



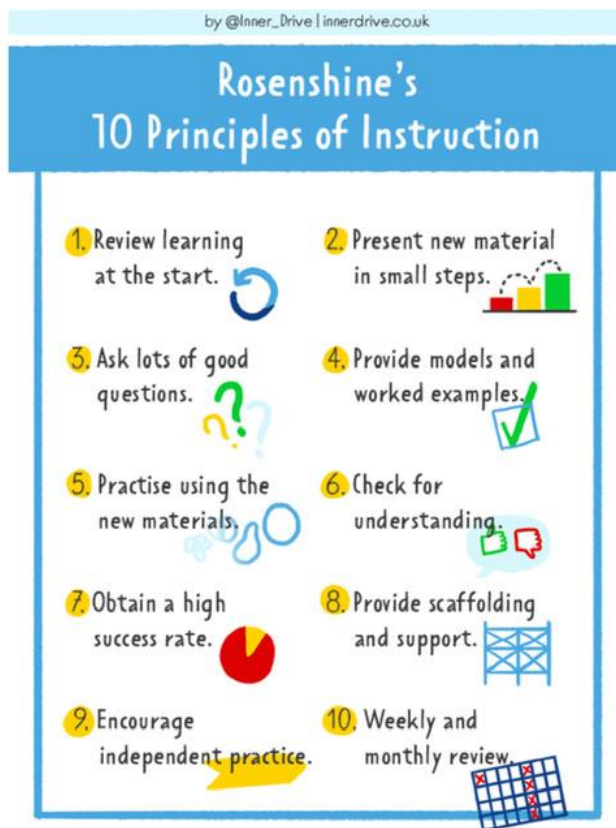
Curriculum Statement

Vision: Inspiring learning for life	
Curriculum Intent: <ul style="list-style-type: none">• To develop articulate, resilient and empowered citizens who make a difference to others• To provide a coherent and ambitious curriculum that leads to a greater depth of understanding for all• To inspire pupils with purposeful and interconnected learning experiences	
Intent	<p>To help our children achieve the highest standards, we have developed a creative and challenging curriculum that is broad, balanced with rich and relevant learning experiences to inspire and prepare them for life. Our school curriculum incorporates the National Curriculum and complies with our duties in the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014 so that it is accessible for all.</p> <p>As a Church of England Primary School, we are committed to ensuring that all in our school experience a breadth of education and flourish. We strive to ensure excellence for all. By learning to live through our Christian values, we are encouraged to be the best version of ourselves. We encompass breadth and depth of learning that is organised to facilitate the learning and growth of our pupils: intellectually, spiritually, morally, socially and culturally.</p> <p>Our curriculum promotes thinking as a global citizen and develop character and leadership skills so that our children make meaningful contributions to society. Even very young children try to make sense of a world marked by conflict, environmental change and inequality and poverty. It is designed to enable children to think deeply and make connections between learning to understand the world that they live in, leading to children connecting taught knowledge and skills with purpose. A key component of the design of our curriculum is that we plan for children to question, research, collaborate and debate considering the big enquiry questions.</p> <p>By providing opportunities for teamwork, we encourage communication, empathy and build relationships. We place a high priority on helping children to become resilient, reflective, resourceful and independent learners to develop positive attitudes to learning. A range of rich and challenging experiences are planned in order to benefit the learning and development of the whole child and for our children to grow in confidence and develop leadership habits. We inspire and nurture an appreciation of the arts and enable children to think critically, imagine solutions, evaluate, problem solve and create through a curriculum that prepares them for an ever-changing world.</p>

