



**NEWHALL  
JUNIOR SCHOOL**  
Lionheart Educational Trust

**N.J.S**

Our  
Intent  
Implementation  
Impact

## Newhall Junior School

### OUR INTENT

#### **AIM: To provide a World Class Education at N.J.S.**

At Newhall Junior School our curriculum is ambitious, sequenced and under continual review. It is designed to give our children the knowledge and cultural capital they need to succeed in life, underpinned by the evidence informed research of cognitive science. Central to our curriculum is personal development. We know happy, well-rounded individuals who are self-aware about their wellbeing and health will be better learners.

Strengthened with positive relationships, our curriculum focuses on the following areas for our Newhall children to succeed.



**Knowledge** - According to The Matthew Effect (Robert K Merton 1968)- the more you know the more you can learn. At NCJS we want our curriculum to help pupils build a deep web of knowledge that they can recall and draw on to make connections within their learning.



**Skills** – Armed with skills to solve problems and think like the experts in that subject, we aim to prepare our pupils for life beyond Newhall and a lifetime of success.



**Experience/Cultural Capital** – By strategically planning ‘real-life experiences’ into the curriculum, our pupils will be exposed to new concepts, scenarios, environments, people, ideas and artefacts. Children will then be able to make cognitive links to prior knowledge and build upon this to move from novice to expert learners.



**Vocabulary** – Language is our tool for thinking and learning. We want our pupils to be articulate communicators who are expressive and language rich which, in turn, will statistically improve their life chances ([Talking About a Generation](#)).

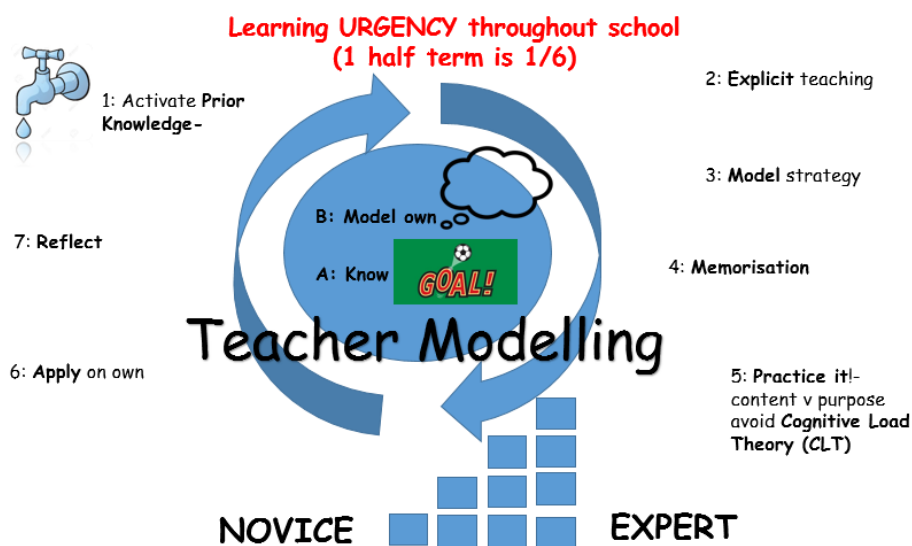


**Reading** - We believe that reading is one of the most essential skills children can learn at primary school. ‘Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually...Reading also enables pupils both to acquire knowledge and to build on what they already know.’  
NC

All our subjects are valued and coherently planned to ensure progressive, sequenced delivery of knowledge and skills which is underpinned by the National Curriculum Programmes of Study. By building on prior knowledge with subject specific vocabulary, we develop each child’s understanding, so they know and remember more. We also actively look for opportunities to adapt lessons, where appropriate, to ensure learning is accessible to all, making our curriculum bespoke to our school context. By including enriching experiences and opportunities that children can draw upon, they develop skills for life. All this is underpinned by high ambitions for all pupils, irrespective of their starting points, and particularly when it comes to reading as a vital tool for accessing the rest of the curriculum.

### OUR IMPLEMENTATION

At Newhall Junior School, the curriculum is implemented using the diagram below:



A: Adults must be clear about the content and the prior knowledge that a child should have to access this new learning.

B: Adults must model their own thinking to help pupils develop their meta-cognitive and cognitive skills.

1: By activating prior knowledge through real-life experience, language and reading, children will be able to make cognitive links. Activities should 'drip feed' intrinsic load to maximise germane load.

2: This is what the children will learn. This is direct teaching.

3: Modelling strategy and questioning from teacher to children, children to teacher, children to children (peer collaboration).

4: Memorisation is designed to embed learning from working memory to long term. For example: chunking, repetition, chanting, LCWC, make a link to prior knowledge.

5: Practise. It is essential that content vs purpose is equally balanced with an appropriate level of challenge, avoiding cognitive overload. When learning new content ensure that children have mastery of the recording style.

6: Apply on own. Children need to rehearse the skill to learn the content.

7: Reflect. Children have the time to monitor their learning and assess if it was a successful strategy. Elaboration opportunities present themselves throughout the learning journey; children are able to explain something learned to others (Bisra et al 2018).

Assessment:

Assessment is used to check and develop pupils' understanding, to inform teaching, and to help children embed and use their knowledge fluently. It is used to help identify next steps and to make sure that children are sufficiently prepared for future learning.

To inform upcoming planning a 'gap analysis' is populated from core formative data. This is collected 3 times a year. This can be 'drip fed' into the wider curriculum.

Assessment for the wider curriculum is ongoing and through key statements at the end of a topic. These teacher assessments are evidenced through the children's use and understanding of the knowledge, skills, concepts and specialist vocabulary.

In all lessons, and whenever possible, teacher feedback is to be given to children during the lesson to have an immediate impact on learning- instant feedback. This is in the form of verbal and written communication.

### THE IMPACT

At NCJS, children are confident and able to talk about what they have learnt using subject specific vocabulary. They enjoy learning and can recall it over time. Children's work demonstrates that the curriculum is taught at an age-appropriate standard across each year group with opportunities planned in for pupils working at greater depth, with suitable levels of scaffold.

- Pupil books will showcase their learning.
- We close the gap between KS1 outcomes.
- Attainment of disadvantaged/SEND learners increases.
- High learner's attainment increases.
- Combined is above the national floor target.
- All pupils are offered a broad curriculum.
- Pupils are fluent, confident readers who have the skills to infer meaning.
- Pupils are ready for their next stage of education.

### **When a Newhall Junior child moves onto Key Stage 3, they will be:**

#### **Self-regulated learners:**

Love for learning  
Curious  
Knowledgeable  
Readers  
Problem solver  
Reflective  
Confident



#### **Well-rounded:**

Active  
Healthy  
Respectful  
Creative  
Kind  
Open-minded  
Happy  
Self-belief  
Cultured

#### **Good communicator:**

Language rich  
Expressive