



Church Eaton Primary School

Curriculum Intent Statement

Our Intent

The aim of Church Eaton Primary School is to provide a challenging and aspirational education to develop each child and ensure they will have the best start in life: through promoting and developing confidence and independence as learners who succeed today and be prepared for tomorrow.

Church Eaton School will encourage all our children to be successful learners who enjoy learning, make progress and achieve. We seek to develop confident individuals, who are able to live safe, healthy and fulfilling lives and responsible citizens, who make a positive contribution to society.

We are focused on encouraging children to embrace our School vision of **Caring**, **Educating** and **Succeeding** in all we do. This encompasses the values of perseverance, respect, aspiration, individuality and dynamic.

At Church Eaton School the curriculum is built upon three key curriculum drivers: **Community**, **Environment** and **Self Sufficiency**.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enrichment opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use Learning Powers to promote positive attitudes to learning, which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year.

Children leave the School with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

By offering a broad and balanced curriculum, we inspire children to learn and develop in their moral, spiritual, social and cultural understanding. The School ensures that children are well prepared for life in modern Britain and are aware of how they can contribute and understand their local community.

Curriculum Implementation

Church Eaton School engages all learning styles using a variety of resources including Early Years Outcomes, National Curriculum Statutory Guidance, Values Based Learning, Outdoor Learning and enhancement opportunities which support teaching of the curriculum.

Learning Research

The School has recognised the use of clear, focused learning objectives and success criteria as an effective tool in gaining intended learning outcomes. Staff have had training to use effective questioning techniques to develop higher order thinking skills. In lessons we provide opportunities for study but we strive to provide as many recall and application activities as possible to support the retention of knowledge and understanding.

Learning Powers and Inclusion

The learning culture is promoted through eight Learning Powers which are used to remind and empower children so that they become responsible for their own learning. These powers are: Enjoy Learning, Have A Go, Concentrate, Don't Give Up, Be Cooperative, Use Your Imagination, Be Curious, Keep Improving.

Values Based Learning

We use Values Based Learning which is a rolling programme of focus values which are introduced in assemblies, discussed in class and promoted through activities and actions. Each subject leader ensures that there is appropriate curriculum coverage of Fundamental British Values, including the 9 protective characteristics. Children learn to take personal responsibility for their own thoughts and actions.

Subject Leaders

At Church Eaton School we have subject leaders who oversee, develop, monitor and evaluate the effectiveness of their subject within school across all year groups and phases. Staff are committed to delivering high quality learning experiences throughout the curriculum. Support staff have developed their strengths in order to further enhance the quality of learning. The Learning Powers are used as a constant point of

reference to allow children to see the impact of their understanding and progress throughout school.

Early Years Outcomes and National Curriculum

English

Reading is a fundamental part of everything we do at Church Eton. Children are exposed to high quality texts across the curriculum and reading skills are taught explicitly in all year groups. Alongside the skills of decoding and comprehension, book talk encourages children to think as a reader and discuss their preferences, likes and dislikes. Reading for pleasure is a cornerstone of our approach, with a well-stocked and well organised school library which children access both within the timetable and in their own time. The high profile of reading in school is further enhanced by the Reading projects which runs in school every year. We are very proud to consider our self as a Reading School and in the establishment of our Reading Army which consists of dedicated local volunteers that read weekly with our children.

We encourage children to read daily at home and this is monitored via a home-school communication diary.

Phonics

We teach phonics through the **Letters and Sounds Scheme**. This is used throughout the school particularly in the foundation stage and key stage one. We use a wide variety of reading schemes, covering fiction and non-fiction, including *Rigby Star* and *Oxford Reading Tree*. More confident readers are able to choose from class readers and a well stocked library. The scheme is continued at home.

Writing

Writing is taught through a range of exciting stimuli which includes books, film clips, artefacts, visitors and real life experiences. We strive to equip children to develop a rich vocabulary which can help them bring their writing to life. Basic skills and non-negotiables underpin writing in all areas of the curriculum. Teachers model the writing process and demonstrate the ambitious high standards expected of all children. Every child is encouraged to let their imagination and personality shine through in their writing.

Maths

In our maths curriculum calculation is taught, practiced, practiced and practiced. The children can then apply these skills to problems which helps them to reason about

number. These skills are transferable to everyday situations where maths is seen as an integral part of life.

Challenge Curriculum

Creative thinking is developed through autonomy in Science and the Foundation Subjects: Science, Geography, History, Art, Design and Technology, Computing, Music and PE.

- The Learning Challenge concept is built around the principle of greater learner involvement in their work. It requires deep thinking and encourages learners to work using a question as the starting point.
- In designing the curriculum teachers and learners are using a prime learning challenge, expressed as a question, as the starting point.
- The learning challenges need to make sense to the learners and be something that is within their immediate understanding.
- Time for learners to reflect or review their learning is central to the whole process. This is in keeping with the 'Learning to Learn' principles where reflection is seen as a very important part of individuals' learning programme.
- Within the Learning Challenge Curriculum it is suggested that the final subsidiary learning challenge is handed over for learners to reflect on their learning.
- Although reflection is seen as a concluding part of the prime learning challenge, it is hoped that that there will be opportunities for learners to reflect frequently.

