



Ashfield Junior School

Curriculum Overview

INTENT

Ashfield Junior Schools curriculum is built around the main principles of developing **curiosity, resilience, metacognitive skills and global citizenship.**

These principles have been chosen after years of research and evidence gathering into what were essential skills for our children to develop. We know that if our children can understand themselves as learners, have the skills to plan, monitor and evaluate their learning and experience success this helps to increase their independence and motivation to learn. Our leaders in school work closely with national evidence to support this work in all classrooms.

West Cumbria is an area of the UK that can find itself isolated and 'cut-off' from events and life in other parts of the country and the wider world. This is the rationale for having 'Global Citizenship' at the centre of our curriculum. This coupled with an exposure to high quality texts and enrichment experiences ensures that our children develop a range of cultural and social skills that will go on to benefit them throughout their lives. We want to empower our children so that they can go on to have choices about their lives beyond education as they have the relevant knowledge and skills to open doors.

IMPLEMENTATION

Everything we do is chosen in an evidence-informed way. Our role in leading the work of the Education Research Alliance for the local WELL Project means that we have access to the latest educational evidence and research and close links with a range of national education experts. This focus on what national and local evidence is telling us is used alongside our own in-school evidence to ensure that our Implementation decisions and processes give us the best chance of success.

Building resilience, perseverance and a 'can do' attitude where the children are not afraid to make mistakes is at the centre of the way we plan and deliver our curriculum. Throughout all subjects we also focus on how we can improve the children's understanding of the world we live in and their place as 'Global Citizens'. This is achieved through developing character strengths and using a range of resources and guidance to give a global focus to our planning and teaching the values of tolerance, respect, democracy, rule of law and individual liberty (often termed British Values) through our curriculum.

The children are expected to actively contribute to the school and local community as well as thinking about their wider responsibilities as a member of the global community. You will often see references to the United Nations Sustainable Development Goals around our school and the children develop their thinking through an integration of these goals into curriculum planning. Many of our enhancement activities are built around these goals through an active Global Goals group.

The school has a Global Schools lead teacher who leads on these developments and supports all staff to enhance their provision.

One Decision and the Jigsaw PSHE scheme is used to ensure our pupils develop the personal and social skills that help them to develop self-esteem and relationships with others alongside healthy lifestyles and wellbeing. ELSAs, Decider Skills, Kidsafe, NSPCC and our local Mental Health Support Team help us to deliver specialist content to enhance our curriculum provision. Discovery RE is also used to ensure our pupils develop an understanding and tolerant attitude to people of all and no faiths. RE themed days take place throughout the year and often an expert visitor is invited to school to teach the children about their faith. We mark a range of religious festivals throughout the school through celebration events e.g. for Diwali, Eid, Christmas & Rosh Hashanah. We became a flagship Discovery RE school in 2025, something we are very proud of.

To support our children to adopt healthy lifestyles they have 2 sessions of PE each week both using the indoor and outdoor space. Year 4 attend intensive swimming tuition and Y6 access water safety sessions. A specialist member of school staff leads high quality sessions that develop specific skills, support pupils to work together and encourage the children to enjoy being active. To enhance this provision the children also have many opportunities to take part in inter-school and County competitions for sports such as football, gymnastics, basketball, hockey, dodgeball, bowls, orienteering and swimming. In-school and out-of-school performance is celebrated in weekly assemblies allowing the children's achievements to be acknowledged by others throughout the school year. Staff from Ashfield also organise and run annual Workington Football competitions. The children also have access to an outdoor classroom and woodland area within the school grounds that can be used for a variety of outdoor learning experiences. All pupils attend Forest School sessions throughout the school year led by our own Forest School teacher in our grounds. Here the children have the chance to learn outdoors, spend time in nature and develop essential independence and teamwork skills.

We actively take part in Safer Internet Week, Anti-Bullying Week and Children's Mental Health Week to promote these key issues with both our pupils and families.

