



**Robert
Bakewell**

Primary School

Long Term Strategic overview

2022-2025

WE LEARN – our curriculum

OUR VISION:

Robbie will be inspired by his learning at Robert Bakewell. Inspirational teaching will engage and unlock his potential. Robbie's lessons will be taught from a broad and balanced curriculum tailored to the local, national and global context. Lessons will utilise the school's environment (indoor and outdoor), combined with learning further afield. Robbie will be inspired to become a lifelong learner and encouraged to develop his naturally inquisitive nature through an enquiry based approach. Robbie will master the key skills set out in the National Curriculum but also develop the Declarative, Procedural and Experiential knowledge to flourish once he leaves Robert Bakewell Primary School. Teachers will always strive to engage everyone in Robbie's class so that each of his peers makes rapid progress with their learning.

OUR PRIORITIES:

Our sequential and progressive RB **curriculum design**, ensures subjects have strong threads running through them. Threads can also be taken across subjects in an interdisciplinary fashion.

Our consistent and **embedded classroom practice** includes:

- 5 part lesson (retrieve, I do, We do, You do, review)
- whole class feedback (WCF)
- 2 year rolling cycle
- knowledge rich curriculum
- reading strategy including phonics (Little Wandle)
- Mastery Maths
- Keep up not catch up approach
- 1:1 LSA provision for High Needs pupils
- Provision Map for our most disadvantaged learners
- Significant investment in staff CPD offer

Oracy development is critical to children's learning potential and development. This has strong emphasis through our pedagogical practice in school

Vocabulary development is critical for children's understanding and articulation. We have carefully mapped key vocabulary attached to each subject to ensure the curriculum offer meets the needs of the pupils in all subjects.

WE CARE – our inclusive approach

OUR VISION:

Robbie has the highest expectations placed upon him which amounts to our aspirational and inclusive approach. Effective and efficient systems developed by the SENCO and Welfare teams ensures Robbie never misses out on learning opportunities and reaching his full potential. Statutory obligations are fulfilled whilst combining with a bespoke Robert Bakewell system to pupils on a Vulnerability matrix, thereby ensuring an Early intervention approach identifies and reduces gaps and provides support within an appropriate timescale. Inclusion is everyone's responsibility and through regular team meetings, good communication ensures all information is shared at an appropriate level to maximise outcomes

OUR PRIORITIES:

Knowledge; it is the small steps in order to break learning down; it is knowledge of the needs of the pupils; and it is core knowledge of the broad and balanced curriculum.

It is our ambition that the **attainment** of the SEND children and the disadvantaged cohort will remain broadly in line with the national figures for attainment and the White Paper (2022) requirements of 90% of children achieving ARE.

Where SEND affects cognition and learning, we will still endeavor for those children to make good **progress** through differentiation.

We aim for the needs of our most vulnerable families to not disrupt or harm the education of the children. Using the model of Maslow's Hierarchy of Needs, the **welfare** team intervene at earliest opportunity to gather the essential information for supporting the children. Needs lower down in the hierarchy (psychological, safety, belonging, esteem) must be satisfied before individuals can attend to needs higher up (self actualisation)

The implementation of a research backed (EEF) **behaviour** policy will proactively support behaviour around school ensuring all pupils needs are met and in an inclusive manner, both in lessons and widely across the school day.

WE ACHIEVE – our impact

OUR VISION:

Our inclusive approach ensures Robbie makes progress. We use a keep up, not catch up approach to ensure that Robbie get the very best opportunity to learn. Scaffolding learning in small steps allows Robbie to access the full curriculum. We use our LSAs to support the high needs pupils in a small group or 1:1 scenario to ensure even those pupils with needs that limit their access can still engage with class based learning. We collect assessment information in an ongoing formative manner that allows us to determine where the learning needs to go next for Robbie and his peers. We have summative opportunities to assess: Reading, Writing, Maths, Grammar and Phonics and regular intervals across the year. This information is held on Educator.

OUR PRIORITIES:

At Robert Bakewell we recognise that measuring the impact of our bespoke curriculum offer will take two main forms:

FORMATIVE: **Pupil Voice** will be paramount. If pupils can remember more then the curriculum will have changed memory. Therefore pupils will be quizzed with a variety of low stakes approaches and a wide range of retrieval practices will ensure knowledge is transferred from short term to long term effectively.

All adults will be engaged in provided feedback that is focussed and timely. The use of **Whole Class Feedback** sheets, individual pupil progress meetings will sharpen understanding of the learning process. Any marking or feedback will be viewed as a windscreen into the future learning, rather than a rear view mirror.

SUMMATIVE: At termly intervals, a range of formal assessments will be used to judge and inform teacher assessments. This will be **moderated** and used to benchmark against peers, local and national standards in order to ensure pupils at Robert Bakewell excel.

It is our ambition that the **attainment** of all children will remain broadly in line with the national figures for attainment and the White Paper (2022) requirements of 90% of children achieving ARE. Ultimately the impact of the curriculum will be measured by pupils being ready for their next stage of learning.

WE ARE TOGETHER – our community

OUR VISION:

Robbie, his peers and teachers are a valued part of the local community. Robbie, parents and peers participate in community activities, whether for the benefit of the school, the community, for other external organisations. When Robbie is out in the community, he represents our school well and is often praised for his behaviour by members of the community. School trips often make use of the local area and they enhance the learning experience, ensuring Robbie becomes a global citizen and ready for the next stage of his education. Robbie provides a valuable insight into the community. Staff are encouraged to take an active role in community activities. Robert Bakewell seeks to be a conduit to unity across the community, with a strong voice (both visually and virtually). Parental engagement and involvement will be high for the benefit of the whole community.

OUR PRIORITIES:

Children have a broad and balanced offer of **extra curricular** activities from creative ventures to sporting clubs. Teachers and subject specialists deliver these to extend and develop children's interests.

We believe that children need apply their declarative and procedural knowledge in real life context in through **trips** off site. Carefully chosen experiences that extends their understanding, further embed their knowledge making stronger connections.

Year 6 and Year 2/3 children are given the opportunity to go on a **residentials** to build resilience and other key learning behaviours. We push for high participation rates to be achieved for SEND and PP children.

We consider the holistic needs of pupils at Robert Bakewell and if there is a need, we always look to support. We know children learn best when their physical and emotional needs are met, therefore our Welfare team offer a huge wide range of support to both the children and families of **#TeamRB**

We offer opportunities throughout the year to engage parents in pupils learning, through showcase events. With a calendar of planned activities, the wider community are also involved in supporting our educational provision and valued as **volunteering partners**.





We learn, we care, we achieve, together