



### **Newport Curriculum Intent**

- Ensure all pupils, regardless of background, experience an ambitious and engaging education that raises aspirations, broadens horizons, and prepares them for future success
- Engage the diverse range of learners (including SEND) through a well-planned curriculum and provision of a stimulating environment and atmosphere
- Use of the wider curriculum as a vehicle to develop progressive knowledge and skills essential for life
- Building cultural capital through the curriculum and enrichment

### **Ensure all pupils, regardless of background, experience an ambitious and engaging education that raises aspirations, broadens horizons, and prepares them for future success.**

Pupils are given regular, authentic opportunities to engage with carefully planned challenges that promote ambition and raise aspirations. A range of teaching and learning strategies, such as the use of Learning Partners, are used effectively to develop metacognitive skills and encourage pupils to take ownership of their learning. Active approaches ensure that all pupils can access a rich, language-focused curriculum, with staff continually seeking meaningful ways to strengthen this across all subjects. These strategies have a positive impact on all learners, particularly those who are new to English, new to the education system, or have experienced disruption in their schooling.

Opportunities to explore future pathways and careers are woven throughout the curriculum, helping pupils to understand how their learning connects to the wider world and inspiring them to aim high. Outdoor learning is also a key component, providing valuable experiences that build confidence, resilience, and independence while enriching the curriculum beyond the classroom. Pupils are empowered to take responsibility for their learning and are supported to develop the resilience and determination needed to fulfil their potential and succeed in the future.

#### **Examples of best practice**

- Active Approaches, Science week, Sports Week and Maths Week
- Royal Shakespeare project UKS2
- Research rich initiatives, for example Wilderness schooling and Children Challenging Industry projects
- Promotion of Restorative practice strategies for building resilience and developing personal progression
- Children view themselves as learners and have an intrinsic desire to achieve, staff are open and share their own learning journeys
- Children are becoming more resilient when making mistakes and seeing them as a learning opportunity

#### **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
- A bespoke package of support and induction for all new starters and new transfers is delivered, including a range of real-life experiences
- Access to high-quality practical and interactive resources support all children to engage and deepen learning in core and foundation subjects

### **Engage the diverse range of learners (including SEND) through a well-planned 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. 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
- Alternative seating arrangements, opportunities for physically active learning and active bursts support different learning styles
- 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 the wider 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 and targeted interventions are provided where needed to close attainment gaps
- 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
- Pupil progress meetings focus not only on academic progress, but also maintaining engagement

### **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

## **Building cultural capital through the creative curriculum**

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 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**

- Opportunities to enrich 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
- Use of Active approaches promote oracy and inclusion across school. These Active Approaches are embedded throughout the whole curriculum
- Promotion and celebration of pupil's use of their first language and culture within all classrooms
- High-quality CPD/resources to support teacher knowledge and subject leader development in subjects across the curriculum

### **Practical ways we ensure this is happening**

- Every year group has the opportunity for educational visits, visitors in school, artists in residence, expert or specialist teaching, residential visits and coaches with specialist expertise
- Use of the local area to enhance engagement and knowledge
- 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 throughout the year to celebrate and actively engage in activities related to their child's learning
- Extra-curricular opportunities including choir, art club, science club, after school club, sports clubs and breakfast club