Intent and Implementation	<p><u>Articulate learners</u></p> <p>Our Context We know that on entry into Reception class developing children’s phonic knowledge, developing PSE, listening, attention and fine motor skills are areas of focus. Attainment at the end of EYFS (GLD) has remained above national and county over last four years. Outcomes in Phonics have remained consistently above LA and national for last 4 years. Historical results in KS2 over time have remained consistently above national and the LA at the expected and greater depth standard. We have higher than average mobility. A number of our pupils come from out of catchment, often changing school mid key stage.</p> <p>Intent rationale: Why we feel it is important to develop articulate learners: By teaching pupils to become more effective speakers and listeners we empower them to better understand the world around them and each other. By equipping all children with the necessary skills in reading, writing and mathematics, we enable them to succeed across the curriculum and future life. By providing opportunities for children to question, we enable them to think critically and deeply, research, collaborate and debate considering the big enquiry questions.</p> <p>Implementation in practice: How we develop articulate learners. We facilitate:</p> <ul style="list-style-type: none"> • Well trained teachers who engage in continued professional learning across the school • Outstanding attitudes to learning are promoted, valued and modelled, expected and celebrated • A culture of the importance of reading different genres within school through various strategies e.g. Story Wings, Phonics and Reading schemes • A sequenced and clear expectation of what the children should know and be able to do at each stage of their development through school • Simple and effective systems to use pupil assessment and monitor progress • Expectation that teachers to adapt their teaching and choose the best strategies to meet the needs of their children within the curriculum (quality first teaching) • Staff who are trained in delivering targeted support through school e.g., reading interventions and phonics/Little Wandle ‘keep up’. • A culture of high expectations amongst children, staff, governors and parents • Opportunities for children to learn about and apply learning powers of reflectiveness, resourcefulness, resilience, teamwork and leadership habits across the curriculum • Enabling children to generate their own lines of enquiry to be explored and answered during their curriculum studies. • A deliberate planning of inspiring opportunities in the curriculum to enable children to think critically, imagine solutions, evaluate, problem solve and create through a practical curriculum.
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Intent and Implementation	<p><u>Resilient individuals</u></p> <p>Our Context</p> <p>We know that our children are increasingly exposed to social media with near perfect images of people online. We want our children to grow up with a healthy body image and an understanding of the dignity of the human person.</p> <p>Many of our children have access to mobile devices. We want our children to understand how to deal with their emotions and to understand how to stay safe online.</p> <p>More time has been spent online during the pandemic.</p> <p>School data on levels of obesity and % of overweight children</p> <p>In a rural area with very limited public transport, country lanes and few footpaths, most children are driven to school.</p> <p>Anxiety and overcoming worries, mental health concerns.</p> <p>Access and engagement with the Arts, theatre, museums and galleries</p> <p>Intent rationale:</p> <p><u>Why we feel it is important to develop resilient individuals:</u></p> <p>Research shows that there are enabling character traits which can improve educational attainment, engagement and attendance. Having good coping skills is associated with greater well-being.</p> <p>We support our children to be healthy in body and in mind:</p> <p>By participating in sport and learning, we learn how to win graciously, lose with courage and not give up.</p> <p>By understanding how to stay safe, healthy and having a healthy image of themselves as individuals.</p> <p>By providing opportunities for teamwork, we encourage communication, understanding others and build relationships.</p> <p>By providing opportunities for our children to take part in thought provoking, rich and challenging experiences we facilitate their resilience, motivation and self-belief</p> <p>By providing opportunities to develop leadership skills through the Leader in Me 7 Habits programme.</p> <p>By having an ethos and provision strong in SMSC, woven through all subjects.</p> <p>Implementation in practice:</p> <p><u>How we develop resilient individuals</u></p> <p>We:</p> <ul style="list-style-type: none"> • Use our Sports premium money to implement rigour and quality within physical education across school and a scheme of work which shows progression in knowledge and skills • Participation in additional virtual and PE development days with other schools • PSHE/RSE scheme of work showing progression in knowledge • E-safety units of learning in Computing scheme of work across the school • Strong links with the Family Support service to support children and families with various challenges • Excellent use of Educational Psychologist to support pupils, staff and parents • ELSA support for pupils • Use of meta-cognition strategies, positive mindset and 'Learning Powers' across the school, based on the work of Guy Claxton and Bill Lucas • Teaching pupils Leadership habits. Leader in Me-7 Habits • Engagement and collaboration with experts in high quality Arts provision
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Intent and Implementation	<p><u>Empowered citizens who make a difference to others</u></p> <p>Our Context Small rural Church of England Primary school. We are in an area of natural beauty. Our school is largely populated by white British families. Wide socio-economic intake, nearly 50% of pupils come from out of catchment.</p> <p>SIAMS inspection in July 2018 when school moved from Good to Outstanding in all areas of SIAMS.</p> <p>Intent rationale: <u>Why we feel it is important to develop responsible citizens who make a difference</u> We want our children to know about their local area as well as the wider world by enabling our children to grow in understanding of the world in which we live. For our children to know where places are when events took place and why they happened. To encourage our children to grow with respect and have an appreciation of other cultures, beliefs, customs, ways of life. To have the knowledge, confidence and courage to challenge intolerance. Whilst some of our children have travelled to other countries, we have a number of children whose experiences of different cultures, ideas and world views is limited.</p> <p>Implementation in practice: <u>How we develop empowered citizens who make a difference</u> We ensure</p> <ul style="list-style-type: none"> • Thoughtful promotion and planned opportunities for children to learn about diversity • Opportunities for children to live our values of Love, Hope and Justice and associated virtues throughout the year • Flexibility within our curriculum and scheme of work to adapt to relevant and highly topical issues such as Brexit, Covid-19, war, the death of Queen Elizabeth II and climate change • Big enquiry questions that are explored during topics give pupils the opportunity to think deeply about key ideas and concepts • Numerous enrichment weeks and days planned into the school curriculum to engage our children • RE scheme of work (Living difference IV) that is sequenced into units of work which develop their children's knowledge of other faiths • Rigorous monitoring of the curriculum and work by subject leaders • Sequenced scheme of work in history which develops the children's understanding of chronology, retention of knowledge and their ability to know what happened and why things happened • Raised awareness of global issues e.g. via Fairtrade research and events, support for charities • No Outsiders resources, PSHE/RSE curriculum
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Pedagogy

