



*Christleton Primary School*  
*Be the best you can be*

**Curriculum Policy**

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Curriculum Policy		Full Governing Body	
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<b>Signed Headteacher</b>	<i>Mr Mitchell</i>		
<b>Signed Chair of Governors</b>	<i>J. Eaton</i>		

## **Introduction**

The curriculum is an agreed framework of activities through which knowledge is gained, skills are developed, and experience widened.

Under education law each school is required to draw up its own curriculum statement. In doing so, the school must take formal notice of the guidance offered by the local authority.

A school's curriculum statement must incorporate the requirements of the National Curriculum and other current legislation. Local Authorities have procedures for dealing with complaints about curriculum provision. It is the duty of the headteacher to ensure that the school's curriculum practice matches the detail of its statement.

Christleton Primary Schools' curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and good attitudes to learning, in order that they achieve their true potential.

At Christleton Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the DfE (2021) 'Statutory framework for the early years' foundation stage'

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children.

We have a clear, evidence informed, approach to curriculum delivery which is laid out in our Teaching and Learning Approach document. This, alongside our Quality First Teaching document, clearly exemplifies how we impart knowledge and skills.

## Curriculum Intent / Aims

Our children's needs, interests, and aspirations, as well as the community they live in, are at the heart of our curriculum decisions. We challenge the children to be the best they can be whilst considering the legal requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum.

Our curriculum recognises each child as a unique individual who should have access to quality first teaching and learning.

The curriculum is well sequenced and ignites children's interest through exciting, enriching, engaging and inspiring opportunities and experiences to learn new skills, embed existing ones.

Our curriculum ensures our children acquire and build knowledge over time and provides our children with opportunities to show their understanding. These opportunities enable our children to become independent, resilient and successful learners who are able to explore, discover and then reflect on their learning.

Our curriculum ensures that our children belong and are proud of where they come from. It encourages our children to:



Look up

Look up to understand who they are, be invested and interested in their own learning and their environment.



Look out

Look out to link their learning and view opportunities to develop and embed



Look beyond

Look beyond their locality to make a contribution and aspire to **be the best they can be**.

We intend that our curriculum provides a positive school experience where children are happy, develop a strong sense of belonging and are equipped with personal characteristics required to succeed in life, value diversity and embrace the opportunities the world provides.

The aims of our curriculum is to fulfil our vision, mission and core values.

## **Principles**

### **A balanced curriculum**

An outstanding curriculum is balanced and wide-ranging. It includes all the subjects of the National Curriculum and acknowledges the relationship between them. This range and balance cannot be achieved, however through the subject curriculum alone.

- ✔ Cross-curricular links between foundation subjects are made when beneficial to the learning intention.
- ✔ English and Maths skills and content is taught in accordance with the Numeracy and Literacy Framework. Key skills are embedded through the cross-curricula approach.
- ✔ Our foundation stage children follow the Early Years Foundation Stage (EYFS) curriculum.
- ✔ Extra-curricular activities which enrich or extend the curriculum include sporting, musical clubs and events, trips, residential, activity weeks and community events.

### **Matching the needs of individuals (Adapting the curriculum and learning)**

We are all unique and the different learning needs of individuals are central to the planning and implementation of a school's curriculum. At the same time, all pupils have equal rights of access to each curriculum area, and this right is irrespective of physical ability, academic ability, gender identification, ethnic origin or cultural origins.

- ✔ The principle of matching the challenge of the curriculum to the needs of individuals is fundamental to effective education.
- ✔ Many learners need additional support at some point in their education, and all pupils need to feel valued for their achievements at whatever level.
- ✔ Every school needs to monitor carefully the effectiveness of its policies and practices with regard to equal opportunities.

## **Flexible in approach**

The different demands of each curriculum areas, and the varied learning needs of individuals, require a corresponding flexibility of teaching methods and forms of organisation. Within this pattern, collaboration and independence are equally valued. Above all pupils need to involve themselves actively in the process of their own learning.

- ☑ Pupils need experience of working in a variety of groups of different sizes, which have been brought together for a variety of reasons.
- ☑ They need to develop an awareness of themselves as a learner including a capacity for independent study, including research skills.
- ☑ Within and across each curriculum area pupils need opportunities to explore and to discover; to frame questions and to solve problems; to discuss and to debate; to enact; to create, to communicate and to evaluate, using a variety of media.

