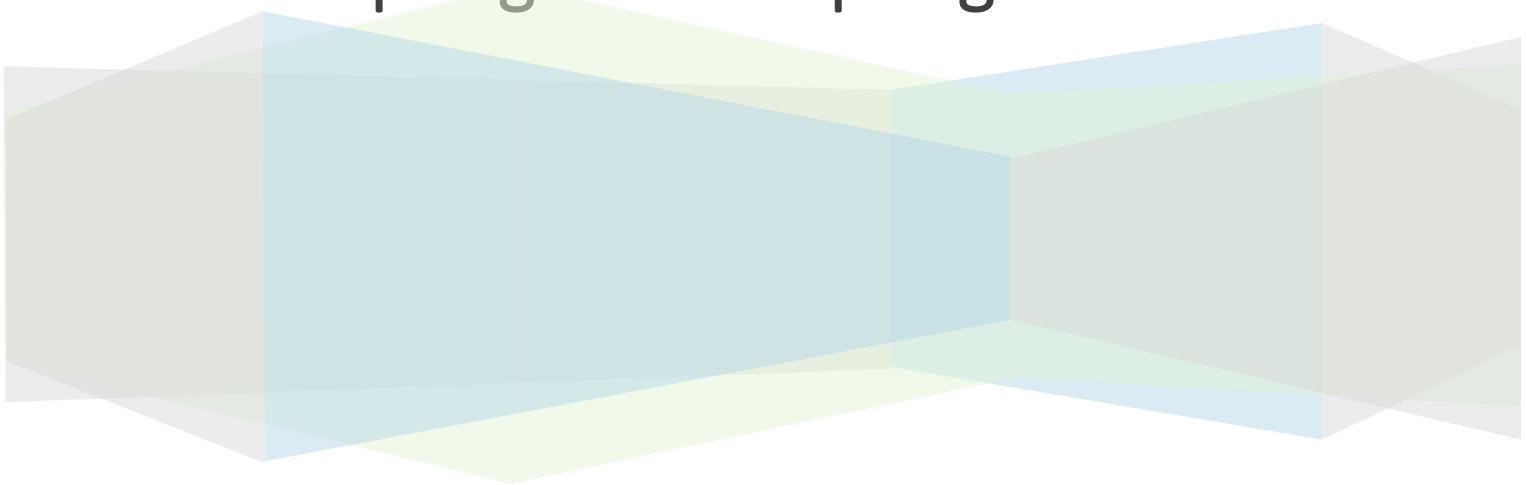




Chellaston Infant and Chellaston Junior School



Curriculum Policy Spring 2024 – Spring 2027



At Chellaston Infant and Junior Schools, our curriculum is based on the National Curriculum for Key Stages 1 and 2 and the Early Years Framework in Reception. Our rigorous, well-planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

The curriculum is all the planned activities that we as schools, organise in order to promote learning and personal development. It includes, not only the formal requirements of the National Curriculum but a wider curriculum offer and enrichment that the schools organise in order to enhance and support the children's understanding of the wider world in which they live.

Curriculum Intent

Curriculum design statement: intent, implementation, impact.

Intent

The breadth of our curriculum is designed with three goals in mind:

- To give children appropriate experiences to develop as confident, responsible citizens;
- To provide a rich 'cultural capital' embedding key vocabulary and experiences throughout school;
- To provide a coherent and structured curriculum that has breadth of knowledge which is pertinent to our pupils and leads to sustained acquisition of relevant knowledge, skills and understanding of the world around them.

1. Appropriate experiences

We have developed three curriculum drivers that shape our curriculum, bring about the aims and values of our school and respond to the particular needs of our pupils and the community.

Our World – this encourages children to think and experience the way in which diversity of people, cultures, religions, opinions and places shape our community and lives within modern Britain and support tolerance, understanding and respect for others.

Expressing Ourselves – this encourages pupils to think and work in creative ways, whilst exploring the world around them. As a school we place a high importance on the arts and the value and enjoyment they bring to life. This is reflected in the curriculum and opportunities we offer.

Our Possibilities – this helps pupils to build aspirations and know available possibilities for their future lives – particularly in the community in which they live.

