



The Curriculum at Anglesey



Our School Vision:

Inquisitive, Resilient, Independent

At Anglesey, we are a vibrant and nurturing school community, where children are given the skills to become, inquisitive, resilient, independent learners.

Our curriculum provides a range of creative, challenging and inspiring experiences for all. This equips our children with the life skills to be happy, flourish and be successful...*Today, tomorrow and in the future.*

Curriculum Intent

At Anglesey, our curriculum is broad, ambitious and is designed so that all pupils have the knowledge and skills they need to prepare them for later life. We want our pupils to become inquisitive, resilient and independent learners, by providing them with a range of creative, challenging and inspiring experiences. We equip our pupils with the life skills to be happy, flourish and to be successful.

We have carefully planned the knowledge and skills that our pupils will gain at each stage through the curriculum from the start of EYFS to the end of Year 6. Our subject leaders have planned the curriculum to ensure that it is clear, coherent and well sequenced. Connections, skills and knowledge are made and built on wherever possible. Subject content is broken into components and sequenced in a logical progression, systematically and explicitly, for all pupils to acquire the intended knowledge and skills, so that they know more and remember more.



Curriculum Implementation

Our Curriculum leaders each has a schedule of monitoring, Continuing Professional Development and assessment to ensure that pupils build their knowledge and apply that knowledge as skills and to ensure consistency and good quality teaching and learning. CPD for all staff is a priority to ensure they have the necessary skills and knowledge to deliver the highest standards across the entire curriculum. Music, art, Mandarin and sports specialists work alongside teaching staff to enhance curriculum delivery.

Key concepts are threaded through our curriculum areas, so that our pupils can transfer key knowledge to long term memory and apply it fluently. E.g. in History there are three main key concepts 'Power' 'Pioneers' and 'Culture', which are carefully planned to be built on and revisited in each 'topic' and link with other subjects where possible. Some of our curriculum areas follow published schemes, however our curriculum has been designed around the needs of our pupils, so is bespoke to Anglesey. Developing vocabulary is key across the curriculum for our pupils, so that they can speak clearly and knowledgeably.

Our curriculum recognises the importance of pupils' physical and mental well-being in shaping their long-term life-style choices.



Curriculum Impact



Our children are inquisitive, resilient and independent learners who demonstrate a thirst for learning, Curriculum leaders monitor lessons, pupil's work and check pupil voice and assess this throughout the year and ensure that teachers are delivering the curriculum with consistency and a good level of teaching across the school. Day-to-day, on-going assessment is a crucial method of assessment which provides instant feedback to the teacher and ensures progress within every lesson. Assessment for Learning strategies are used in all lessons.

Lessons refer back with a short review and build on previous learning. New material is presented in small steps with time for pupil to practice each step. Teachers think aloud and model steps and worked-out problems and provide feedback. Pupils answer key questions and develop independent practice.

Our children are well prepared to access the challenges of the secondary school curriculum and have aspirations for the future and know that these can be realised with hard work and determination. Our children grow up being able to make a positive contribution to the world in which they live.

Progress is assessed regularly. At the end of each term, assessment data is gathered and progress is checked by all leaders. Children are expected to make good or better progress in all subjects and this individual progress is tracked. In cases where children are identified as making slow progress in English or Maths, rapid interventions are put in place to address gaps in learning.