

# The 'E' Curriculum

Excellence and Enjoyment at Kobi Nazrul

## Entitlement

The learning opportunities / experiences we want all of our children to have before they leave primary school. These opportunities allow children to broaden their horizons and create aspirations.

## The Kobi Nazrul 'E' curriculum



## Enrich and Extend

We **enrich** by providing engaging experiences, beyond the expected, that enhance the curriculum and allow children to apply their learning.

We **extend** by providing experiences that encourage children to discover new interests, develop their talents and further raise their aspirations; this includes working with partners beyond Kobi Nazrul.

## Expected

These are our non-negotiables. All children are included. Through adaptations all our children are able to access the curriculum and develop the skills they need for life.

## Enterprise

We provide opportunities for our children to see themselves as members of a society who can effect change within and beyond the school community

Independence, Confidence, Ambition, Respect, Reflectiveness, Enjoyment

**Creating opportunities, building aspirations, inspiring success.**

## CURRICULUM

- Our curriculum is **principle led**. External elements influence, not dictate what we do
- Our curriculum is deeply underpinned by our **core set of values** and those of Britain.
- Oracy is placed at the heart of the curriculum, with children being given **opportunities** in a wide range of **contexts** both inside and outside of school to develop their skills.
- Our curriculum will give children the mathematical, literacy and life skills across a range of subjects and contexts.
- Adaptability: Children have opportunities to behave and adapt to different in a wide range of social and cultural settings. **Interpersonal skills**: Children have **opportunities** to engage with different audiences. They develop skills in presenting. Children understand that we are all different and can interact appropriately and **confidently**.
- Life- long learning: All members of the school **community** continue to **learn** and **share** their learning with each other.
- Our curriculum operates on a two year cycle so phases can plan together as we believe collaboration supports us in **achieving** the best outcomes we can for our children.
- Children can articulate links in their learning and our **key concepts** provide a vehicle to support children in making **connects** and **remembering** more.

## MONITORING AND FEEDBACK

- Targets are **agreed**, realistic and achievable in number
- Development points are what will have the most **impact** on children
- The process is **empowering**- coaching in style but mentoring where appropriate Eg: give statements/ questions/ suggestions (resources/ behaviour management/ who to ask for further ideas- if appropriate)
- Makes each person feel **supported**
- Conducted with professional **respect** and trust
- The process is open, **honest** and managed sensitively
- 2 way, 360 degree dialogue
- Evidence based
- Peer observation
- We all have **opportunities** to observe: let's share the privilege!

# Principle led learning and growing for EVERYONE



## BEHAVIOUR

- Children **enjoy** learning and want to do their best.
- Children are **active** learners through listening, questioning, thinking and talking about learning.
- Pupil Voice: Children are **ambitious** for **themselves** and each other. They have an opinion and can share it **confidently** and **respectfully**.
- Children communicate effectively and are **confident** readers and writers.
- Children are proud of **success** and celebrate achievement; their own and that of others
- Children work **co-operatively** and **independently**.
- Children make **responsible** choices in their learning and behaviour
- Children develop positive relationships with each other, staff and the wider community and see themselves as an important part of this.
- Children **care** for our learning environment and resources.
- Children always treat others with **respect** and consideration and **expect** to be treated in the same way themselves.

# FACTORS DRIVING THE DELIVERY OF OUR E-CURRICULUM

High deprivation

Little space – overcrowding / no garden

Families with little English

Families who need support on using public transport and facilities

Our families do live close by one another

Post-pandemic

Family stress

Home routines

Growing exposure and usage of technology

Culturally we are becoming more diverse

Time

Supporting enrichment alongside classes children attend outside of school

# EXPECTED

- **We expect** children will be able to read, write and count at their age related expectations confidently (unless there is identified need). Reading is a pleasure and a good habit.
- **We expect** children to have a good knowledge of the world around them and question with curiosity.
- **We expect** children to be self-aware and take responsibility for their feelings and actions.
- **We expect** children to know how to be healthy and keep safe online in an age appropriate way.
- **We expect** children to be independent, speak up, and uphold our school vision and values.

**To achieve this** as a school we:

- have a well-established curriculum which can be adapted, with high quality teaching from all adults within their role. Staff have relevant high quality professional development which includes a culture of professional sharing, support and respect for each others' roles and skillsets.
- have a psychologically safe culture for both children and adults to learn and thrive in; this includes through encouraging risk taking and learning through mistakes. Everyone teaches at Kobi!
- have a curriculum is inclusive and adapted for groups and individuals or to make sure we can maximise the opportunities we give our children. We review and adapt to ensure equitability.

# ENTITLEMENT

Our curriculum is now well-established. We do not need to use our 'entitlement tracker' anymore – instead, we have opportunities mapped out over the two year curriculum cycle to ensure children have a broad range of experiences they may not naturally get during childhood because of the contextual factors we identified as being representative of our community.

Class teachers ensure they plan for the vast majority however, we are not a school whose curriculum is completely fixed. We know the richness of London and our position within the city often means opportunities present themselves to us (and often for free) so we make adaptations to our curriculum to make sure these learning experiences are not missed out.

# ENRICH AND EXTEND

IN SCHOOL EXAMPLES		OUT OF SCHOOL	OPPORTUNITIES
<p>Trips</p> <p>Planned curriculum opportunities</p> <p>Job Centre</p> <p>Talent shows</p> <p>Sports days</p> <p>Fundraising events</p> <p>Daily deeds</p> <p>Family Breakfast</p> <p>World Book day</p> <p>Reading and Tech partners (Robot Wars)</p> <p>Learner centred approach (SEND / Inclusion)</p> <p>Visitors</p> <p>EYFS space / provision</p> <p>Cooking/library/sensory bus</p>	<p>Community outreach (senior citizens home)</p> <p>Family seaside</p> <p>School journey</p> <p>Through high expectations</p> <p>ESOL and parent programmes (including volunteers)</p> <p>Racial literacy</p> <p>Workshops:</p> <ul style="list-style-type: none"> <li>- Stone Age</li> <li>- Conductive music</li> <li>- Equaliteach</li> </ul> <p>Pet rabbits</p> <p>Half Moon theatre</p> <p>Clifford Chance – opera</p> <p>Parent coffee mornings</p>	<p>Clubs</p> <p>Summer school</p> <p>Holiday club (HAF fund)</p> <p>Pick ‘n’ Mix</p> <p>Competitions (local)</p> <p>Holiday swimming</p> <p>Poetry slams</p> <p>Sports events</p> <p>Sharing resources with families (eg: recipes – playdough)</p>	<p>Daily/weekly ‘give me 10’</p> <p>Pen Pals</p> <p>Spain: MfL Spanish events</p> <p>ICT room – inclusive provision</p> <p>The bus</p> <p>Green spaces</p> <p>Newsletters</p> <p>Library</p>

# ENTERPRISE

Enterprise at Kobi Nazrul is learning about and participating in positive social or business change. It provides opportunity for our children to undertake a project and through this, be resourceful and interact within a network beyond their usual class.

We hold a major whole class enterprise event biannually, however, enterprise is also threaded not just within the curriculum but school life. Other examples include:

## OTHER EXAMPLES OF ENTERPRISE AT KOBI NAZRUL

School Council projects (eg: litter at the front of our school)

Bike loan scheme

Parent volunteer programme

Fundraising

Job Centre

Christmas lunch

Talent show

Pupil voice initiated changes

Young Coney programme

East 1 Enterprise project

Funday stalls

Food bank

Year 6 Take Over assemblies