Project			
Bushcraft			

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## Pedagogy

In enrichment, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we chose to use in enabling pupils to know more, understand more and remember more. In enrichment, the following approaches will be used, and be evident during practical activities, in order to ensure that the learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups in the development of key skills:

Teaching Sequence in Enrichment	Big picture: Start with what the children know, understand, are able to do and able to say from previous learning.	Possible pedagogical approaches used in Enrichment	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration.
	Review most recent learning in the enrichment project.		Constructivism	Skill development through inquiry based learning.
	Specify key vocabulary to be used and its meaning.		Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction.
	Specific key skills to be used.		Liberationism	Pupil-led learning; opportunities for skill development.
	Opportunities to work independently, in groups and practically.		Learning working and talking with confidence	Develop the ability to take on an active role through discussion and leadership. Encourage the importance of leading a healthy, enriched, active lifestyle. Be taught and introduced to the rules of working collaboratively and taking measured risks which will prepare them for functioning in society in later life.
	Opportunities to review performance of themselves or others.			
	Discuss suggestions of how individual and group ideas can be improved.			

The purpose of enrichment is to develop key skills that can be applied across the curriculum and indeed in adulthood, it is not qualification based and will not be subject to formal assessment. **Impact** is measured via teacher assessment during the delivery of projects and via rigorous quality assurance by the teaching and learning lead. We would expect to see knowledge and skills communicated through:

- Discussion
- Demonstration of skills in isolation and within a group
- Application of skills in activities
- Performance
- Leadership
- Project outcomes