Lessons follow the review, teach, practice, apply and recap approach to teaching and learning. Lessons offer clear teacher modelling with the use of high quality resources and examples of learning. The environment is set up to promote both a collaborative and independent approach to learning. All lessons will focus on learning and progress with the learning focus being clear and in line with national standards.

Teachers have good subject knowledge and will challenge learning through questioning. Staff provide support and scaffolding to help all children achieve in the lesson. Pre teaching is used to support pupils.

Subject planning and teaching

Subject leaders set out concepts, key knowledge and skills in each subject. Key conceptual knowledge is mapped and sequenced for pupils across the school from EY to Year 6. Core knowledge is drawn from the National Curriculum and within discrete subjects to ensure broad coverage and progression across each year group. The subjects are sequenced carefully to ensure that all children receive their full entitlement to our ambitious curriculum content. Class teachers use the progressions of knowledge and end-points in each subject to shape learning and assess understanding.

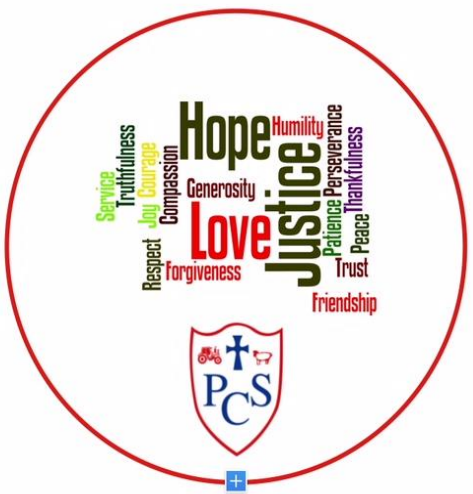



Subject leaders and class teachers have organised long term planning in a two-year rolling programme as we have vertically grouped classes. The sequencing and connections between the parts of the curriculum also enable our pupils to access a deeper understanding.

Assessment for learning is used throughout projects.

Interconnected links

Project planning includes interconnected links, enabling relevant connections between subjects creating links in knowledge so that pupils can make sense of their learning.

We use TASC, Thinking actively in a social context for planning special weeks and projects e.g. Global awareness, Fairtrade, Arts and STEM weeks. SMSC, Leader in Me Habits, our core Christian Values and virtues are woven through our curriculum.

Implementation	<p>Collective worship and thoughtful promotion and planned opportunities for children to learn about and live our values of Love, Hope and Justice and associated virtues throughout the curriculum and during the year</p>	<p>Values</p> <p>Our core Christian Values and virtues are promoted and celebrated throughout the life of the school.</p> <p>Inspiring learning for life. Developing character through our core Christian values and virtues.</p> <div>  <div>  <p>Love in our school describes how we are one school family, where each individual is encouraged to love and respect others, themselves, God and our world.</p> <p>Love is thinking about others before yourself.</p> </div> <div>  <p>Hope describes how we believe the world can be a better place and that we can do something positive to make a difference.</p> <p>Hope is about developing resilience in our character, aspiration for our future and trusting in God.</p> </div> <div>  <p>Justice in our school describes how we take responsibility for ourselves, one another and do what is right.</p> <p>Justice is about being fair and making wise decisions even when it is difficult.</p> </div> </div>		
	<p>Enrichment Days/ Special weeks STEM-week Fairtrade fortnight Global awareness fortnight Take One Picture project days 7AS sport development days Whole school Art installations/projects</p>	<p>Sports Participation in additional sports events with cluster schools. Whole school sports days. Inter-house sporting events After school sports clubs.</p>	<p>Pupil leadership roles School council Fairtrade reps Peer mentors Worship leaders Sports leaders Cyber ambassadors Junior road safety officers Librarians Language ambassadors</p>	<p>Specialist Roles School Link Educational Psychologist ELSA Inclusion leader HMS specialist music teacher</p>

