

Curriculum Intent At Grimsdyke School.

Students arriving in Reception at Grimsdyke School to begin their educational journey have:

- A variety of home languages and language experience
- An inquisitive nature and an innate curiosity
- A variety of levels of support from parents, carers and their wider community
- Creativity, energy and individualism
- A range of cultural experiences
- Pre-school education from a range of settings ...or none
- Early self- regulation and independence skills

On leaving Grimsdyke School, they will be prepared for the next stage of their educational journey with/ being:

- Confidence in themselves as individuals and as learners
- Articulate and able to communicate effectively
- Advanced basic skills to apply to their learning
- Age appropriate knowledge, understanding and skills for further academic study of the full range of curriculum subjects
- Able to think critically, analyse situations and solve problems
- A positive attitude to challenge and change
- Co-operative in a range of contexts and for a range of purposes
- Able to keep themselves safe and manage their own physical and mental well-being
- Ambitious, motivated and hopeful for the future
- A set of strong values (British Values) including respect, tolerance, compassion and inclusivity
- A clear sense of their own place and agency within the wider community

To achieve these outcomes, our curriculum at Grimsdyke School is underpinned by 5 key driving principles (SCORE):

1. **Self-development**

Our curriculum is built on school culture of self-development which enables all children the opportunity to develop their character and fulfil their dreams, aspirations and potential.

2. **Citizenship**

All of the experiences students have at Grimsdyke aim to education them to become clear-thinking, responsible, enlightened and engaged citizens of the world and the future.

3. **Opportunity**

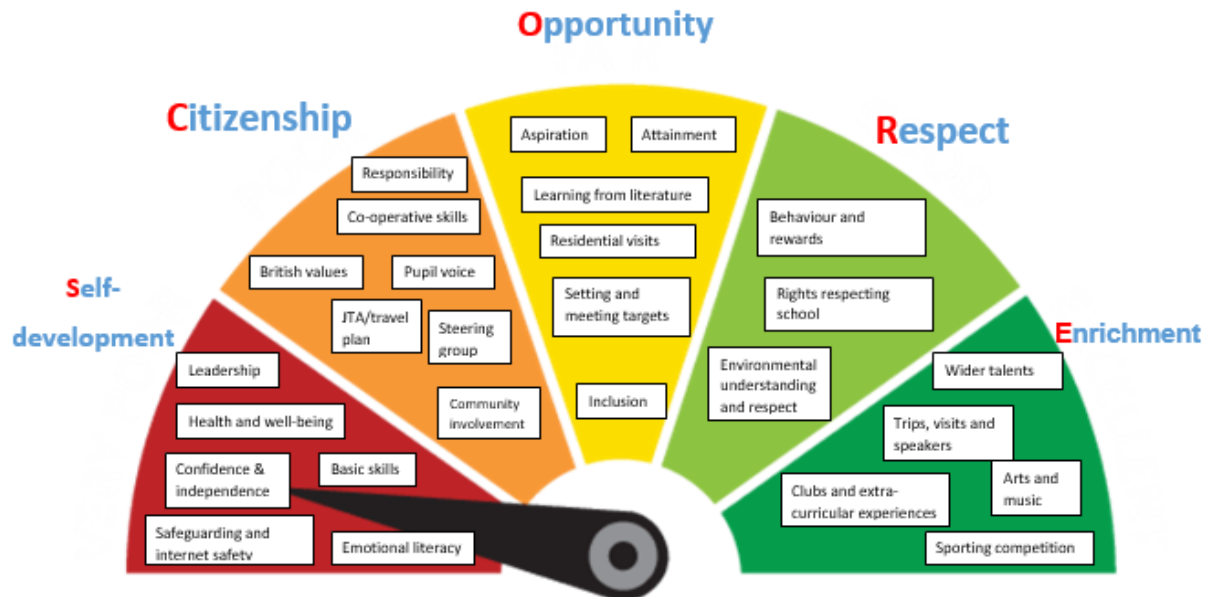
Students at Grimsdyke are offered a wide range of opportunities and experiences to acquire cultural capital and develop as a resourceful, respectful and resilient learners.

