

Curriculum Intent Statement

Mission

We aim for our school community to be a safe and happy place where everyone can share a love of learning.

Vision

We will take strength and direction from Isaiah 40:31

**“They will soar on wings like eagles;
They will run and not grow weary,
They will walk and not be faint.”**

Our Christian core values underpin all we say and do.

Responsibility	Respect	Trust	Perseverance	Compassion	Courage
<p>We will support our children to recognise that there is much in their world to value, protect and be in awe of so that we can look ahead to a promising future.</p> <p>‘For whatever one sows, that will he also reap.’ Galatians 6.7</p>	<p>We will respect the worth of each person in the belief that this is central to good education.</p> <p>‘Respect is better than silver and gold.’ Proverbs 22.1</p>	<p>We will act with integrity, being honest and transparent and acting on our words and owning our mistakes. There must be trust to take risks with our learning.</p> <p>‘In all your ways, acknowledge him and he will make straight your paths.’ Proverbs 3.6</p>	<p>We will develop growth mind sets and perseverance to build resilience for challenging and changing times</p> <p>‘Nothing is impossible with God.’ Luke 1.37</p>	<p>We will seek to transform lives through showing generosity of spirit, forgiveness and compassion especially when people may be suffering.</p> <p>‘Be compassionate, be humble, love one another’ Peter 3.8</p>	<p>As a team we will have the courage to put heart into all we do</p> <p>‘In this world you will have trouble. But take heart.’ John 121.1.</p>

We will support our children to ‘soar on wings by:

Ensuring we know their needs and provide inspirational teaching and empowering learning opportunities to meet their needs.	Investing in and celebrating the uniqueness of each individual in our school community.	Fostering an understanding that knowledge, wisdom and skills are achieved through hard work and perseverance.	Demonstrating empathy, compassion and forgiveness so that we all have the courage of take risks and learn from our mistakes.	Growing global citizens who value others and cherish themselves and have strong characters and voices.	Securing for each of them a strong foundation with the skills, knowledge, understanding and motivation to become independent and lifelong learners.
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A key part of our strategy is to:

Ensure explicit curriculum opportunities to support and nurture children’s emotional health and spiritual wellbeing	Develop the effectiveness of the staff team and subject leads to plan and drive subjects, purposefully monitoring and supporting colleagues to ensure consistent high quality provision and encouraging one another to share their noble passions.	Ensure connectivity between learning experiences to embed transferable, purposeful, relevant knowledge and reasoning.	Develop opportunities for children to articulate depth of understanding – use of rich vocabulary; pupil voice; interaction with wider community. Be inclusive, representative and minimise the impact of gender stereotyping.	Embed opportunities for children to recognise, value and celebrate diversity and inclusiveness ensuring the curriculum is representative of our society. Minimise the impact of gender stereotyping.	Develop peer and self-assessment and collaboration opportunities in metacognitive classrooms and schools.
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Curriculum Implementation

Our curriculum consists of planned and unplanned experiences in school and out: lessons, themed days, circles, Collective Worship, clubs, sports, Forest School, trips and visits, workshops, residential trips, fund raising, community work, performances and high levels of integration across the age range.

Outcomes are designed to meet the requirements of the Early Years Foundation Stage Curriculum and the National Curriculum and also to develop the skills needed for learning and for life.

Our engaging curriculum is designed collaboratively. Subject specific skills are scaffolded within a cross-curricular theme each term. In order to ensure that progression and balance is maintained, the programmes of study are then developed into medium term plans which clearly highlight the learning objectives, lines of inquiry, assessment opportunities, differentiated tasks as well as links to other subjects. Teachers translate these plans into smaller units: half term, weekly and daily plans where the specific needs of the learners are addressed with reference to the progression plans for each subject to ensure gaps in learning are minimised and children feel confident and ready for the next stages of their learning.

Each class teacher shares termly curriculum plans to provide parents/carers with information about the learning ahead with ideas for extending children's learning at home and sharing opportunities for parents to be involved at school.

We understand children must feel motivated to engage with their learning. For that reason, our curriculum is child-centred. Children will be motivated when they are feeling emotionally and physically well. Teachers and parents work closely with pupil and family support systems to lift barriers to learning. Building strong relationships is key to fully accessing the curriculum.

Teachers support the acquisition of a rich language through using subject specific vocabulary and high quality text. Teachers know that allowing children to lead the learning will have a positive impact on outcomes. Pupils are supported to lead their own learning through developing metacognitive classrooms, self and peer assessment, leadership roles and by having a strong pupil voice which is listened to.

The curriculum is reinforced by the school's Christian Core Values. These are taught on their own and through all areas of the curriculum, including Collective Worship. The spiritual, moral, social and cultural development of our pupils and their understanding of British Values are woven through the curriculum.

The school environment is used creatively to support learning. Teachers, support staff and pupils identify the need for resources to support teaching and learning.

Staff are supported to share best practice within school and across the federation and cluster.

Curriculum Impact

Pupil achievement is assessed using progression and attainment data, recognising that good outcomes are not just measured in 'qualifications' but in how successfully pupils are developed as well-rounded citizens. Teachers are able to define what good progress means for individual children and groups and the ability to do this well comes from a strong knowledge of children as individuals. Pupils are encouraged to revisit and practise skills, apply knowledge and understanding. Pupils are prepared for the next stage in their education and face new challenges with resilience. The enthusiasm children have for their learning is demonstrated in how they talk about their learning and make links within and between subjects, how they share their learning and progress interests from home linking them to their learning at school. The pride they show in their learning can be seen in their exercise books and on displays. We want each child to be able to enjoy a passion for an area of learning they particularly excel at or enjoy. Our success is measured by what our children become. They become resilient, inquisitive, reflective, aspirational, confident, compassionate, courageous, proactive, informed, engaged, creative, spirited, articulate, generous, self-sufficient, spiritual, respectful, reliable, honest, knowledgeable, skilful, interesting and interested, supportive, independent, ambitious and of strong character. They will feel safe and happy and able to share a love of learning. They will 'soar on wings.'