

## Curriculum Statement

### Curriculum Aims:

#### **We will be successful when:**

- **Community:** Our children develop a deep sense of belonging and understand how to be **responsible** and active members of the local community and the wider world
- **Aspiration:** Our children are ambitious, with high expectations for themselves and others, understanding there are no limits to what they can achieve with hard work, **resourcefulness** and dedication
- **Resilience:** There is a culture of **resilience** and **reflection**, enabling children to understand how to take control of their learning
- **Emotional:** Our children have patience towards others, are emotionally resilient and are willing to talk about their own concerns and feelings
- **Skills & Knowledge:** Our children can **reason** and are equipped with the skills, knowledge and experiences necessary to start them on a journey as life-long learners

In addition to coverage of the national curriculum, we have prioritised four extra elements, based on extensive consultation with stakeholders, designed specifically to meet the needs of the children growing up in our context. They are **Community, Aspiration, Resilience** and **Emotional Well-Being**. These elements, along with Skills & Knowledge from the national curriculum, is known as **CARES**.

Our curriculum is subject driven. Children know what subject they are working on in a particular lesson; this is underpinned by subject-specific work books that follow the children through their learning journey.

Our approach to balancing knowledge & skills is 'knowledge-engaged', where knowledge is seen as underpinning and enabling the application of skills. Skills and knowledge are taught alongside each other with a desire for both to be developed.<sup>1</sup>

Progression in skills, knowledge and vocabulary for each subject has been carefully planned and sequenced by each subject leader, ensuring that the curriculum

---

<sup>1</sup> Ofsted, Education Inspection Framework – Overview of Research (2019), p. 6.



covers things pupils need to know and be able to do before they leave the school, as set out in the national curriculum.

Cross-curricular links are made when they are strong and obvious and contribute to the development of long-term schemata, but they are not the key driver.

We achieve our aims using a variety of teaching and learning styles, including co-operative learning. We balance direct teacher input with pupil activity, which includes group work, paired work and individual work.

Cooperative Learning forms a key, consistent and central component to our approach, ensuring that our classrooms are language rich and that children learn from their peers as well as from the adults.

Schemes of work also include activities and wider experiences that we feel will enhance the personal development of our pupils. These are activities that the adults in school decided in collaboration with other stakeholders, drawing on their diverse set of experiences – these are known as 'Wish List' activities.