2. Cultural capital

Cultural capital is the background knowledge of the world that pupils need to infer meaning from what they read, see and hear. It includes vocabulary which, in turn, helps pupils to express themselves in a sophisticated and mature way. Key vocabulary at each phase is identified in our knowledge organisers. At our school we aim to provide a wide range of experience and visits that will support our pupils.

3. A coherently planned curriculum

Underpinned by our three drivers, our curriculum sets out:

- to ensure each teacher has clarity as to what to cover, our curriculum has been planned to ensure that the key knowledge within each subject as well as the cultural capital development within each learning theme is clearly planned out across the year groups
- knowledge categories that set out the key concepts pupils should understand at the end of each phase as well as the vocabulary that needs to be embedded

Our curriculum is designed to build on prior knowledge as pupils move through the school. This ensures key knowledge enters pupils' long-term memory and links can be made across the curriculum.

Implementation

Our curriculum design is based on the principles that learning is most effective with spaced repetition of key skills and knowledge. This is evident through our whole school mapping of learning themes. We also believe that retrieval of previously learned content should be frequent and regular, which increases both storage and retrieval strength. Our curriculum is newly designed, and implementation is still at an early stage. Further training has been planned to facilitate our journey and ensure successful implementation and accurate assessment of our learning themes.

Impact

By the end of each phase the vast majority of pupils will remember and are fluent in the content of our curriculum themes, as highlighted in our knowledge overviews. Some pupils will have a greater depth of understanding. We assess against these to ensure our pupils are on track to reach the expectations of our curriculum. Implementation will be monitored throughout the year to ensure our curriculum is having the impact outlined.

For some parts of the curriculum, we use published schemes which are adapted for our school.

Published schemes in use at our school are: Maths - Power Maths – Pearson; RE - Kapow; PSHE/RSE – 3D PSHE; PE - Primary PE Planning; French - Language Angels; English (writing): Literacy Tree; Phonics: FFT

Chellaston Infant and Junior Schools

Curriculum Design Model



OUR WORLD—OUR POSSIBILITIES

Pupils	oracy, friendship, creativity, safety, expression, culture
Futures	oracy, careers, aspirations, innovation, belief
Families	social, inclusion, relationships, education partners, beliefs
Healthy Lives	safety, health and wellbeing, emotional
Community	possibilities, responsibility, cohesion, diversity

Expressing Ourselves

Kind	Ready	Safe
Acceptance	Commitment	Confidence
Appreciation	Creativity	Responsible
Kindness	Curiosity	Adaptable
Democracy	Enthusiasm	Co-operate
Empathy	Independence	Awareness
Reflective	Risk taker	Tolerance

Our Curriculum is:

Knowledge and skills based; rich in vocabulary; sequenced and progressive; inclusive and adaptive; engaging and promotes positive attitudes; research informed.

National Curriculum Threads: Progression of key concepts from Key Stage 1 to Key stage 2 lower to Key stage 2 upper.

Sequencing Documents: Details specific knowledge taught in each subject area

Curriculum Content Map: Year group specific ensures coherence, coverage and sequential learning.

Our children will leave CJS with a better understanding of themselves, the world, and aspirations to create a better future for everyone.

Organisation and Planning

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 believe the learning journey is different for every child and based on individual strengths. Our expectation is that every child has the potential to achieve the desired learning outcome and should not be limited by lowering of expectations.

At Chellaston Infant and Junior Schools, we understand that every child's journey is different, but their end goal is the same. We facilitate their journey in a variety of ways, according to need, in a way that does not limit ours or a child's expectations and potential (for more details please refer to our Teaching and Learning Philosophy).

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the sequencing documents from which the teachers produce medium term plans. The more detailed short-term planning will focus on the teaching and learning processes and styles.

Our aim is to make children's learning 'stick.' Leaders and teachers keep up to date with educational developments and this is discussed and disseminated to all staff. Pupils regularly revisit prior learning via regular retrieval practice.

Assessment, Recording, Monitoring and Evaluation

Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning (please see our Assessment policy for more details).

By the time our children leave our school we aim to have developed their creative minds so that they can solve problems, recognise the possibilities that are open to them and have increased their self-confidence so that they will leave CIJS with a better understanding of themselves, the world, and aspirations to create a better future for everyone.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups including:

- more able pupils
- pupils with low prior attainment
- pupils from disadvantaged backgrounds
- pupils with SEN
- pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject wherever possible.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English and to support pupils to take part in all subjects. Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.