






Regent Farm First School

Summary of RFFS Curriculum Intent

<p style="text-align: center;">Basic Skills</p> <p><i>This included areas of learning set out in the National Curriculum such as speaking, reading, writing and maths. We ensure that we teach new knowledge in an order which supports learning, either because it is important in its own right or because it is a building block to further progress.</i></p>	<p style="text-align: center;">Active Learning</p> <p><i>Active learning encourages children to seek out and enjoy challenge; to show resilience and determination when things get hard and to work collaboratively with others in a variety of ways. These areas have been carefully chosen to support our children in overcoming their key barriers to learning.</i></p>	<p style="text-align: center;">Curious Minds</p> <p><i>To have a curious mind is to ask questions, generate ideas and try alternatives. We encourage children to make connections with their learning and connect their ideas in imaginative ways.</i></p>	
<p style="text-align: center;">Respect</p> <ul style="list-style-type: none"> • Embrace differences • Remember to use manners • Consider other people's feelings • Listen to each other's opinions 	<p style="text-align: center;">Determination</p> <ul style="list-style-type: none"> • Never give up, keep on trying • Take it one step at a time • Focus on the end goal • Keep on smiling 	<p style="text-align: center;">Team Work</p> <ul style="list-style-type: none"> • Work together to share ideas • Small teams to worldwide teams • Listen to others and watch carefully • Open your eyes to other options 	<p style="text-align: center;">Curiosity</p> <ul style="list-style-type: none"> • Ask questions and share thoughts • Hunt out clues and ideas • Be equipped for anything • Don't just settle on the first answer, look at things from different angles 
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Intent</p>	 <p>It is the intention at Regent Farm First School that our curriculum extends knowledge, gives children opportunity and raises their aspirations for the future. We hope to inspire pupils and open children's eyes to the world beyond their immediate environment: to equip them with the skills they need to live happy, healthy and successful lives. Our curriculum not only teaches children the knowledge they need but it is intrinsically linked to essential skills for our pupils to succeed and thrive in life. It is our belief you cannot 'teach' these desirable skills in one off lessons, they have to be fostered in children and our aim is that the curriculum at Regent Farm creates conditions for these skills to develop within every child.</p>		

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Through our core values we teach children to be respectful, curious learners who work well with others and have the determination and resilience to overcome challenge while learning from their mistakes. At Regent Farm we are also keen to celebrate the diversity of life; we embrace difference and promote respect for all. Throughout our curriculum, reading and language is given a high priority; we passionately believe in the importance of reading, both as a skill in its own right and as a means for accessing the entire school curriculum – now and in the next phase of education.

Furthermore, to help raise aspirations, staff are finding purposeful outcomes and critical audiences to help bring the learning to life for the children. We do not believe one off career days/weeks will help our young people; instead we need to change their thinking overtime by constantly drip-feeding new professionals and occupations throughout their journey at Regent Farm. Our families are key partners in this, developing children’s knowledge, values and skills and we work closely with them to ensure the very best education for each and every child.



Implementation

We have thought about implementing our revised curriculum carefully to ensure it achieves what our learners need. We have considered key barriers to learning which our children face every day and thought about the skills we want to emerge in every child as a result of each aspect of our curriculum. We have broken these skills down into three areas 1) the basic skills (speaking, reading, writing, calculation etc) 2) active learning (enjoying challenge, collaboration, perseverance) and 3) curious minds (asking questions, generating ideas, trying alternatives, and connecting ideas).

When teachers are planning a topic of work they are first think about the subject specific learning for each area of the National Curriculum and consider how this learning fits into a sequence. Staff forge links from a set of non-negotiable concepts. For example, work could be linked around the themes of belonging, rights, freedom and integration rather than a traditional topic title of ‘Settlements’. It is our aim that our topics will therefore be cohesive, enhancing the essential knowledge taught with transferable life skills preparing children for life in our every changing world.

Concepts

Blue concepts are our Regent Farm Core Values.

Implementation

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Acceptance	Creativity	Faith	Loyalty	Segregation
Achievement	Curiosity	Fear	Morality	Spirituality
Balance	Destruction	Forgiveness	Necessity	Stewardship
Beauty	Determination	Freedom	Passion	Strength
Belief	Democracy	Friendship	Peace	Survival
Care	Difference	Hope	Poverty	Sustainability
Celebration	Discrimination	Identity	Power	Teamwork
Change	Diversity	Individuality	Prejudice	Tradition
Choice	Dreams	Influence	Pride	Transform
Community	Duty	Interdependence	Reliability	Trust
Comparison	Empire	Innovation	Respect	Truth
Conflict	Evolutionary	Imagination	Resilience	Well-Being
Consent	Failure	Justice	Responsibility	Wisdom
Consequences	Fairness	Logic	Rights	

At Regent Farm, purposeful links are made across the curriculum, both within subjects and across subject areas. This means that knowledge and understanding is built upon and consolidated causing a long-term change in a child's memory.

