

**Leeds & Broomfield CEP School, part of the ASPIRE federation.**

**Curriculum Intent Statement**

In Leeds & Broomfield CEP School the curriculum is designed to: recognise children’s prior learning, provide first hand learning and life experiences, allow the children to develop interpersonal, social and spiritual skills, build resilience and become creative, critical thinkers. Learning is planned in creative topics that link learning across subjects. As often as possible, trips and real life experiences are included to enable pupils to engage with the learning.

Every child is recognised as a unique individual. We celebrate and welcome differences, between culture, religion and ethnic background within our federation community, as the pupils are wholly white British within the school, they are given regular opportunities to meet and learn with pupils from the other schools. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values.

Our federation values are: Kindness, Love, Boldness, Understanding, Patience and Honesty.

These work alongside our school values of: Curiosity, Resilience, Respect, Empathy and in line with the federation values, Honesty.

We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.  We use our values to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an essential part of our curriculum as we celebrate local traditions, religious festivals and services, learning new skills to enable the children to take an active role in events throughout the year.

Children leave Leeds & Broomfield CEP School with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

Curriculum implementation

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:  
1) Learning is most effective when blocked into an engaging topic   
2) Interleaving helps pupils to discriminate between topics and aids long-term retention  
3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.

Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practise for previously learned content.

Curriculum Impact

Leeds & Broomfield CEP School uses rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Subject leaders and curriculum teams monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching trajectories are changed. Our whole school team strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps. We don’t confuse coverage with progress when assessing. Learning is measured through careful analysis of application of skills across the curriculum; showing how acquisition of knowledge is enhanced dramatically by expectations to evidence quality thinking and demonstrate individual understanding. Subject leaders conduct performance analysis linked to triangulated monitoring measuring performance against individual and school targets.