## **Continuous across stages**

The curriculum should be so arranged that individual progress is continuous both within and across the key stages, and so that practices are consistent. The experience gathered in one phase or area of the curriculum can then be built upon in the next.

- ☑ The recording of achievement and coverage of the curriculum in all subjects is an important aid to continuity between year groups and key stages.
- ☑ Whole school policies ensure consistency of practice in areas like English and Maths and support the progress of individuals through the curriculum as a whole.

## **Development of the whole person**

An outstanding school relates to, makes use of, and enhances the wider community. Opportunities are taken to reach out into our community and to encourage regular involvement of groups and individuals in relating the curriculum to other aspects of pupils' lives and broadening their social experience.

- ☑ Education begins in the home and the partnership between home and school is essential to effective education.

- ✔ We value the cooperation of local agencies, sports clubs, arts organizations, employers, pre-school groups and other community groups.
- ✔ Learners of all ages benefit from working together.

## **Curriculum Implementation**

At Christleton Primary School our curriculum is implemented with our curriculum intent at the heart of all we do.

'Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. In order to develop understanding, pupils connect new knowledge with existing knowledge.' (Ofsted)

Our curriculum design is based on evidence from principles of learning, on-going assessment and organisation and cognitive research.

The main principles underpinning our curriculum are;

- ✔ Our curriculum is aspirational in order to ensure the highest of outcomes for ALL pupils including disadvantaged and/or those with SEND, in order to powerfully address social disadvantage.
- ✔ Children will explore big ideas in greater depth, building on foundations through a deliberately sequenced curriculum which is ambitious and challenging
- ✔ We will deliver subject specific knowledge, making purposeful links where appropriate and develop the use of transferable skills across the curriculum.
- ✔ Opportunities to read and the application of reading skills are embedded across the curriculum. The development of vocabulary and oracy will accelerate progress and narrow gaps.
- ✔ Our curriculum is organised so that it builds on prior knowledge and skills so that learning is reiterative and alters long term memory.
- ✔ Assessment is designed thoughtfully to shape future learning and usually takes place within the lesson. Teachers use this to support pupils to embed and use knowledge fluently and deepen their understanding.

## **Planning**

Our curriculum is knowledge-rich and skills are acquired alongside core content in order that the fluent application of knowledge develops learners' skills across a range of subjects. The development of phonics and reading skills forms the foundation of this our curriculum. An importance is placed upon foundational knowledge, concepts and core skills so that sufficient knowledge is established, ready for the next stage of learning.

The curriculum is organised by subject domain with natural links between core content established where appropriate. This allows children to study the pure essence of each subject and develop as historians, musicians and the like.

Progression of knowledge and skills documents, outline the core content to be covered for each subject. They provide clarity of the 'Key Performance Indicators' for each year group. These documents also contain the key vocabulary to be taught and provide relevant texts that will support each area.

Our medium term planning coherently sequences lessons to ensure the core content is covered. They provide a natural progression for pupils to continually layer their understanding and build upon prior learning. Retrieval practice is a key component of each lesson that allows pupils to revisit and revise prior content.

The use of memory joggers' / knowledge organisers provide transparency within the curriculum, an overview of pre-teach content and also a means of tracking knowledge, skills and understanding of concepts which are regularly re-visited in the form of a variety of retrieval exercises. This regular revisiting enables knowledge to be committed to long-term memory.

## Delivery



### Ignite

Introduction of the Context for Learning

A question is used to spark interest.

Pre-planning.

Describe, list, outline, find, label, draw, and match.

Pre-planning questions are used to shape how learning takes place, drawing objectives from the national curriculum and key skills from our skills progression documents.



### Explore

Exploration of the Context for learning

Sequence, classify, compare and contrast, explain

(Cause and effect), analyse, organise, distinguish, question, relate, apply and link prior learning.

The planned sequence of learning is followed to provide the children with the knowledge and skills required. Additions may be made in response to events, further questions, assessments or responding to the interests of the children.