In addition to the National Curriculum, we value the power of authentic experiences; staff work hard to ensure that learning is brought to life and given relevance and meaning to our young people. This may be through activities in lessons, visitors to school, wider experiences and trips. This supports our key intent to raise children's aspiration and prepare them for life after Regent Farm.

At the heart of our teaching lies a language-rich learning environment. We hope this not only supports children's communication and vocabulary but also develops their questioning, confidence and curiosity. We use approaches such as Rosenshine's Principles, peer critique and curiosity cubes to ensure children are active participants in their own learning.

The areas below are implemented across school and any visitor to a classroom will see a variety of these approaches within a lesson.



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Curiosity: Children are taught to wonder, ask questions and share their thoughts. We want them to hunt out clues; talk about their findings and share ideas. As children develop their skills, we encourage them to look for other answers or possibilities by thinking outside the box, or from a different angle.

Respect: As soon children arrive at school they are taught the importance of respect. This is modelled by every member of our school community, in and out of classrooms. Children are taught to embrace difference and how to listen and reflect on other people's opinions. We teach children how to use their manners; consider other people's feelings and value collaboration.

Team Work: In every classroom you will see children working together, collaboratively. Team work is exceptionally important to everyone at Regent Farm. It not only enables children to build their communication skills and learn from one another, but it also develops a lifelong skill which will be useful throughout life.

Determination: All staff at school help children to become determined, resilient learners. In lessons children are encouraged to keep trying and never give up. We encourage them to take small steps forward, towards an end goal, and not be concerned by mistakes along the way. When challenges are overcome the children will celebrate their own, and peer, success.



Imaginative teachers: Class Teachers work collaboratively to bring children's learning to life through engaging lessons, practical experiences and purposeful stimulus. They ensure that learnt knowledge and skills are both memorable and engaging.

Opportunities for talking: At Regent Farm classroom talk is evident in every classroom from Nursery to Year 4. We teach the children how to talk effectively; age appropriate prompts support children in talk by modelling, scaffolding and extending responses. They are given a variety of techniques including how to debate, challenge, support, and critique. Children are taught the skills to engage effectively in communication through not only speaking, but also listening.

Opportunities for thinking: Teachers plan tasks which allow children space to think about their learning and apply it. A 'thinking culture' is created in classrooms and there is an expectation that all children will take part in this process. Children are asked to share and explain their thoughts, or note them down. This helps develop working memory and gives teachers opportunities to quickly address any misconceptions.

Questioning: Our staff team is skilled in using questioning to support learners to reach their potential. A mix of strategies allow class teachers to direct questions to individuals where necessary, or use a 'no hands up approach' to allow children to contribute freely. To stretch children's answers further, class teachers probe for reasoning and justification. Children are also taught the skills to ask effective questions, linking to our drive for curiosity.

Clear learning objective: Children are given clear tasks and learning objectives. They should know how their learning builds on previous lessons and be able to talk about a task. Our learning is sequenced carefully across the curriculum to enable children to make links and connections in their minds. We work to ensure the learning is relevant, engaging and accessible to all. Our aim is for children to remember their key learning, apply this into different contexts and draw upon previous learning experiences over time.

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Modelling and Support: Teachers will often give modelled examples to ensure that expectations are clear and children are scaffolded during independent practise. Children across school are taught to review examples in order to identify features, strengths or areas to develop. Support is also used in a variety of ways across school to ensure every child makes progress. This support is varied and dynamic from lesson to lesson, and child to child. The class teachers' take time to understand each child's individual needs and will support their learning effectively. They will know when the time is right to remove some support, building the child's independence, confidence and ambition.



At the heart of our curriculum, we want children to develop an enthusiasm for education; a lifelong love of learning and thrive in school. From their different starting points, all children will make good progress academically, emotionally, socially and physically. We aim that knowledge, understanding and skills will be secured and embedded so that children attain to the best of their ability and are fully prepared for their next phase of education. They will have strong communication skills, both written and verbal, and will listen with tolerance to the views of others. We aim for children to take pride in all that they do, always striving to do their best. We hope that a successful curriculum will allow children to demonstrate emotional resilience and the ability to persevere when they encounter challenge: they will develop a sense of self-awareness and become confident in their own abilities. We aim for our children to be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society.

Impact