Our implementation of CUSP (Curriculum with Unity Schools Partnership) for Reading and Writing ensures that an evidence-informed approach is taken to the teaching of these key skills and metacognitive development is central to its delivery. Pupils work through an 'Explain, Attempt, Apply' process to develop and embed their understanding and use of reading skills. High quality texts are used to expose the children to a range of styles and authors, helping to develop their cultural understanding alongside their skills as readers and writers. Pupils work through a 'Plan, Draft, Edit and Publish' cycle when writing so there is always a final piece and purpose to writing.

Any pupils requiring some additional support to develop strong foundations in reading are identified and have access to daily Little Wandle Rapid Catch up Phonics sessions. York Reading Assessments and teacher professional judgement are used to help identify these pupils. Bubble Handwriting techniques are being used throughout school to support pupils with high expectations of handwriting and presentation.

We take all of our children to join the local library and an author visits every year to talk to the children about the books they write and work with them on a creative task. All children receive a signed copy of the authors book and get to meet them.

Our Maths curriculum focuses on the development of key skills with the time and opportunity to consolidate these and apply them in problem solving contexts that use the children's ability to

reason and explain. An 'I do, We do, You do' approach is used to give pupils time to practice skills and allows teachers to check understanding before moving on to develop consolidation, independence and mastery. To support this we use a range of planning materials such as White Rose and Classroom Secrets alongside other resources. To ensure all pupils have the chance to explore and develop their skills we use manipulatives. The process of maths being concrete then visual then abstract is vital in the learning process and ensures that our children get more chances to really consolidate and understand basic principles before moving forward.

To ensure the children build on strong foundations when they join us in Y3 the Mastering Number programme is used and then built on throughout Y3 and Y4 through Number Sense. This ensures the children develop a strong understanding of additive and multiplicative facts and develop 'factual fluency'.

For those pupils needing additional support, maths intervention groups can be utilised in all year groups. Immediate intervention is often given within and at the end of lessons where needed. All pupils are expected to access TT Rockstars online at home and at school to further improve their rapid recall of times table facts and related division facts. Various special themed days take place throughout the year such as NSPCC Number Day.

Science, History, Geography, Art, DT, Spanish, Music and Computing are all taught as discrete subjects in our curriculum using a range of schemes and resources to allow teachers to develop skills in progression throughout school. This helps us to ensure the children have a good understanding of what it means to be a 'geographer', a 'historian', a 'scientist' etc. Our global emphasis means that work is often linked to current global issues such as Fairtrade when looking at Healthy Eating in Y3 or water consumption when studying Rivers in Y5 and Climate change in Y6 as well as introducing the children to cultural opportunities they may not get outside school. These may include experiences such as a visit to a local museum, some rivers fieldwork, STEM engineering and coding visits. All year groups use educational visits and visitors to enhance their curriculum provision as well as residential visits in Y4 and Y6 to promote citizenship, wellbeing and social skills.

IMPACT

There is clear progression of knowledge and skills in all subjects. Assessing against these allows us to ensure that pupils are meeting age related expectations in all areas of the curriculum and prepares them well for secondary school. Through the use of our Feedback Policy teachers are constantly checking pupil understanding before moving on and providing challenge where appropriate. This is done through a range of strategies such as feedback on whiteboards, use of hinge questions, multiple choice quizzes, talking heads alongside more formalised assessments or tests.

Assessments are used to ensure that we effectively track and monitor the progress pupils make during their time with us. Formal assessments are carried out three times a year in reading, writing, grammar/ punctuation & spelling and maths. This information is used alongside teacher assessment in these areas. Teacher assessments are also carried out for all other subject areas mid-year and end of year. This assessment information is then used by teachers to identify pupils who may need some additional or different provision and identify gaps in learning for future planning. Standardised tests are used on entry, at the end of Y4 (as a mid-point check through the key stage) and then through SATs at the end of Y6. Regular monitoring and evaluation takes place throughout school by subject leaders to ensure that work across all areas of the curriculum

is of a good or better standard. This work ensures that we keep a close eye on the impact of our teaching and allows us to reflect on any changes that may be needed.

Our curriculum ensures that our children develop personally, socially and academically acquiring skills relevant to both the local, national and global society that they will grow up in. Our main aim is to ensure that these skills help them to then make a positive contribution to their communities as they go on to secondary education and adulthood.