

# **Culverstone Green Primary School**

## **Teaching, Learning and Curriculum statement**



### **Our Vision**

**Our vision is that every child will fulfil their potential, flourish as individuals who are prepared for the next stage of their life, growing as responsible citizens and lifelong learners.**

### **Our Ethos**

**Putting the needs of every child at the heart of everything we think, say and do.**

### **Our Values**

**Respect, Equality, Resilience, Courage, Awareness and Collaboration**

## Culverstone Green Curriculum

**"Putting the needs of every child at the heart of everything we think, say and so."**

### **Statement of Intent:**

Our aim is to deliver a quality broad, diverse and rich curriculum that develops children's confidence and independence for learning in order for them to develop **intellectually, culturally, emotionally, spiritually and sociably**. Our staff share the ethos that **we put the needs of every child at the heart of everything we think, say and do**.

At Culverstone Green, the curriculum is designed to give every child the opportunity to fulfil their potential, **flourish** as individuals who are prepared for the next stage of their life and to grow as **responsible citizens** and **lifelong learners**. It has been designed to meet the individual needs of our pupils, as well as representing our local community and wider society. Our curriculum is underpinned by our school values and is designed to teach and embed these. We believe these core values support our pupils in their lives and wider society as they grow and develop as unique individuals. Our staff work hard to promote the values of **respect, equality, resilience, collaboration, courage and awareness**.

We believe all children should be equipped with the skills and knowledge, which provides strong foundations in order for children to develop depth in their learning long term; each year prepares children for the next and future learning. The **curriculum challenges thinking and preconceived ideas** providing children with the opportunity to be challenged and to **welcome challenge**. It develops their **problem solving skills, articulation of understanding and opinions, reasoning skills, critical thinking and applying skills and knowledge independently**.

### **Implementation:**

The curriculum at Culverstone Green has been designed for our children to learn the knowledge, understanding and skills as set out by the National Curriculum and Early Years Foundation Stage. It has been created with the needs and interests of our pupils in mind, however within this there is flexibility so that it can be adapted to reflect current world events.

The curriculum has been designed using a thematic approach through and across year groups, covering a broad range of topics and themes. It is progressive, sequential and skills based, challenging thinking and ideas of our pupils so that they have opportunities to focus on their place in the world, the people within our world, now and in the past, and our impact on the world.

Each year prepares children for future learning as topics recap and build on sticky knowledge. The curriculum has been adapted to ensure strong foundations but also to provide a depth of knowledge and to embed understanding long term.

Our curriculum is a learning journey. The EYFS learning journey can be found [here](#). In Key Stage One and Key Stage Two, we have yearly, progressive and chronological themes, and each term's topic relates to the year group theme. A 'Big Question' and a 'hook' activity is set at the start of each term to engage pupils and set them on a learning journey of discovery, where children learn chronologically to build their knowledge and skills. At the end of each term, pupils are given an opportunity to apply

their new knowledge and skills and are challenged to answer the 'Big Question'. This is shared with their peers, parents and the wider community at our end of term 'Express Events'. When applicable, learning is cross-curricular to embed and deepen pupil's understanding and opportunities to apply new skills and knowledge.

Our yearly themes are below:

**Year R: Me and my world**

**Year 1: Our Place in the World**

**Year 2: Our Local World**

**Year 3: Our Great World – Human vs Physical**

**Year 4: Explorers**

**Year 5: Gods**

**Year 6: Power to the People**

We incorporate SMSC, British Values, our school values and The Golden Thread Alliance values into our curriculum. Our curriculum has been designed with equality, inclusivity and diversity in mind and our topics are taught using quality core texts in English to support the understanding of new vocabulary and key knowledge and understanding. While embedded within all learning experiences, **all** children at Culverstone Green learn to fulfil their potential, flourish as individuals who are prepared for the next stage of their life, growing as responsible citizens and lifelong learners.

#### Planning and delivery:

When planning each term, a journey is mapped out to ensure full coverage of the curriculum and skills; this sequential planning ensures children can answer the 'Big Question'. Pupils are inspired by a learning 'hook' and given enrichment experiences, such as workshops, visitors or visits, throughout the year to enhance pupil learning and engage them in their learning.

#### Individual needs:

Our curriculum takes into account a wide range of teaching and learning strategies so that all pupils have an opportunity to engage and be successful in their learning; all children make progress from their starting points.

- Learning activities may include:
- Debate
- Mind-mapping
- Drama
- Discussion
- Independent or paired research
- Manipulatives
- Reasoning
- Videos
- Music

- Independent tasks
- Problem solving

#### Assessment:

Assessment in all subjects is continuous, with adults providing on the spot verbal feedback to pupils during lessons so that children know what they are doing well and how they can improve further. Written feedback is also provided in order to challenge children's thinking and to provide an opportunity to deepen understanding and apply their new skills at a deeper level. Summative assessment occurs three times a year in the core subjects; this data is analysed and plans put in place to fill any gaps in knowledge, skills and understanding.

#### Leadership:

Subject Leaders at Culverstone Green are responsible for ensuring that all pupils are being taught their subject to a high standard, with coverage of the key skills, knowledge and understanding. Regular monitoring throughout the year analyses their subjects place within the curriculum and focuses on:

- Coverage and progression of skills
- Quality of teaching of their subject by teachers and teaching assistants
- The needs of all children being met through carefully planned provision
- Use of resources to support independent learning and deepening of knowledge, skills and understanding
- Opportunities to further challenge pupils so that they develop mastery of their subject
- Pupils opinions on their subject
- Values and SMSC are embedded within their subject
- Data and assessment to find gaps and ways to improve
- Opportunities for cross-curricular learning where applicable
- Opportunities for links with current affairs