### Reflect

Reflection on the Context for Learning

Generalise, predict, evaluate, reflect, hypothesise, theorise, create, prove, justify, argue, compose, design, construct, and perform.

The children are able to communicate their learning to others via a variety of means.

## Memory Joggers / Knowledge organisers

Knowledge organisers enable our teachers to structure learning to ensure that key learning is well taught and that the sequence of children's learning is carefully planned, in particular the quality of and acquisition of vocabulary. Knowledge organisers identify key knowledge to be acquired.

## Time Allocation per Subject

Schools are free to decide how much time should be spent teaching each subject. English and maths are taught each day and the wider curriculum subjects are given equal importance and taught weekly. For Art, DT, geography and history. this may be in unit blocks but with links across subjects where relevant. Computing, Science, PE, PSHE, French RE and music are taught each week. Science is taught for 2 hours a week and we aim for 2



hours of PE also. Our linked-up learning approach provides children with plenty of opportunity to extend their learning and develop skills outside the strict timetabling of each subject.

### **Dual Coding and Pedagogy**

'Our brains work best when information comes in more than one format – mix it up to make learning stick.' (Mark Enser) Our aim is to make children's learning 'stick'. Leaders and teachers keep up to date with educational developments and the theory behind powerful learning and this is disseminated to all staff in training sessions. Dual coding is used as a teaching tool to help children to commit learning to long term memory by organising their learning and attaching an image to knowledge alongside the verbal/written dialogue. As a school, we believe that practical and visual learning is powerful and how we graphically organise information for our children so as not to 'clutter' their learning is very important.

### **Learning Environment**

We are fortunate to have fantastic grounds and have worked hard to create inspirational teaching placed within the school building. Across the site we use our learning environments as teaching tools. We keep them organised and make key knowledge and vocabulary accessible so that children can locate and use this key information easily and efficiently. This can be done by signposting or using neutral backgrounds and selecting and organising our displays carefully. Overcrowded and 'busy' displays are discouraged. In the EYFS, displays and resources are organised and labelled to enable learning and to teach children organisational and ordering skills.

Displays around school are also used to showcase, value and celebrate children's achievements and great work. Our children have input into these displays and the aim of them is to promote children's self-esteem, alongside recognising and valuing excellent learning and achievement.

## Assessment

Accurate assessment is the key to individual progress. In order to set appropriate challenges, a teacher must be able to make informed judgments about a pupil's potential, based on a clear understanding of what they pupil already knows and can do. It is particularly important that pupils themselves reflect upon their successes and their difficulties.

Assessment is carried out in the moment, continuously in the classroom as children learn. Through observations, peer assessment, marking and feedback and self-assessment, children are aware of what they have done well and how they can improve further.

From ongoing feedback on pupil progress, teachers will ensure that they are building on prior learning and knowledge. A range of assessment tools will be used to identify where pupils may need extra support or intervention.

### **Knowing where children are at, where they need to go and how they will get there.**

These are the underlying principles of our approach to teaching and learning. They are important components within our assessment structure, which pupils are very much a part of.

Teachers assess children's learning and how they progress through a clearly planned sequence of learning to acquire skills and the knowledge needed to apply them in a variety of ways for all curriculum subjects.

Progress is 'knowing and remembering more'. Pupils who move through a well sequenced curriculum will make progress. A combination of learning across all National Curriculum subjects will enable pupils to achieve our over-arching curriculum aims. Effective use of assessment ensures that our curriculum remains fit for purpose.

Purpose of assessment:

- ✔ as part of the learning process
- ✔ to provide developmental feedback
- ✔ to assess the impact of the curriculum and make judgements
- ✔ to inform curriculum design
- ✔ to share with parents how well your child is doing in school

All subjects are assessed in the following 3 ways:

1. Assessment as learning (e.g., daily review, low-stakes quizzes in lessons)
2. Assessment for learning/formative (e.g., adaptive teaching which responds to pupils' misconceptions,
3. Assessment of learning/summative (e.g., a formal written piece, test, task to answer a set question).

