



Curriculum Statement

Overview

IJS has developed a bespoke, progressive and well sequenced curriculum that recognises the needs of the national curriculum and the needs of the pupils. The planning and development process has involved contributions, commitment and consideration from all the school community and the intentions, aims and outcomes have been created for all IJS pupils. Continued research and training has resulted in quality first delivery of the curriculum. An understanding of the pupil population (including high deprivation issues, high SEND needs, and increasing EAL demands) has underpinned the intentions, pedagogy and success criteria for the curriculum. With many children having low starting points, limited prior knowledge and complex social, emotional and mental health issues an individual approach to teaching and learning has been adopted. Yet challenge and expectations remain high and at IJS there is focus upon a “can do” culture for all pupils regardless. Children are encouraged to recognise their talents and abilities and achieve high levels of success. The inclusion of cultural capital is essential for a school serving so many disadvantaged children, and the IJS curriculum aims to broaden the opportunities and aspirations of all the pupils. The adaptation of learning and not the narrowing of exposure underpins the approach to working with SEND children. IJS offers not simply equality but more importantly equity. Our consistently above national progress outcomes in all subjects indicates our success in achieving our goals for all our children.

The Curriculum Intentions

As previously stated, contextual awareness has directed the design of the IJS curriculum. By recognising the impact of low prior attainment, gaps in learning, low aspirations and limited language development, the intentions that underpin the IJS curriculum have been identified as:

1. **Reading:** It is a fundamental right that should be fostered within all children.
2. **Language:** To provide children with sufficient tools to articulate and express themselves in all stage of their life.
3. **Resilience:** To provide transferable skills, characteristics and vocabulary that can will enable success in their future lives.
4. **Values:** To develop individuals who value honesty, equality and empathy in their relationships both today and in their future tomorrows.
5. **Opportunities:** To extend interests, aspirations and curiosity in pupils that will follow them to their next stage of education.

Each of these intentions are evident in all areas of the curriculum and delivery.

The programmes of study meet the expectations of the National Curriculum whilst also recognising the adaptations and developments required to meet the needs of the children. In creating a balanced, broad and wide reaching curriculum the school offers a range of opportunities, experience and knowledge to all its pupils. This

provides cultural capital to children from diverse backgrounds, and to those disadvantaged socially and academically. Through a variety of learning links, aspirational opportunities are provided and local historical, geographical and cultural knowledge extended.

The curriculum planning is progressive and systematic, and builds upon prior learning. Where gaps are identified and misconceptions recognised, targeted interventions are used to ensure new learning is established upon secure foundations. Children follow their age related “Pathway” across all subjects and progress in “Steps” towards clearly identified goals and expectations. The children are encouraged to become independent, resilient learners who want to know and do more.

Pupils with special educational learning needs receive the same breadth of curriculum coverage but are supported through adapted teaching and extra resources. Small “catch up” groups offer additional opportunities to learn through a more individual and targeted approach.

Through a knowledge-engaged curriculum, children are provided with new disciplinary and substantive knowledge, and a range of opportunities in which they can apply their learning across a variety of situations, subjects and tasks. High challenge and expectations are maintained to ensure children achieve the highest outcomes. They build towards agreed end points and are aware of what they need to know and to do in order to succeed.

Pupils are encouraged to learn, remember and link new concepts through distributed practice and learning reviews. Regular assessment identifies long term recollections and informs both children and teachers of their progress and understanding.

Reading is embedded in all areas of learning as well as daily explicit teaching. Pleasure and enjoyment in reading are encouraged through a range of shared, group and individual reading programmes. One to one interventions are available to children who find progress difficult and catch up phonics sessions assist those children who need further support.

Through considered, careful curriculum design the pupils at IJS both enjoy their learning, and succeed.