

Curriculum Intent

At Newstead Primary School, we offer an inclusive, nurturing environment that strives to engage and inspire the future generations who pass through this school.

- Our curriculum is coherently designed and planned to promote the aims and values of our school and for our pupils to 'Aim High!'.
- We intend to make a positive impact on the learning and lives of the children in our care by:
 - Creating confident, responsible citizens who are globally aware;
 - Equipping pupils with a rich 'Cultural Capital' of real-world, first-hand learning;
 - Providing a breadth of knowledge within a broad and balanced curriculum.
- Progressively throughout school, the curriculum is shaped around a variety of high-quality texts that provide relevant and appropriate opportunities and experiences:
 - allowing pupils to develop inquisitive and enquiring minds;
 - to recognise and identify talents and encourage aspirations for their future lives.

Our Pupils

What do our children bring with them?

The pupils at Newstead Primary School have many positive qualities and attributes, these include:

- Enthusiasm
- A thirst for learning
- Build up relationships quickly and positively
- Accepting of a diverse school community
- Kindness, helpful, build good friendships
- Happy to come to school

Issues that impact our curriculum intent

Some of our pupils have:

Poor speech, language and vocabulary

- limited vocabulary
- poor grammatical knowledge
- inconsistent listening skills
- limited access to texts

Limited life experiences

- limited general knowledge including wider world
- lack of first-hand experience (visits to theatre, farms)
- financial constraints at home
- lack of aspiration within the family
- Dis-functional family circumstances

Poor social skills

- social etiquette - dining, manners, turn taking
- reduced social interaction skills
- limited solutions to resolve conflict
- lack of value of education

Ready to learn

- sleep deprivation
- lack of substantial meals
- lack of routine and boundaries
- prepared for the day
- Lack of emotional regulation / resilience

Implementation What are we doing?

Poor speech, language and vocabulary

- Teaching of explicit vocabulary from high-quality text to increase pupils' range of vocabulary.
- Using Knowledge Mats to support subject specific vocabulary.
- Speech and Language Therapist (SALT) intervention.

Limited life experiences

- Plan to visit places of interest in our curriculum.
- Learning is brought to life within the classroom.
- Global Learning and Awareness promotes aspiration in pupils for future life.

Poor social skills

- To support and introduce etiquette and communication during snack and lunch times.
- ELSA and Nurture groups in both KS1 and KS2 to support the most vulnerable.
- Developing opportunities to engage with parents to promote a positive impression of education.
 - Relational Schools based approach.

Ready to learn

- Promote routines and boundaries during the school day and support parents/carers at home where appropriate.
- Signposting to support services and other agencies.
 - Each Amazing Breath – Take 5