RE

Using the Curriculum and Staffordshire RE Agreed Syllabus, children are taught knowledge and understanding around a range of religious and worldwide views so that they can: describe, explain, analyse and investigate allowing them to appreciate beliefs and practices, recognising the diversity, meanings and values within and between communities (including their own) and amongst individuals.

Music

Our Music curriculum is designed to progressively develop children skills in the areas of musical appreciation (listening and discussing), performance on instruments and with voice, composition and recording and evaluating musical performances. We encourage children to focus on the work of great musicians for inspiration and exploration, and to

build up a repertoire of techniques and approaches that they can apply in their own compositions.

Modern Foreign Languages

Our MFL curriculum, is designed to progressively develop children's skills in languages, through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. All of these approaches help to equip our children with the skills to be confident global citizens.

Computing

Our computing curriculum is designed to equip children with the skills and understanding to live in a technological world this includes being able to use a variety of computer software and coding programmes. There is an emphasis on the importance of Online Safety for all year groups.

Outdoor Learning

Church Eaton School is a Forest school and encourages all teachers to take children outside the classroom to make learning more relevant to their lives in the community and wider world. We encourage children to be responsible for and respect the local community and environment giving them a sense of belonging and ownership of the place in which they live. We explore the uses of the local area, integrating subjects so that meaningful activities can be planned and delivered effectively and regularly.

Health and well being

Health and well being has a high profile in the School. In recognising the development of the whole child the **pastoral support** given to children so they can access the curriculum is strong. Nurture group sits at heart of our school as this allows vulnerable children to access their learning and curriculum entitlement. The school has various systems which support the **emotional** and **mental well-being** of children.

Sport

Sport is central to both our curriculum and extra-curricular provision. Emotional and mental wellbeing is also greatly enhanced by sport. We know this is hugely beneficial to all our children. We also believe the pedagogy of P.E. in sport affects other areas of the curriculum and really enhances children's learning, physiologically allowing better learning to happen, as well as children learning skills such as listening, problem solving, team work and resilience. An active lifestyle is promoted through initiatives including

the daily mile and daily travel tracker in addition to active lessons. We currently hold a Gold school games award.

Relationships and Sex Education

At Church Eaton RSE is taught through a whole school policy and, where possible, is integrated into other areas of the curriculum such as religious education, science and PSHE. It is always taught within the context of the church's teaching on sexual relationships. In Years 5 and 6, parents are informed prior to any lessons from the class teacher relating to this area of the curriculum. Parents are given the opportunity to discuss what their child will be learning so that they can support their child's work at home. Any questions that children ask are answered sensitively and in a caring manner. Lessons and resources are always chosen to suit to the age of the children.

Curriculum Enrichment

One of our **greatest innovations** is our Curriculum Enrichment Week, held termly covering a wide variety of subjects. Children experience the opportunity to learn beyond the classroom. The whole school moves away from the usual timetable and the learning is focused around a given theme or subject for the week. These weeks involve trips, workshops, parents and other visitors, the children working alongside older or younger children and can involve the local community. Please take a look at our photos to see what the children experience on our Curriculum Enrichment Weeks.

Visits and Visitors

In the curriculum we recognise that children's learning is enhanced by different experiences. We offer children a wide range of educational visits which are used to motivate and engage learning which improves retention. Regular visitors in school give the children another perspective on values, attitudes, learning and understanding. These include charities, people from different professions and the community.

Lunchtimes

We consider lunchtime to be an extension of the curriculum. Children have the opportunity to practice the transferable skills they have learnt during lessons. Structured play opportunities are provided children are encouraged to think creatively, apply their understanding in individual ways to be able to draw upon their own experiences and to be imaginative during play.

Community Links

Community Links Creating strong community links is something that we value, ensuring that opportunities are planned for children to recognise how they contribute to the local community, leading community involved Remembrance services, fundraising events to support national charities (Macmillan Coffee Morning, Children in Need), local initiatives (House of Bread), singing in our local Village Institute and many other visits where we are always actively seeking to involve the local area. We are committed to involving parents/carers in the life of our school and offer opportunities for our stakeholders to inform our rationale through parent forums, open mornings and a dojo communication system. The School provides extended school provision. To promote physical health and wellbeing, we offer a wide range of before/after and lunchtime clubs. These enable children to participate in local sports tournaments, competitions and showcases while allowing us to promote the fact that we are proud of our achievements within the community.

Curriculum Impact

The curriculum at Church Eaton is well planned and thought-through to enable a wide range of engagement, not only within class but in providing out of class opportunities to enable children to develop themselves as learners and encourage each child to be as independent as they can be. Questionnaires to the pupils and parents allow the staff to regularly review and assess the impact that the curriculum is having. We have had many positive responses from the children to this effect. The impact of the curriculum is evident in the outcomes for all pupils.