Our curriculum is carefully planned towards key performance indicators. These indicators help teachers to make a judgement on how well children are moving through the curriculum. These judgements are made at various points of the lesson, day, week and year. For example:

- ✔ within a lesson checking, for example: questioning, low stakes quizzing, live marking
- ✔ at the end of a learning challenge, for example: post-learning assessment or completing/creating a product, piece of work, creating their own knowledge organiser
- ✔ distanced from learning at regular intervals – to find out how well new learning has been stored in the long-term memory, for example: assessment tests/quizzes/assessment tasks/drama/mind maps/semantics maps

The principles that underpin our assessment system are:

- ✔ **Every child can achieve.** Teachers have the mind-set. 'What do I need to do next to enable a child in my class to achieve?'
- ✔ Objectives from the National Curriculum and Early Years Foundation Stage Profile are used as the expectations for all children.
- ✔ Pupils will make age-appropriate progress from their different starting points. 12 months in 12 months, more for those who need to 'close the gap' to reach age related expectations.
- ✔ Teachers are experts at assessment. Assessment is effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.

Our assessment and reporting system includes:

- ✔ Ongoing assessment as by the class teacher throughout each lesson, through questioning, observation and dialogue to inform next steps in teaching. This is based on what children need to know by the end of each unit of work and by the end of each year group and phase.
- ✔ Children knowing what they are being asked to learn and more importantly, why.
- ✔ Children are partners in the learning process, using rubrics and pre/post assessment tasks to know where they are at in the learning journey, where they need to go next and what they need to do to get there.

- ✔ Success Criteria are discussed and agreed with or formulated by the children during each lesson, work is then assessed against the success criteria.
- ✔ A range of feedback is used. This may be teacher to pupil or pupil to pupil (peer). Teachers provide children with clear next steps. These next steps can be written or verbal.
- ✔ Regular pupils' work scrutiny.

In addition to the above will have three 'formal' assessment points or 'data checkpoints' in the year. These will take place at the end of the autumn term, end of the spring term and end of the summer term.

### **Curriculum communication to parents**

Communication with our parents about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways:

- ✔ Formal reporting to parents three times a year, either in the form of a written report or a parent consultation evening where parents make an appointment to meet with their children's teachers and discuss their progress.
- ✔ The school's website and year group pages inform parents what has been happening in the wider curriculum.
- ✔ Seesaw is used to inform parents specifically about a class within school on the day-to-day lessons and learning of this specific group of children. Children's achievements are celebrated this way.
- ✔ The school's 'X' (Twitter) feed informs parents instantly of whole school or enhanced activities which are taking place.
- ✔ Teachers are also available at the start and end of each day for any necessary communications. Teachers regularly use Seesaw to communicate with parents and the school office is another port of call. School communications may be sent out providing details of specific events or inviting parents into school.

## Christleton 21

We are committed to providing children with experiences that underpin and expand on their in-class education, increasing their range of skills and knowledge and giving them a richer tapestry on which to build.

These 21 experiences are highlighted below.

Build a den	Plant it, grow it, eat it	Cook on a fire
Learn the cookery basics	Paddle in the sea	Learn basic first aid
Learn to swim and be safe on the water	Learn to ride a bike and be safe on the road	Learn to play a musical instrument
Do something for charity	Perform on stage	Try food from a different country
Build a sandcastle	Get a postcard from school	Have a responsibility
Create a pieces of art from nature	Visit a museum	See a play in a theatre
Go on an overnight school trip	Visit an art gallery	Learn from failure

## Curriculum impact

The impact of our well-constructed, well-taught curriculum is measured in terms to which our children have developed new knowledge, understanding and skills and they can use and recall this with fluency. We strive that our children's attainment in the core and foundation subjects is in line with or exceeding age-related expectations.

Our work on promoting social skills, including values, resilience and well-being enables the children to become the very best version of themselves.

- ✔ Our children are kind, display empathy and compassion whilst valuing diversity.
- ✔ Our children are confident, independent and resilient.
- ✔ Our children have a thirst for learning.
- ✔ Our children are culturally knowledgeable about our country and the world

- ☑ Our children are positive and aspirational about their future and know that anything can be achieved through persistence, determination and hard work.
- ☑ Our children show integrity, doing the right thing, even when no one is looking.
- ☑ Our children will be fully prepared for their next stage of education; ready to contribute positively to society as a whole.