Implementation	Big enquiry questions link the skills with global citizenship, the world and our role within it <ul style="list-style-type: none">Key questions are explored during topics giving pupils the opportunity to think deeply about important ideas and concepts								
	Reading	Writing	Mathematics	Science	PSHE/RSE	Music	Design and Technology	PE	SMSC
	Phonics and Little Wandle	Drama	Art and Design	Geography	Computing ICT	History	MFL	Religious Education	Character Leader in Me/7 Habits
	Needs of Pupils Cognition and Learning Communication and Interaction Social, Emotional and Mental Health Physical								
	Interventions Little Wandle Phonics keep up Lego Therapy Communication, Speech and Language Development Emotional Regulation Emotional Literacy/ELSA Thrive Attachment Support Fine Motor Development Outdoor Learning Memory development Problem Solving Thinking Skills Handwriting/ Letter Formation Gross Motor Development Reading Comprehension Maths Keyboard Skills Bereavement Support Transition support Pre-teaching/Post-teaching Phonological Awareness Reading 1:1 Precision Teaching Master classes at Perins								
	Extra-Curricular Clubs Multiskills Netball Football clubs Dance Choir Chess Drama Book club Creative Computing Art and Design Running Nature/Gardening club Debating club Languages club Nature club					Community Links Carols and Easter, school Nativity, link with the Church Preston Candover School Association events during the year Links with Pre School on same site and other pre schools Fairtrade Reps events Fundraising for Charities, links with Winchester Beacon (Night Shelter) and Naomi House Links with Grange Festival Opera, Local farms, Anvil Arts, HMS Links and collaboration with 7 Alresford schools Cluster Sports events			

Leader in Me-7 Habits

Habit 1 Be Proactive	Habit 2 <i>Begin with the end in mind</i>	Habit 3 <i>Put first things first</i>	Habit 4 <i>Think win win</i>	Habit 5 <i>Seek first to be understood</i>	Habit 6 <i>Synergise</i>	Habit 7 <i>Sharpen the saw</i>	Emotional bank account PCS School Values
I have a 'can do' attitude	I define my outcomes before I act	I focus on my big priorities	I have an abundance mind-set	I listen to others' ideas and feelings	I get along well with others , even those who are different to me	I try to have balance and renewal	<i>I show kindness, courtesy and respect</i>
I pause before I respond	I plan ahead	I plan every week	I balance courage and consideration	I try and see things from others' point of view	I work with on others to help me solve problems	I take care of my body by eating right, exercising and getting enough sleep	<i>I am loyal to the absent</i>
I take responsibility for my actions	I set goals that have meaning	I stay organised	I consider other peoples wins as well as my own	I listen without interrupting	I work with my classmates and teacher	I spend time with my family and friends	<i>I set clear expectations</i>
I am a role model for others		I finish my work	I am kind to others	I am confident voicing my ideas		I learn in lots of ways and in lots of places	<i>I apologise</i>
I focus on my circle of influence							<i>I forgive</i>

Impact	Impact Assessments take place for all pupils three times a year although ongoing formative assessment supports learners throughout their teaching and learning cycle. We aim for our pupils to recall learning with fluidity when this is required such as multiplication tables and phonics. We use formative assessment information every day, in every lesson. Staff use this information to inform their short-term planning and short-term interventions. This helps us provide the best possible support for all of our pupils. Assessment information is analysed by the Headteacher, Assistant Headteacher, Inclusion Lead and Subject Leads. Pupil progress reviews are conducted termly. This process provides the senior leadership team and governors with an accurate and comprehensive understanding of the quality of education in our school. Monitoring includes book scrutiny, lesson observations, learning walks, peer learning observations and pupil/staff voice. All of this information is gathered and reviewed. It is used to inform and improve practice; further curriculum development and provision is adapted accordingly.						
	Outcomes/Standards EY Phonics KS1 KS2		Well being Children enjoy learning and coming to school. Their mental health and well- being is supported. They are developing spiritually, growing in self-esteem and confidence. They know the importance of being healthy. Pupils aspire to reach their potential.			Personal development Our core Christian values, learning powers and Leader in Me Habits support all children in developing character. Rich experiences are planned and implemented for our children to develop their talents and interests.	
	Reading, Writing, Maths and Science Data Foundation subject assessment data		Learning walks, attitudes to learning	Pupil interviews	Book Scrutinies show range, sequence and progression across the curriculum	Lesson observations	Parent Pupil surveys Staff surveys LA reports Gov. monitoring