4. **Respect**

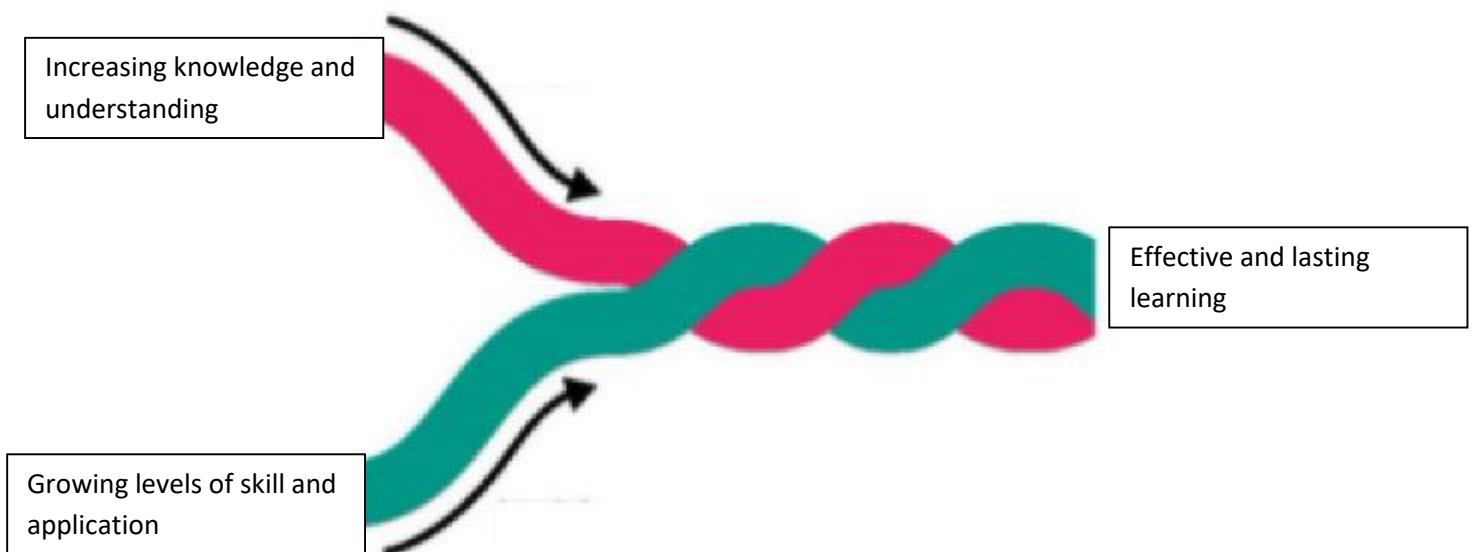
Our school ethos and curriculum is underpinned by respect that promotes tolerance, understanding and acceptance of diverse individuals, cultures and communities.

5. *Enrichment*

Education at Grimsdyke School is enriched through a range of experiences which strengthen links within and beyond the curriculum fostering individual talents and establishing a foundation for lifelong learning.



Our curriculum design balances the need for students to develop both knowledge and skills through their primary education. It is 'knowledge –engaged' in that knowledge is seen as underpinning learning and enabling the application of skill. Skill development is planned and taught alongside knowledge as we see the two aspects of learning as mutually reinforcing.



For example:

- *In maths*
 - *Knowledge and understanding - the students learn and understand number values, facts and relationships such as greater and smaller*
 - *Skills and application – the students learn how to calculate with numbers and apply their problem solving skills to real life situations*
- *In history*
 - *Knowledge and understanding – students learn about the Anglo-Saxons, when they arrived in England and what life was like at that time*
 - *Skills and application – the students use first hand sources including images, documents and maps to explore where evidence of the Anglo-Saxon presence can still be found for example in place names*

As a result we have a defined curriculum intent for each academic subject within our curriculum and a clear map that shows how students will develop subject knowledge, understanding and skills as they progress through the school.

There are also some key themes that are interweaved through our curriculum design and planning. These include:

1. The Rights Respecting School:

Running through our curriculum is the United Nations Convention on the Rights of the Child. We are a Rights Respecting School and our pupil steering group plays an important role in developing this ethos. ‘Every child has the right to an education’ (Article 28) and the curriculum we provide aims to ‘develop every child’s personality, talents and abilities to the full (Article 29). Research has shown that when children are taught in school about their rights and responsibilities under the UNCRC, they are more respecting of the rights of others.