## Curriculum Enhancement



At Christleton Primary School, our curriculum is designed to go beyond the National Curriculum, offering a diverse range of enriching experiences and opportunities both within and outside of the regular school day.

Our approach includes a wide after-school club programme that not only supports the core curriculum but also provides avenues for developing specialist skills like computing, performing or French, thereby enriching children's cultural capital.

A primary focus of our curriculum is to elevate aspirations, instil a sense of personal pride in accomplishments, and establish a clear purpose and relevance for learning. We believe in nurturing well-rounded individuals who are not only academically successful but also socially and culturally aware.

## **Promoting Positive Health and Wellbeing**

At Christleton Primary School, we aim to promote positive mental health and wellbeing of every member of our school community and recognise how important mental health and wellbeing is to our lives, as is physical health. We recognise that children's mental health and overall wellbeing can affect their learning and achievement.

A key aspect of our role in school is to ensure that children can manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. Children are supported to understand their own feelings and emotions via Zones of Regulation. These zones help our children to recognise their own emotional state and use strategies or tools to stay in a zone or move from one to another.

Positive wellbeing is promoted through the wider curriculum and all school activities. Through a carefully planned approach to PSHE, RSE and Citizenship our pupils are helped to acquire the knowledge and develop the skills and understanding they need to lead confident, healthy, independent lives, and to become resilient, informed and responsible citizens.

Whole school events are held including World Mental Health Day in October, and Anti-Bullying Week in November. During these events, the focus is on mindfulness and resilience; teaching strategies for dealing with anxiety; and coping with change and transition.

## **PSHE & RSE**

These subjects assist pupils to cope with the changes at puberty, introduces them to a wider world, manage transitions and enables them to make an active contribution to their communities. The concepts covered in PSHE include identity, managing feelings and emotions, relationships, change, resilience and being healthy, which includes physical, emotional, and social well-being.

## **Nurture Support and ELSA Support**

Children who experience domestic violence, bereavement, anxiety, and any other life experiences that may affect their emotional well-being are identified and supported by a fully trained ELSA (Emotional Literacy Support Assistant) teacher who will offer regular 1:1 or small group nurture support. The school supports the child in their specific needs, meaning the pupil is at the heart of the school focus and their learning is understood developmentally.

## **Physical Education**

At least two hours weekly. Pupils have the opportunity to attend at sport-related after-school clubs throughout the year, and many take part in inter-school sporting competitions.

## **Extensive range of After-School Clubs**

A range of after school clubs support children's social and emotional development, and their well-being all with a view to increasing the range of experiences that children have, enabling them to make informed choices for adult life. Activities are designed to be fun and cater for a wide variety of interests.

## **Healthy eating**

Healthy eating is promoted throughout the school. We have a kitchen garden, orchard and raised growing beds. Parent volunteers support children working in the garden. The children grow a variety of fruit, vegetables and herbs and when harvested use these in cooking activities.

## **Disadvantaged and vulnerable children**

These children are closely monitored to ensure barriers to learning are removed and enrichment opportunities are encouraged and supported.

## **Health Week**

Health week is celebrated across the school and has a clear focus on health and well-being. During this week the children take part in team sports, individual sports, a charity run, intra-school competitions and also learn about their bodies and mental health.

## **Whole School Theme Days / Weeks**

Throughout the year, themed days/weeks are woven into the curriculum to extend and enhance the breadth and balance of opportunities we offer our pupils. These include, Anti-Bullying Week, Health Week, Online Safety Day, Creative Arts Week, World Book Day, European Day of Languages, RE Days and much more.

## **Forest School & Outdoor Learning**

Forest Schools is a Scandinavian initiative designed to encourage and inspire individuals of any age through an innovative, long term, educational approach to outdoor play and learning in a woodland environment. As a school we are very fortunate in having our own woodland to deliver the Forest Schools programme.



Forest Schools is offered to all of our children. Sessions are designed around the needs of the group to ensure that they are learner-led. Many areas of the National Curriculum are intrinsically covered, in the Forest Schools experience without the programmes needing to be curriculum led. Teamwork skills are developed through games and activities. Individual skills and self-esteem are heightened throughout activities such as hide and seek, shelter building, tool skills, lighting fires or environmental art, the list is endless. Each activity develops intra and inter-personal skills as well as practical and intellectual skills.

