



# Curriculum Statement

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**The Curriculum Statement should be read in conjunction with the following documents:**

Individual Subject Policies - [Curriculum Policies](#)

Individual Subject Progression of Skills - [Progression of Skills](#)

## Intent - Our Curriculum Statement

Our Curriculum has been dynamically planned; every element is carefully considered enabling a shared vision of high quality teaching and learning to permeate through the school. Our philosophy is to ensure:

- Learning is meaningful and enables all children to invest in their own success
- Learning is based on knowledge rich experiences, underpinned by carefully considered and progressively planned skills.
- Progress is measured by the level of independence, resilience and confidence in the application of skills and vocabulary, this is called 'learning autonomy'.
- Learning autonomy is defined by our team as 'being able to use and apply skills independently and in a range of situations. The autonomy enables us to strongly identify when skills transform into knowledge and have been committed to long term memory.

## Implementation

### Progression of Skills

Subject leaders have carefully planned and developed a Progression of Skills (PoSK) for each curriculum area ([Progression of Skills](#)) which consists of knowledge rich experiences that are embedded into a logically and consistently planned curriculum design. The Progression of Skills are broken down in the following way:

Year group	Term	Theme	Unit of Work (if applicable)	Key Skills	Key Vocabulary
EYFS	Autumn 1	It's All Magic (Fairytale/traditional story focus)	e.g. Numbers to 10 (Maths)	e.g. To compose a sentence orally before writing it (Writing)	e.g. animals, natural, change, grow, food, live (Science)
Year 1					
Year 2	Autumn 2	Crash! Bang! Winter Wonderland	e.g. 'Being me in My World' (PSHE)		
	Spring 1	Breaking News! Chinese New Year Festival			
	Spring 2	Down on the Farm			
	Summer 1	Climate Change			
	Summer 2	When I Grow Up			

### **The PoSK for each subject will enable teachers and support staff to:**

- Know what needs to be taught at each point across the academic year, thus informing their Long Term, Medium Term and Weekly Planning
- Understand what children should already know from: the previous week, the previous term, the previous year group
- Be aware of what children need to know next to move their learning forwards and set appropriate challenge and next steps

### **The PoSK for each subject will enable the subject leaders to:**

- Know what they will expect to see being taught at each point across the academic year when they do any monitoring e.g. learning walks, book looks
- Be aware of what children should already know in their specific subject at different points across the academic year
- Have an understanding of children's next steps within their specific subject
- Be able to monitor and assess the effectiveness of the teaching and learning occurring within their specific subject

## **Cross-Curricular Links**

Our curriculum is taught in a cross-curricular way with clear links planned across each individual subject e.g. vocabulary development, units within each subject and then across all of the subjects within the curriculum. These are outlined in each subject's Progression of Skills and carefully linked to our Whole School Curriculum Overview [Whole School Curriculum Overview](#)

## **Impact and Assessment**

The impact of each subject will be measured in a variety of ways. Each subject policy outlines how the children will be assessed and how their learning is moved on. Leaders plan specific curriculum assessment points to monitor whether the skills taught across the term/year have been committed to long-term memory. Leaders may look at elements such as persistent errors being eradicated, repertoire of skills building up over time, skills being transferred and committed to long-term memory. The assessment tools may include, but are not exhaustive of:

- Pupil Voice questionnaires
- Monitoring: Book Looks - looking specifically for persistent errors being addressed and decreasing
- Monitoring: sequence of Learning Walks/Lesson Observations referring back to the PoSK, observing a repertoire of skills being built up over time
- Joint approach by Specialist Teachers (PE, Cooking) and Class Teachers E.g. Performance Checklists
- Teacher Assessment
- Planned Assessment Points (outlined in specific subject curriculum policies and inputted onto the school's Google Calendar)

All subject leaders must plan specific assessment points across the year and subject leaders must determine when these are appropriate within their subject and in line with the school's data/assessment cycle. See individual subject policies for specific information regarding assessments.