Children who have learnt about their rights and responsibilities have:

- *A better understanding of what it means to have rights and responsibilities*
- *A more positive attitude to school and the experiences presented to them*
- *A better relationship with their classmates and staff who support them*
- *A deeper understanding of the value of opportunities such as education*
- *Higher self esteem*
- *An increased awareness of how to be a global citizen*

2. Diversity and Inclusion:

Grimsdyke School is part of a multicultural community and our curriculum planning reflects this in a number of key ways:

- *Valuing Diversity: All children and groups with protected characteristics should be equally valued. Our students present a rich and diverse range of strengths and needs. Inclusion is*

achieved when this is recognised and regarded positively. The content of the curriculum and the materials that we use to deliver it are regularly reviewed to ensure that they are representative, appropriate, diverse and inclusive. For example, the Hackney Diverse Curriculum materials are interweaved into units of work across the school; book choices are reviewed to ensure the content and authors reflect an appropriate level of diversity and parents/ families are invited to contribute to units of work where they can and are willing to bring another dimension to the students study.

- *Entitlement: Children are entitled to receive, with a suitable peer group, a broad, balanced and relevant curriculum, in the least restrictive environment. The school makes reasonable adaptations to allow this to happen. Parents and children are consulted about the adaptations that are necessary to ensure inclusion.*
- *Participation: All children and their parents are treated with respect and actively encouraged to make their views known and support or contribute to the learning that takes place at school. All arrangements should protect and enhance the dignity of those involved.*
- *Planning: All planning is based on inclusive principals and recognition of diversity. Inclusion requires ongoing strategic evaluation and planning at school, year group, class and individual pupil level.*
- *Collective responsibility: The principal of inclusion extends across the all work of the school as an institution. It is an issue for all staff rather than the exclusive responsibility of a particular group of individuals.*
- *Professional development: Inclusion requires both extension of the application of existing skills and the development of new ones. All staff will need be supported through this process and have access to a range of appropriate courses, advice, and resources.*
- *Equal Opportunities: All pupils should receive a broad and balanced curriculum that recognises their different talents and learning styles and addresses the specific nature of any particular individual needs.*

3. Narrative learning theory:

Storytelling has been consistently used as a method of communicating knowledge and information – its use spans both time and culture. In particular, stories have been used to pass down information about personal, familial and cultural histories, as well as conveying expectations surrounding social and moral behaviours. Aesop’s fables for example, were first told over 2000 years ago in Greece and are still told to children in the UK today to impart moral messages.

Reissman (1993) quotes Jerome Bruner, noting the role of narratives as ‘memory storage devices, which help us structure experience and organise memories’. Storytelling in the classroom provides children with a powerful way of making sense of information, and committing it to long-term memory.

We aim to capitalise on three features of narrative learning:

- *Learning through stories heard – here the stories act as semantic code – they provide multiple layers of meaning and anchor points for the information that is being communicated.*

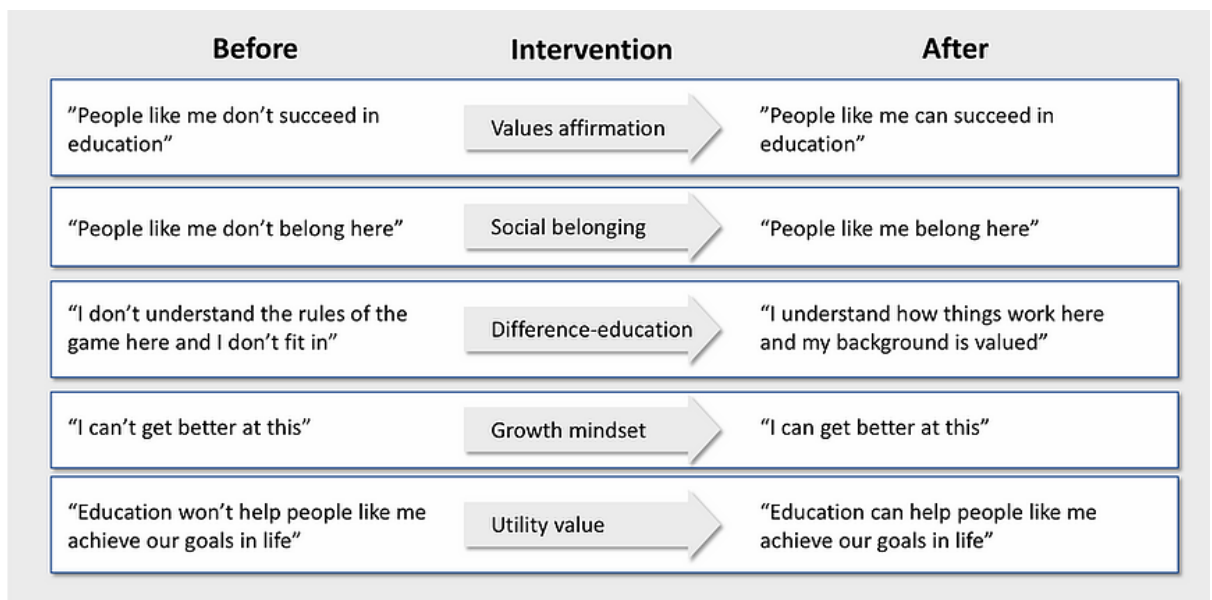
- *Telling stories about learning experiences – allowing students to convert abstract material into concrete ideas. Student will engage in knowledge organisation and storage, utilising their existing knowledge and prior experiences. Ultimately, this should lead to stronger and more complex links between new and existing knowledge.*
- *Learning as the result of telling or engaging with a story (realisation) – our curriculum planning supplements stories with other information that has been carefully selected by the teacher to ensure the most accurate, concise and balanced teaching points, which supports the most effective communication of the curriculum.*