We value the benefits of outdoor learning. Children are stimulated by the outdoors where they can undertake a range of practical activities to support and enhance learning across the curriculum.

### **Educational Visits and Residential Trips**

School trips and visits are an integral part of the education of children at Christleton Primary School. We value the opportunities such visits offer our pupils and the commitment of staff and adults undertaking them. Trips include class visits aimed at bringing learning alive and providing first-hand experience; extra-curricular outings such as activities with the school choir or sporting events; and attending or taking part in performances or competitions.

Children in Years 3, 4, 5 and 6 take part in residential visits. These are planned to provide new and exciting experiences. Children in Year 3 have an overnight stay at the school; pupils in Years 4 & 5 have residential experiences at Nant and Pentre Outdoor Centres; and our Year 6 children take part in a challenging few days at the Conway centre where they experience climbing, abseiling, raft building, archery and lots more.

### **Visitors into School & Workshops**

Visitors have a valuable role to play and contribute to many aspects of the life and work of the school. They deliver talks, workshops and full day activities across a wide range of subjects, giving pupils access to outside experiences and expertise. Visitors provide a link with the wider community – children have the opportunity to work alongside artists, musicians, authors, health professions and others.

### **After-School Clubs**

We endeavour to provide a wide range of opportunities both within and beyond the curriculum. We offer extra-curricular opportunities through various types of provision delivered by school staff, external providers, and independent clubs – all with a view to increasing the range of experiences that children have, enabling them to make informed choices for adult life. Activities are designed to be fun and cater for a wide variety of interests.

We want to offer the scope for each child to find a passion, develop a talent, spark an interest, or simply find pleasure in doing an activity with others. After-school clubs are a fantastic way of achieving this, and we are excited to offer a wide range of clubs, including sport, art and craft, choir and French club etc.

### **Music, Art & Drama**

Christleton Primary School provides opportunities for children to take part in a range of musical activities and performances where they are encouraged to sing, compose, and work creatively with sound. Through the Music for Life scheme, our Year 4 children have a range of opportunities within and beyond the curriculum to showcase their musical skills and talents.

### **School Council & Voice of the Child (Roles and Responsibilities)**

Volunteering is an activity that everyone can get involved in and benefit from. At Christleton Primary School we promote and encourage pupils' active citizenship and positive contribution to the school and wider community. We offer lots of opportunities for pupils to take on new responsibilities and be involved in successfully supporting the life and work of the school. These include elected representatives on our School Council where children are responsible for some of the following key areas of the school: Environmental Eco work, Rights Respecting etc. Older pupils can also apply and be interviewed for positions such as Sports leads, Playground Leaders and Librarians, and within classes children can volunteer to take on various responsibilities ranging from lunch duties, to helping with the organisation of equipment.

Involving children as volunteers is very empowering:

- ✔ It helps them to develop self-confidence.
- ✔ It promotes self-esteem.
- ✔ It develops their skills as leaders.
- ✔ It involves them in making their own decisions.
- ✔ It gives them a voice in the life and work of the school.
- ✔ It offers them opportunity to take responsibility
- ✔ It enables them to make a positive contribution to the work of the school and wider community.
- ✔ It helps to prepare them for the challenges and opportunities of adult and working life.

Pupils tell us that they enjoy the opportunity to volunteer to help make their school an even better place to be and rising to the challenge that additional responsibility brings.

## **Eco & Environmental Work**

The children take part in managing this environment and learning about it in their forest school sessions. We also have an orienteering course within the grounds which enables active use throughout the year.

## **Charity & International Aid Support**

Children at Christleton Primary School are actively involved in charity work and fundraising for various local, national and international charities.

We hold annual events such as the sponsored run where we raise funds for nominated charities. This year our children chose the Dogs Trust.

Often children will approach teachers with ideas to further raise money for different causes, in particular responding to an international issue.

