

Curriculum Intent Statement

Intent

At East Tilbury Primary School, the curriculum is designed to recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills and build resilience and become creative in order to create critical thinkers. Every child is recognised as a unique individual entitled to the same opportunities. We celebrate and welcome differences within our inclusive school community, incorporating our alternative provision which caters for children that have been excluded from other mainstream schools. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that, as a school, we should develop investigative and enquiry skills, enabling access to new experiences and knowledge.

We use the growth mind-set approach as educators to develop children's positive attitudes to learning which reflect the values and skills needed to encourage responsibility for learning and future success. Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year. Children leave the school with a sense of belonging to a community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

To support the implementation of our school curriculum we use the following:

- Early Years Outcomes
- National Curriculum Statutory Guidance
- Growth mind-set
- Outdoor Learning and the Forest School's curriculum.

Implementation

The school has recognised the use of clear, focused learning intentions and success criteria as an effective tool in gaining intended learning outcomes. Through our membership with NACE, staff have received training in order to use effective questioning techniques to develop higher order thinking skills. In lessons, we provide opportunities for study but we strive to provide as many recall and application activities as possible to support the retention of knowledge and understanding. We aim to secure children's engagement through stimulating, motivating learning opportunities and a curriculum designed to improve children's knowledge, skills and understanding.

We use our cooperative values, SMSC, SEAL and incorporate British Values which is a rolling programme of focus values implicit and explicit across our curriculum. Children learn to take personal responsibility for their own thoughts and actions.

Within the curriculum we recognise that children's learning is enhanced by different experiences. We offer children a wide range of educational visits which are used to motivate and engage learning in order improve retention. Regular visitors in school give the children another perspective on values, attitudes, learning and understanding and contribute to our Aspirations Week. These include charities and people from different professions and the community. Our membership with The Royal Opera House and Thurrock's Trailblazer programme provides many opportunities of cultural capital and learning. These projects are embedded throughout our curriculum to enhance the development of pupil's knowledge, skills and understanding - alongside annual trips, workshops and visits.

Impact

To ensure our curriculum is fit for purpose and highly effective, we continually pay attention to the outcomes. To do this effectively, we monitor, review and complete formal assessments, pupil voice, work scrutiny and climate walks. Leaders, including middle, senior and governors review pupils' outcomes, data and teaching to judge the standards of teaching and outcomes in all subjects across the curriculum.