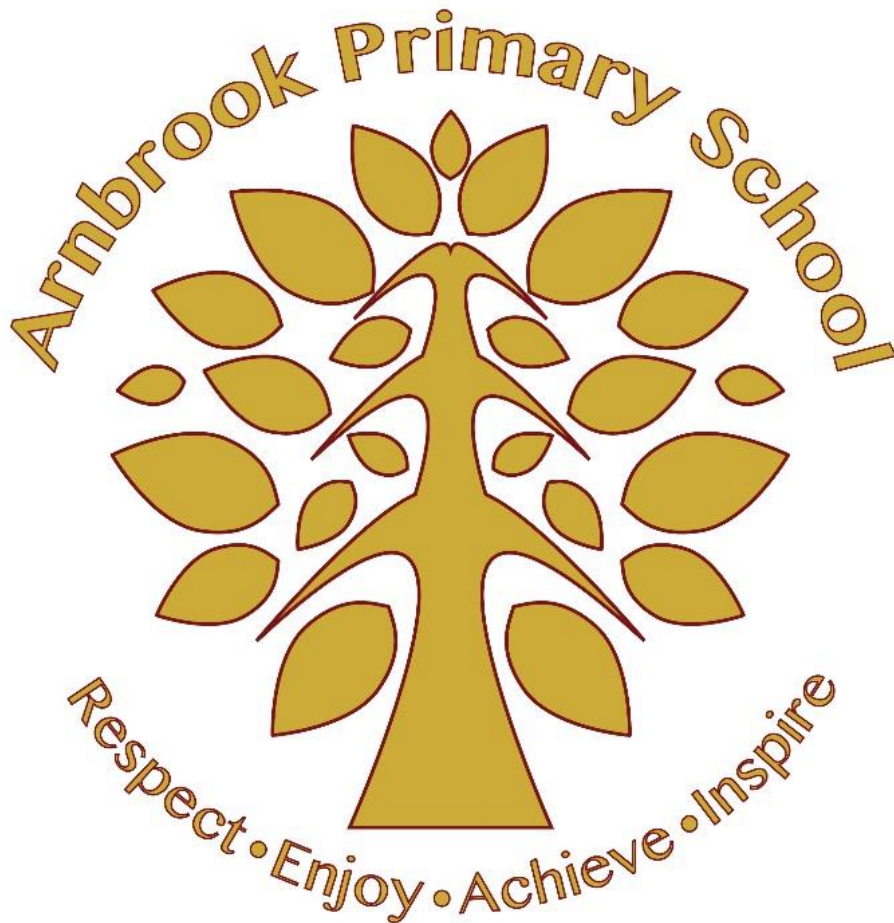


Arnbrook's Curriculum



Arnbrook's Curriculum: Intent

At the centre of our curriculum is a commitment to transforming the future of our children and igniting a lifelong thirst for learning. Our curriculum is designed to promote good mental health & build resilience in all our pupils, & ensuring that all members of the school community work together to strive for excellence in pupil wellbeing, achievement & attendance.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community.

The ability to learn is based on the teaching of knowledge, skills and concepts; underpinned by the following four values.

Respect

At Arnbrook, we aim to foster a sense of social responsibility in all our pupils and help them develop into outstanding citizens and to ensure they are well prepared for life in modern Britain. We aim to promote an awareness of wider global issues through our curriculum and links made with local and global communities.

Enjoy

We believe in instilling a sense of belief in all pupils that they can succeed; raising aspirations and developing a love of learning. We have a warm, tidy and positive environment in which children are eager to learn and children are proud of their school.

Achieve








At Arnbrook, we strive to provide the best possible outcomes for all children in a climate of high expectation. We want to equip all children with the knowledge, skills and understanding to succeed now and in the future.

Inspire

We want all children to be inspired by their experiences at Arnbrook; inspired to learn and grow, inspired to make a positive contribution to the local and wider community now and in their adult lives.

Arnbrook's Curriculum: Implementation

The following principles are at the centre of our curriculum design.

	Our curriculum is broad and balanced curriculum where all subjects are valued that will equip our children with a breadth of knowledge and skills in all areas of the curriculum.
	Our curriculum is meaningful and engaging and interesting, providing pupils with memorable and enriching experiences.
	Our curriculum is focussed on clear progression by carefully sequencing knowledge , providing clarity about what getting better in each subject means.
	Our curriculum is centred on the big ideas & concepts within each subject so our pupils develop their understating of how our world works.
	Our curriculum is focussed on vocabulary ; pupils are exposed to aspirational vocabulary across our curriculum & subject specific vocabulary is systematically introduced and taught to pupils. A focus on vocabulary is key to remembering and learning.
	Our curriculum is built around how children learn and how pupils retain key knowledge . We define pupil progress as 'knowing more and remembering more'
	Our curriculum is made powerful through the use of a whole school learning language ; which ensures our pupils develop their metacognition.

Arnbrook's Curriculum: Context & Response

Disadvantage

Despite being within an affluent borough council area, Arnbrook sits within one of 3 local 'wards' highlighted as a 'pocket of deprivation' suffering from inequalities that have emerged out of the demise of key industries and child poverty is 30% within Daybrook (Gedling Borough Council). This is reflected in the IDACI index: The school deprivation indicator is in quintile 4 (more deprived) of all schools, although the pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation as a large proportion of our pupils live outside our catchment area within areas with significantly higher levels of deprivation than our catchment area/postcode.

The proportion of 'Ever 6 FSM Pupils' (those known to have been eligible for free school meals in any of the previous 6 academic years) is 45% (January Census 2019) and rising; significantly above national averages.

We are proud to serve our local community and acknowledge the barriers that such disadvantage places on pupils' lives. Our curriculum is designed to address particular barriers to learning, by focussing on five areas of poverty; emotional, material, experience, aspiration and language. Areas of particular need are identified at child, class and year group level, as well as within subject areas, and addressed accordingly. For example, we identified that very few of our pupils experience learning how to play a musical instrument; our response to this is to ensure all our Y3 pupils learn how to play the ukulele for at least one term every year, and are offered additional tuition at a discounted rate.

Starting school

Typical entry for our pupils when they begin in Reception is between 30-50 months developing – below the typical of 40-60 months developing. This low baseline is seen across most areas but poor communication & language are areas identified as common areas of weakness. Our response to this has been to ensure that effective speech and language interventions are implemented across our EYFS, including the Nuffield Early Language Intervention.

Diversity

72% of the school population are White British, with a further 6% White Non-British This is less diverse than other schools in the region & nationally. The proportion of EAL pupils is also lower than figures regionally and nationally. To address this we ensure that we promote respect & tolerance of people of all faiths, races and backgrounds. For example, our history curriculum teaches children about key figures in black history, including Mary Seacolle in KS1 and Rosa Parks in LKS2. In addition, all pupils visit a place of worship or visit from a faith leader/local group every year.