

Curriculum Intent

The academy is on a large housing estate called 'Berryfields' – a vast development of nearly 3,000 homes which have been being built since 2011. A key intent of the curriculum is to ensure there is **a clear sense of belonging for our pupils and families**; as a new academy, with children moving into the estate from within the town as well as from the outer London boroughs, there is a need to bring the children together with a common sense of belonging to Green Ridge and the local areas. In the initial KS1 class that opened in 2017, over 21 of the pupils came from different previous settings, both in and out of the Local Authority.

When planning a curriculum for Green Ridge when it first opened in September 2017, it has had to recognise the **wide social and economic backgrounds of our families**. Almost a quarter of pupils are eligible for pupil premium, and according to our inspection data summary report, the academy is in the highest quintile of 40% (0.2) for deprivation in England. However, being situated in the Local Authority of Buckinghamshire, the academy is challenged by high performing schools and an 11+ grammar school system that operates throughout the county, in traditionally more rural areas.

Pupils do not have a wide understanding of cultural and social differences. This was shown on a visit to a local church for children in KS1, where almost none of the children had been to a place of worship previously. The majority of children are White British, the large majority of pupils speak English as their first language, and those who have EAL are typically in the more advanced stages of language acquisition, with the main language of polish spoken at home. There are more girls than boys in the academy currently.

There is a rising proportion of pupils who have been supported historically or currently by Children's Social Care. As a result, the academy has a significant minority of families who require support, sign posting and care. Within **PSHE and citizenship**, account is made of the socio-economics of the area and we recognise that the children need both a sense of valuing themselves, and developing aspirations for their future and for their community. There is also a need to ensure that children are explicitly taught how to **keep themselves safe**, both in and out of school, and both in and out of the house.

Assessment on entry to Reception have demonstrated over the past two years that they are lower than those typically expected for entry to Reception. Attainment on entry to Reception shows many children have **poorly developed communication and language skills**, as well as **poor personal, social and emotional development**. Pupils' movement and handling is also poor upon entry, with few children having the skills to hold a pencil or mark-make. This makes communication and language and personal, social and emotional development a priority for the academy.

We have also recognised that as a new academy, **parental/carers engagement is often low**, and there is a lack of involvement with the academy from parents/carers in supporting their child and finding out about what they are learning and how they can support at home. **Parent/carers literacy skills are often limited** themselves, and as a result, this has an impact on how well they engage with their child's learning – such as by not regularly listening to their children read, or supporting writing at home. **Reading and Writing are lower attaining** areas across the academy, reflective of the children's need for early literacy support, including being read to and read with, and a language/vocabulary rich environment.

Outside school and **wider experiences are limited** for the majority of children within the academy; pupil surveys have shown, for example, that the vast majority of children in Key Stage One when the academy opened had not been on a train until the academy undertook a visit to a railway station.

In summary, what is **unique** about the context of Green Ridge Primary Academy in relation to the curriculum?

- We are situated in a brand-new housing development, as a brand-new academy
- Staff are still learning to understand and recognise some of the barriers to learning that the children arrive with, because of the varied intakes since opening; as of yet, it is difficult to ascertain what a 'typical' intake at Green Ridge is.
- Our curriculum has evolved and developed already since its pre-opening inspection to meet the demands of the children who we have in the academy; no doubt, this will continue to evolve as pupil numbers rise and stabilise.
- Our children need to feel a sense of belonging and identify to Green Ridge and the local area.
- Children enter the academy in Reception with attainment which is typically lower than other children across the country
- Parent/carer engagement is difficult
- Children need to be taught how to keep themselves safe, both in and out of school.
- Outer school experiences are limited for the majority of children
- Our children do not read sufficiently often or widely out of school, which limits their vocabulary and ability to tackle other curriculum areas. Literacy skills are less-well developed;
- The pupils do not have a wide understanding of cultural and social differences.

As a result of the information the academy has about the children and families it serves, Green Ridge has the **following intentions** within its planned curriculum:

	Our curriculum should:	Why is this important?
1	Put early reading and literacy skills at the heart of the curriculum.	Pupils need to be able to read fluently from an early age in order to access the wider curriculum. Vocabulary will be underpinned by reading, which in turn will impact on writing outcomes.
2	Give pupils as many experiences as possible that they may not otherwise get.	Pupils can relate these experiences to their wider learning, make connections and then use these as a basis for knowledge.
3	Prioritise the teaching of vocabulary and speech and language support.	Vocabulary is the biggest determiner in terms of future academic success, and opens gateways to all other curriculum areas.
4	Encourage a love of learning and be delivered by staff who are passionate about the topics they teach.	Pupils and staff who are passionate about learning will lead to better outcomes.
5	Give pupils the opportunity to study a breadth of subjects to widen their understanding.	Subject diversity is important to give our pupils a breadth of knowledge and experience. This should be inclusive and offer the same opportunity for all.
6	Within individual subjects and themes as necessary, focus on depth of learning that is relevant to our community and our pupils.	Less can often be more. Subjects should think carefully about what depth means in their subject and how this could be achieved using topics that are relevant to our cohort.
7	Be ambitious in terms of content, concepts and vocabulary in readiness.	We need to be aspirational for our pupils and diminish the gaps. Our pupils need to have their cultural capacity built through our curriculum to allow them to succeed.

	Our curriculum should:	Why is this important?
8	Be mapped out explicitly so that knowledge is transparent for staff, pupils and parents.	Our curriculum should be fully mapped out so that staff can build knowledge, pupils know where they are headed and parents/carers can support us.
9	Allow for key concepts, themes or areas of knowledge to be revisited but not repeated .	Revisiting key areas is crucial to allow pupils to build their learning. However, this should not be a case of repeating the same content as this is not challenging to our pupils.
10	Allow for natural links across subjects to be made.	Subjects can support each other with learning. These links need to be natural through and not forced for their success.
11	Be flexible and staff need to understand that it will never be finished.	Our curriculum needs to be flexible so that it can be responsive to events and a bigger size of school. Additionally, the curriculum should be constantly evaluated and tweaked to lead to better outcomes for our pupils.
12	Place emphasis on the well-being of the whole-child , including how to keep themselves safe and life-skills such as resilience.	Children need to have their basic needs met, to feel safe and secure before they can learn. Children need wider skills in order to transfer these to different curriculum areas.
13	Encourage parents/carers to support and engage with their child's learning.	Parental support is a large factor in children's success. The greater support parents/carers can give, the greater the benefits to their child.