

Curriculum Statement

Our curriculum is designed to reach our vision: to empower every child to have the knowledge and skills to achieve in modern Britain and the wider world.

Curriculum Drivers

Equality: recognising that certain people have experienced discrimination and that everyone deserves the same rights and opportunities.

Empowerment: enable people to take control of their learning and development for use in their own lives, communities and the wider world.

Environment: understanding the world around us and how we can shape our future

Fun : We learn through curiosity, excitement and enjoyment of our subject.

Universal : We learn that everyone can aspire to be a master in a subject

Thoughts and Talk: We are able to articulate our thinking using specific vocabulary

Understanding of the world: We learn the purpose of our subjects in the modern world

Responsibility: We learn we are responsible citizens and that we can make a difference

Environment: We learn how decisions affect our environment and the wider world

Special people: We learn about individuals who have shaped the world and make links with our own lives

Intent

Curriculum drivers shape our curriculum. They derive from an exploration of the backgrounds of our students in Broseley, our beliefs and research about high quality education and our Christian values as a church school. Our curriculum drivers raise the cultural capital of our students, giving them the knowledge to skills to be able to live and work anywhere in the world.

Implementation

Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory.

Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which takes time.

Our curriculum has been designed to reflect our view that the acquisition of knowledge and skills are closely linked, and that both are essential for children to achieve in Britain and the wider world.

Our curriculum is framed to reflect the Purpose and Aims of the NC and so support the children's progress. The same concepts of equality, empowerment and preserving the environment are explored in a wide breadth of topics and pupils return to them repeatedly, gradually building an understanding of them.

Our curriculum map is organised through two-year rolling programme. It has been mapped to ensure that we fully cover all requirements of the National Curriculum and that current learning builds upon pupil's prior learning in approach, subject content and vocabulary.

Every subject has a co-ordinator who ensures there is progression in the key knowledge and skills that are required in that subject. We strive to empower our co-ordinators to have the tools and knowledge to be experts in their area through continuous professional development.

Learning within each topic, though linked by content theme, is structured to develop the children as learners within each separate curriculum subject, i.e. focusing on the characteristics of an effective scientist, an effective historian and so on, alongside content knowledge.

While our content is subject specific, our Curriculum drivers approach enables us to make intra-curricular links to strengthen schema. This approach enables pupils over time to develop an understanding of the distinct nature of different learning ‘disciplines’ whilst creating a knowledge network which enables them to make connections between different subjects and thus enrich their understanding of both. For example, whilst we study art history as part of our Art & Design curriculum, we also understand how some works of art can be a rich source of evidence for the historian.

The learning sequence will be as follows:

- Purpose and possibilities of each subject and topic
- Identify key concepts in the topic
- Recap knowledge including links and connections between topics
- Share a knowledge organiser with pupils and parents for retrieval practice
- Learn individual facts and ideas at preliminary stage
- Developing skills
- Experiential learning
- Assess and revisit

In addition to the planned curriculum, we embrace opportunities to further broaden our pupils’ experiences. This takes many forms including things like:

- whole School themed topic days and weeks, eg. Multi-faith week, Science Innovation week
- celebration/special days such as International Women’s Day, Internet Safety Day, World Book Day
- participation in school sporting events and competitions
- pupil Leadership roles within school e.g. sports ambassadors, eco-warriors, pupil school council
- a planned schedule of wide-ranging assemblies including bible stories, inspirational figures and protecting the environment
- cultural community events such as Literacy Festival, Reading Book awards, Fit fest
- Learning activities, including exploration of current affairs and global issues through lessons, regular assemblies and events days
- making full use of our extensive grounds to promote outdoor learning and regular Forest School sessions and visits to the Haycop
- after-school clubs such as football, craft, writing club, book club, dance.
- peripatetic music teachers for singing, flute, saxophone and clarinet.
- Whole school healthy week

Through our ethos of FACES we place a real importance on supporting pupils to develop positive character attributes, which we believe have an impact on their education. We support and encourage the children to take responsibility for themselves as learners and to recognise that being resilient and having a growth mindset is essential to this.

The Christian values within the school supports the development of our pupils which they take with them as they move on to secondary education.

Impact

To measure impact in terms of educational outcomes, we use a variety of monitoring approaches including lesson observations linked to coaching, book scrutiny, pupil interview and peer review to see if pedagogical style matches our depth expectations and to bench mark and compare progress over time.

Because learning is a change to long-term memory we do not expect to see impact in the short term. We have ongoing assessment via observation, quizzes, diagnostic tests and formal assessments in reading (PIRA) and mathematics (PUMA) to generate gap analyses. These inform future planning and targeted intervention and as to whether we consider a pupil to be 'on track' to attain end of year expectations in each subject.

We also complete formal assessments of pupil attainment against the Early Learning Goals in line with statutory requirements.

