



Newport Curriculum Intent

- Equal opportunities for all using restorative practice theory and use of active approaches to engage pupils in their learning
- Building cultural capital through a creative curriculum
- Engage the diverse range of learners through a creative curriculum and provision of a stimulating environment and atmosphere
- Use of a creative curriculum as a vehicle to develop progressive knowledge and skills essential for life

Equal opportunities for all using restorative practice theory and active approaches to engage pupils in their learning

Pupils are given regular authentic opportunities to engage with carefully planned challenges. Learning Partners are used effectively to embed meta-cognition strategies. Active Approaches enable a diverse range of pupils to access a literacy rich curriculum and staff are seeking meaningful opportunities to develop this across the wider curriculum. Use of these strategies make a difference to all learners, but particularly those who are new to English and the education system or have significant gaps due to school moves. At Newport, there are no limits to what children can achieve and pupils are actively given ownership of their own learning to unleash their full potential. Teaching of resilience is interwoven throughout the school through everyday classroom practice, this includes: SMSC, collective worship, Rights Respecting, School of Sanctuary.

Examples of best practice

- Whole school active approach writing days
- Royal Shakespeare project UKS2
- Research rich initiatives, for example Curious Beasts, Wilderness schooling, Tees Valley Primary Careers pilot and Children Challenging Industry projects for children
- Promotion of Restorative practice strategies for building resilience and developing personal progression
- Children view themselves as learners and have an intrinsic desire to achieve

Practical ways we ensure this is happening

- Trialling new initiatives and, where impact is proven, this is up-scaled throughout the whole school and becomes a non-negotiable entitlement for all
- Whole school writing days are planned termly
- A bespoke package of support and induction for all new starters and new transfers is delivered, including a range of real-life experiences

Building cultural capital through the creative curriculum

All pupils are offered an 'Engage' for all topics taught throughout the year. Newport has a definitive strategy to engage with parents and carers throughout their child's learning journey. Teachers plan meaningful opportunities for children to be immersed in real-life experiences to bring learning to life. Every transition point in a child's academic journey is carefully planned to equip them with the knowledge and skills to prepare them for the next stage of learning. Newport has a strategic focus on oracy to reflect the unique needs of our pupils. This includes providing subject specific vocabulary, regular opportunities to talk during active approach activities and oracy focused interventions across school. As a result, this enables pupils to make connections and retain key knowledge in their long-term memory.

Examples of best practice

- 'Enrich' opportunities are carefully planned to engage pupils and provide a platform for future learning

- Teachers welcome parents and carers into school to take part in fun and engaging practical activities alongside their child
- Active approach days for writing to promote oracy and inclusion across school
- Promotion and celebration of pupil's use of their first language within all classrooms

Practical ways we ensure this is happening

- At least three 'enrich' opportunities, specific to the creative curriculum topic, are provided to every year group. This includes educational visits, visitors in school, artists in residence, expert or specialist teaching, residential visits and coaches with specialist expertise
- Senior Leaders and Governors are committed to poverty proof these opportunities to provide equality of access for all through effective use of pupil premium funding
- Parents and carers are expected to be invited into school at least termly to celebrate and actively engage in activities related to their child's learning

Engage the diverse range of learners through the creative curriculum and provision of a stimulating environment and atmosphere

The curriculum at Newport is carefully planned but flexible and responsive to the needs of all learners. An authentic pupil voice enables staff to shape and design the curriculum based on the interests of the pupils. Senior Leaders have significantly changed the indoor and outdoor spaces, this has optimised both the pastoral and academic provision. There is a high expectation that every classroom provides a stimulating environment that will enable pupils to take responsibility for their own learning and development. Classroom environments and excellent relationships between staff and pupils create safe spaces for children to take risks, to make mistakes and know that their contribution is valued. Knowing the pupils well in order to teach to their specific needs and motivate a desire to learn is paramount. Newport also prides itself on building close relationships with families and the local community to promote a love of learning.

Examples of best practice

- Staff are confident experimenters and feel they have permission from leaders to take risks and regularly reflect on their practice
- Pupils use the resources and displays within the classroom to support and access learning and help themselves to get 'unstuck'
- Pupil voice is a strength of the school and is given a high profile across all year groups
- The creation and strategic design of social spaces e.g. learning resource centre and bistro, are used to promote alternative learning styles and the personal development of pupils (social skills and interactions).
- Staff work hard to form meaningful relationships with pupils allowing them to have a good insight into pupil needs and interests both in school and beyond the 'school day'.

Practical ways we ensure this is happening

- Staff are given planning time in teams weekly to ensure professional dialogue and reflection on practice
- Learning walks are embedded
- The use of indoor and outdoor spaces are constantly considered to meet the needs of pupils and focus on pupil voice
- Restorative practice and a strong pastoral provision are used in order to meet the specific needs of individual pupils

Use of creative curriculum as a vehicle to develop progressive knowledge and skills essential for life

Essential knowledge and skills are mapped out in each subject to ensure progression for each year group. Subject Leaders and Teachers regularly seek opportunities for CPD and build meaningful relationships with external partners. Senior Leadership team and Subject Leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points. Pupils are given equal opportunities to experience the full breadth of the curriculum. At Newport, the formula of the basic skills matched with creativity enhances pupils' learning and engagement. Staff use assessment effectively to ensure the curriculum is meeting the needs and interests of all pupils.

Data is forensically analysed by Senior Leaders and shared with staff in pupil progress meetings to improve outcomes for all pupil groups.

Examples of best practice

- Staff use assessment effectively to respond to the needs of pupils, planning effective pre and post teaching
- Staff seek opportunities for CPD matched to their needs; they identify their own opportunities and work alongside peers in school and other settings to support best practice
- Senior Leaders forensically analyse data and work alongside staff to use data to accelerate pupil progress and support outcomes

Practical ways we ensure this is happening

- Staff meetings are used to deliver regular CPD opportunities to all staff
- Termly pupil progress meetings and half-termly moderation meetings in teams with SLT
- Annual hand-over from previous to new teacher in pupil progress meetings