## **Curriculum Documents**

The curriculum at Christleton Primary School is organized across different documents according to the subject, year group and content being planned and delivered. An explanation of the documentation we have created can be accessed by clicking on the icon.

Should you wish to have further information about our curriculum or what your child is learning specifically please do not hesitate to contact your child's teacher, a member of the leadership team or the school office.

## How do we organise our curriculum?



## Documents our teachers use to plan






Our curriculum, which is based on the national curriculum, is bespoke to our school. It is designed to meet the needs of our children and our school community.




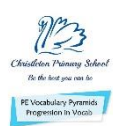

We have organised our curriculum across different documents according to the subject, year group and content being planned and delivered.

These documents are used by the teaching staff to plan learning and ensure that our curriculum goes above and beyond the expectations set out in the national curriculum.



## Further details about our curriculum documentation

	<h3>Christleton 21 Pledge</h3> <p>In pursuit of both excellence and equity, Christleton Primary School is committed to providing all children with experiences that underpin and expand on their in-class education, increasing their range of skills and knowledge and giving them a richer tapestry on which to build.</p>
	<h3>Year Group Curriculum</h3> <p>Year group overview documents detail what children will cover throughout the year in all curriculum subjects within a set year group. This document is organised by subject and half term.</p>
	<h3>Roadmaps</h3> <p>For each National Curriculum subject, we have a dedicated roadmap. These roadmaps document a subject throughout the school detailing the content to be covered.</p>
	<h3>Coverage Documents</h3> <p>Our coverage documents ensure that we deliver the national curriculum objectives fully.</p> <p>Our aim is to deliver a curriculum that exceeds the requirements of the national curriculum and is enhanced by experiences to engage, motivate and inspire our children.</p>
	<h3>Subject Overviews</h3> <p>A specific document for each subject lays out how the national curriculum objectives have been split across year groups and key stages.</p>

	<p><b>Adaptations in...</b></p> <p>Our curriculum is accessible to all.</p> <p>We have adaptation documents for each subject area which set out how teachers adapt the curriculum to meet the needs of our children.</p> <p>We have the same intent for all children but differ our implementation to ensure all children can access and enjoy their learning.</p>
	<p><b>EYFS Curriculum</b></p> <p>Our EYFS curriculum is carefully planned to meet the needs of our reception children and prepare them for Year 1.</p>
	<p><b>Ready for Year 1</b></p> <p>Our 'Ready for Year 1' document details our expectation of the EYFS curriculum. At the end of the Early Years Foundation Stage our children will be ready for Year 1 and the national curriculum.</p>
	<p><b>Vocabulary</b></p> <p>Vocabulary is of huge importance in our curriculum. We ensure that vocabulary builds as the children progress through their learning.</p>
	<p><b>Teaching and Learning Approach</b></p> <p>At Christleton Primary School we are committed to excellence and creating the conditions to be the best you can be. We recognise that this is achieved through a being outward facing, reflective and constant drive to improve and develop the quality of teaching and learning. Our approach to teaching and learning is evidence informed and outlined in our Teaching and Learning Approach document.</p>

## **Roles of Subject Leaders**

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into bespoke, well sequenced schemes of work.

The role of the subject leader is to:

- ✔ Provide a strategic lead and direction for the subject;
- ✔ Support and offer advice to colleagues on issues related to the subject;
- ✔ Support staff development and improve the quality of teaching and learning over time;
- ✔ Monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- ✔ Monitor and evaluate teachers' planning and teaching;
- ✔ Keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update;
- ✔ Liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects;
- ✔ Provide efficient resource management for the subject;
- ✔ Map coverage of the curriculum to long term plans;
- ✔ Engage with subject associations and disseminate information to staff as 'mini' CPD.

## **Risk Assessment**

Whilst planning for the curriculum, teachers and leaders, will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documentation completed to meet with health and safety regulations. Where water is involved in a risk assessment (for example, river fieldwork as a part of geography) the LA will be notified and permission sought as part of the risk assessment.

## **Accountability and responsibility**

Our governing body is responsible for monitoring the way the school curriculum is implemented. They review curriculum development via the curriculum leader's reports, reports from subject leaders as identified by the school's development plan, curriculum governor's information, as compiled through school visits, about the quality of teaching.