



Curriculum Statement

2024 -2025

Here at Granby, we provide a **broad and balanced** curriculum, that is both **inclusive** as well as **challenging**. It aligns with our ethos of '**Care to Achieve our Best**', enabling children to learn **progressively** to know more, to remember more, and consequently to do more.

Our ethos embodies **ABC**, as does our curriculum design.

Academic

Rooted in the National Curriculum, with clearly mapped progression of learning.

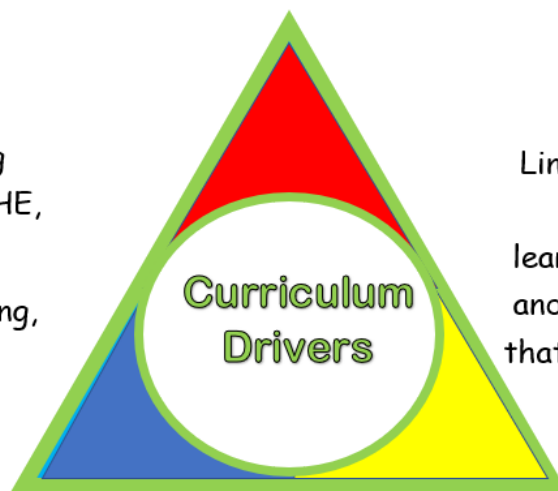
Linked to 'Achieve'

Behaviours

Linked to 'Care' including behaviour for learning, PSHE, SMSC, British Values mental health and well-being, and THRIVE

Contextual

Linked to 'Best' by looking at addressing barriers to learning, creating aspirations, and responding to local issues that may prevent achievement.



Academic

The design of our curriculum is rooted in the National Curriculum. It has a clearly sequenced progression of learning, which is ambitious and enables **all** pupils to have access – including pupils with SEND. Our curriculum facilitates teaching the knowledge required for learning now, having built upon that learnt at KS1, as well as developing learning of the foundations for the continuation of pupils' learning journey at KS3/4 and beyond. Both the taught curriculum, and the wider opportunities, support the development of cultural capital in experiences, opportunities and language, as well as skills and personal qualities needed to succeed in education and the wider world.

This is linked to 'Achieve' at every level and in every subject. Challenge and high expectations are part of our planning and delivery, but we also acknowledge the small achievements that may be huge for some children in some subjects. We celebrate talent at all levels and disciplines.

Behaviours

We recognise that learning can only take place when pupils are reading to learn. Linked to 'Care' we place high values on good behaviours for learning, which is supported through our Positive Discipline policy and behaviour ladder, PSHE lessons, SMSC, British Values embedded in lessons and consolidated through assembly work, and THRIVE which is a thread throughout school. We acknowledge that behaviours needed for learning, are modelled by the adults, and support the children through necessary adaptations for children with additional needs, at all levels. This forms part of our high expectations for all children – enabling equity of access through quality first teaching and inclusion.

Contextual

This is linked to 'Best' by both looking at addressing barriers to learning for all pupils including SEND, Pupil Premium and other vulnerable pupils, and by creating aspirations through curriculum content, visits and STEM work. It also looks at our local context and how we as a school may need to teach, support or counteract experiences and views within our community.

This aspect is currently being revisited in line with the EEF implementation cycle, to enable us to strengthen the work already done, and respond to new challenges in the post COVID world.

Summary

Our curriculum provides lots of learning challenges throughout the academic year that will require children to solve problems, apply themselves both academically and creatively, and express their knowledge and understanding effectively across the curriculum.

It has well sequenced learning experiences which are built on prior learning, to enable pupils to have context for their learning as well as develop their knowledge sequentially. Links with the community and the wider world, through trips, visitors to school and a variety of experiences, help build cultural capital, and prepare pupils for their life beyond Granby.

If you are a new member of Granby, or are just finding out about our school, and would like to find out more, please explore the subject maps and information, or we, and the pupils, would be happy to talk to you about the great things we do in school.