



## Alderman Jacobs School Energy for Life, Learning and the Environment

### A Curriculum of Intent

The curriculum at AJS is meaningful, manageable and motivating. It more than fulfils the requirements of the National Curriculum programmes of study, being ambitious for all pupils in its intent. At Alderman Jacobs we aim to raise educational achievement and attainment equitably as a vital key to improving the quality of life for all of our pupils now and in the future.

The curriculum is a vehicle through which our values are communicated and lived on a day-to-day basis. We strive at all times to be a force of positive energy in the local community.

We value and promote:

- Energy for Learning: progress, skills and attitude
- Energy for Life: health, aspirations and sport
- Energy for the Environment: Respect, compassion and being 'green'

At Alderman Jacobs particularly value the following skills and actively help our pupils to develop them - we believe these skills are a vital foundation for their future lives:

- Communication
- Independence
- Resilience
- An appreciation of diversity



## **A Meaningful Curriculum**

Children at Alderman Jacobs have:

- a curriculum that is rich in the key concepts, skills, knowledge and vocabulary of each subject
- opportunities to develop a range of skills for learning and life, in particular good oracy and communication
- experiences that enable them to have a positive attitude to challenges, themselves and others and ensure that they value individuals and communities

Teachers have:

- strong knowledge of the requirements of the National Curriculum
- a clear understanding of the rationale behind the curriculum and how it relates to the pupils of Alderman Jacobs School

## **A Manageable Curriculum**

Children make good progress by experiencing a carefully planned curriculum that takes into account:

- how children 'learn' the curriculum, for instance through linking knowledge to overarching concepts that recur in each subject and by enabling pupils to see how their learning relates to what they have studied previously
- the time needed for pupils to solve problems and ask questions using their knowledge, thus allowing independence and application of knowledge
- opportunities for pupils to review and revisit learning so that it 'sticks' in their long term memory

Teachers who facilitate good learning because they have:

- a well organised curriculum led by skilled subject leaders, in which progression through concepts, skills, knowledge and vocabulary in each subject are clearly stated
- subject knowledge, CPD, pedagogical knowledge and resources that underpin their teaching of the full curriculum



## A Motivating Curriculum

Children experience a curriculum that is:

- interesting and challenging so that they are fully engaged in their learning and want to explore subjects in depth
- enriched by practical activities, visits and visitors that inspire and excite them, enabling them to have good memories of learning and their time at school
- inclusive of the needs and interests of all learners so that they are motivated, build confidence and take pride in their achievements

Teachers:

- are inspired by the subjects they teach and pass this enthusiasm on to pupils
- have good knowledge of all areas of the curriculum and can share areas of strength and expertise in their team