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## CORE VALUES

 enjoyment

 creativity

 resilience

 independence

 challenge

 aspiration



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## GLOSSARY

▶ Wider curriculum

Foundation subjects as well as Forest School, Philosophy for Children; Outdoor Learning

▶ Regular

At least fortnightly

▶ Blocked

Consecutive days teaching a subject

▶ Discretely

When a subject is taught on its own but on a regular basis

▶ Tiered success criteria

Statements which increase in difficulty, making it clear to pupils which skills, knowledge & understanding need to be achieved in order to be successful in each lesson

▶ Broad and balanced

Daily learning for English and Maths; regular for Science and PSHE; where subjects are not taught regularly, they can be blocked

▶ Enrichment

Opportunities such as trips, performances, hands on experiences, being outdoors, working with specialists. These create awe, wonder, a stimulus for learning and give opportunities for skills to be applied and to expand interests, understanding and knowledge.

▶ Core values

Values which have been agreed by staff and pupils, and underpin the ethos of our curriculum and school.



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## OUR CURRICULUM

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The Etchells Curriculum is underpinned by our Core Values.

In our curriculum we enjoy ourselves and get creative. We are resilient and independent with our learning. We embrace challenges which help us set our aspirations high.

Know Explore Communicate



# KEY AIMS

Our curriculum is purposefully designed to be flexible to allow for broad and balanced coverage of all subjects and aspects of development. We value pupil input and enable child initiated ideas to be built into planning. We make links between subjects when they can be relevant and meaningful, and when they are not, subjects are taught individually with rigour and challenge. A focus on skills and knowledge enables us to ensure progression and high attainment.

Teachers are encouraged to be innovative and creative, to share expertise and to take a key role in the leadership of the curriculum. They respond to pupil voice to ensure engagement, enjoyment and understanding.

Achievement, progression and the impact of the curriculum through school are checked using strategies most relevant to the subject and age group. For example: review and reflection in lessons; assessment against the success criteria of the lesson; marking ladders/self-assessment grids; discussion and talk with children; targeted questioning; EYFS trackers for all areas of learning.

# CURRICULUM CONSTRUCTION

Skills and knowledge are set out in the Etchells Curriculum File. We expect plans to be flexible in order to take assessment and child initiated input into account. Pupils contribute to the design of the curriculum. Plans are displayed on classroom walls and are created using our bespoke process: Intent, Live Planning, Implement, Immerse. We expect pupils to know, explore and communicate.



## CORE SUBJECTS:

Age Related Expectations for English and Maths have been clearly identified for each year group and form the basis of planning and assessment. Where possible, opportunities to further Maths and English skills are planned across the wider curriculum. The impact is measured through ARE assessments and progress is evaluated from starting points (end of EYFS and end of KS1). Termly progress meetings are held. Science is planned using the school's Progression Assessment grids. It may be taught discretely or can form the basis of a wider topic.

## FOUNDATION SUBJECTS:

We have a topic based approach; in EYFS this is defined by the children's interests and structured using the ELG's. In KS1&2, topics can be defined by a subject focus such as Geography, History, Science. If links can be made to other subjects then they are; otherwise subjects will be taught in a block or discretely. (see glossary)

## HIGH EXPECTATIONS THROUGHOUT:

We establish high expectations in all subjects using the following strategies: tiered success criteria (chilli challenges) leading to open-ended outcomes; growth mindset principles; clearly defined skills progression; planned, open-ended questioning giving a variety of ways for pupils to think; time to edit & improve work; opportunities to communicate learning.

## PERSONAL DEVELOPMENT:

Growth mindset and mixed ability teaching underpins our curriculum approach. Pupils have focussed sessions to consider growth mindset and this is planned progressively through all year groups. Pupils review their own progress, develop by making mistakes and recognise importance of behaviours for learning. The PSHE curriculum provides wide-ranging opportunities for pupils to explore their own personal development and Restorative Approaches, such as 'Circles' are used throughout school.

## SMSC

SMSC in our curriculum can be reactive, responsive or planned. Opportunities to build on SMSC at all age levels are maximised e.g. Newsround, reactions to texts, current affairs. Links to topics may be planned as well as stand alone coverage such as online safety, anti-bullying, celebrations such as Eid, Hanukkah.

## DELIVERING A FULL CURRICULUM

We believe our pupils have a right to a broad & balanced curriculum which enables them to grow as learners across all subject areas, whilst providing bespoke opportunities for personal and SMSC development. We make this happen through creative timetabling, interweaving of subjects and enrichment planning. No time is wasted & all opportunities are seized.