In summary, the use of stories in the form of carefully selected, quality texts supports the communication, organisation and retrieval of knowledge by providing increased context and multiple layers of meaning to which learners can relate new knowledge.

(With thanks to Katy Chedzey, Head of Teaching, Learning and Assessment @ Chartered College of Teaching via her blog)

4. Use of ‘Wise Interventions’ as part of quality first teaching

Some students—especially those from groups that have suffered from historical inequality—face barriers to success in education that others do not. Some of these barriers are psychological in nature, triggered by cues in the everyday things that they see and experience in their environment.



From: Tackling Educational Inequalities with Social Psychology: Identities, Contexts, and Interventions. M.J. Easterbrook and I.R. Hadden, Oct 2020

Our planning and delivery of the curriculum makes significant use of certain key wise interventions which have been subject to CDP input over recent years within school. These include:

a. Growth Mindset Approaches

b. *Metacognition as a learning tool*

Our Curriculum Context and Cultural Capital:

Grimsdyke School serves the community in its immediate area of Hatch End in the London borough of Harrow as well as families who live in neighbouring areas of the borough such as Pinner and the southernmost fringes of Hertfordshire in Carpenters Park and the Oxhey district of Watford. This means that the school is fully representative of modern multi-cultural Britain.

Our curriculum seeks to ensure that the diverse nature of our community is represented in the content and resources used to deliver lessons. Staff select texts, authors, artists and famous people to study that have links to our locality or members of our community as well as representing traditional British values and culture.

We also build into both our curriculum design and wider inclusion agenda the need to ensure that all students at Grimsdyke School have access to those wider cultural experiences that will enable them to develop as well-rounded individuals. Through this work we plan to ensure and monitor that students are not disadvantaged in comparison to their peers through family circumstance or as a result of any protected characteristic (e.g. ethnic, religion, gender) or special educational need. Students are all supported to take part in trips and residential visits. We have a programme of visits and school based experiences which enrich curriculum provision for all. Our sports programme gives all students the opportunity to take part in competitive sport as well as sporting activity as part of a healthy lifestyle. We also have a range of opportunities open to all to experience the arts in a wider context through learning to play music, being part of a musical ensemble or enjoying live music and performance.

We are also aware that many, although not all, of the students Grimsdyke School will have limited experience of some of the challenges that the wider community of Harrow can present. Yet on leaving Grimsdyke, many students will join secondary schools with peers who have had more exposure to these issues and so perhaps could be more equipped to deal with them. This includes being aware of issues around social media use and abuse, gang and knife crime, drug use and abuse as well as ways in which young people can be exploited. As part of our curriculum provision, in particular through PSHE and our work on safeguarding, we plan lessons, experiences and build in the opportunity for reflection or discussion that will help to ensure our students have an awareness of how to manage their own safety in relation to these challenges so that they are well-equipped for transition to secondary school.

In this way our curriculum at Grimsdyke School is designed to reflect our intent as well as the school's mission statement of 'Learning and Achieving Together.'