



## **Boxgrove C o f E Primary School**

### **Curriculum Overview 2022**

#### **Learning, Loving and Growing, together with God.**

This is a school where everyone is valued, nurtured and enabled to flourish. Through our Christian Faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school family.

We believe in curiosity and lifelong learning, aiming to equip our children to live life today and for tomorrow as confident and resilient individuals.

***God is love and those who live in love, live in God and God lives in them.***

***1 John 4.16***

## **Introduction**

Our curriculum forms the basis for our learning and the experiences our children enjoy during their time at Boxgrove Church of England Primary School. We are proud that our curriculum goes beyond the statutory National Curriculum for England and encompasses creative, cultural, outdoor and sporting opportunities as well as nourishing the individual talents and interests of our unique learners at Boxgrove. The curriculum we offer enables us to ensure that every child develops and receives experiences and opportunities to develop their knowledge and skills across the broad and varied curriculum. We ensure that learning at Boxgrove C of E Primary School broadens the values and opportunities of all to enable them to grow and succeed within wider life. The mental and emotional wellbeing of our pupils is of key importance too.

## **The School Curriculum in England**

- Every state-funded school must offer a curriculum which is balanced and broadly based and which:
  - promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
  - prepares pupils at the school for the opportunities, responsibilities and experiences of later life
- The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.
- All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage. Relationship education is also statutory in both primary and secondary schools.
- Maintained schools in England are legally required to follow the statutory national curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils. All schools must publish their school curriculum by subject and academic year online.
- All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

## **The National Curriculum in England**

Aims:

- The national curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.
- The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

At Boxgrove C of E Primary School we offer a curriculum which is broad and balanced and which builds on the skills, knowledge and understanding of all children, whatever their starting point. Our curriculum incorporates the statutory requirements of the National Curriculum 2019 and the EYFS Framework 2020 in addition to other opportunities which best meet the learning and developmental needs of the pupils in our school.

## **Curriculum Intent**

Our Curriculum has been designed to ensure each child can 'live life in all its fullness' by offering stimulating and awe-inspiring learning experiences with Christian values at its heart.

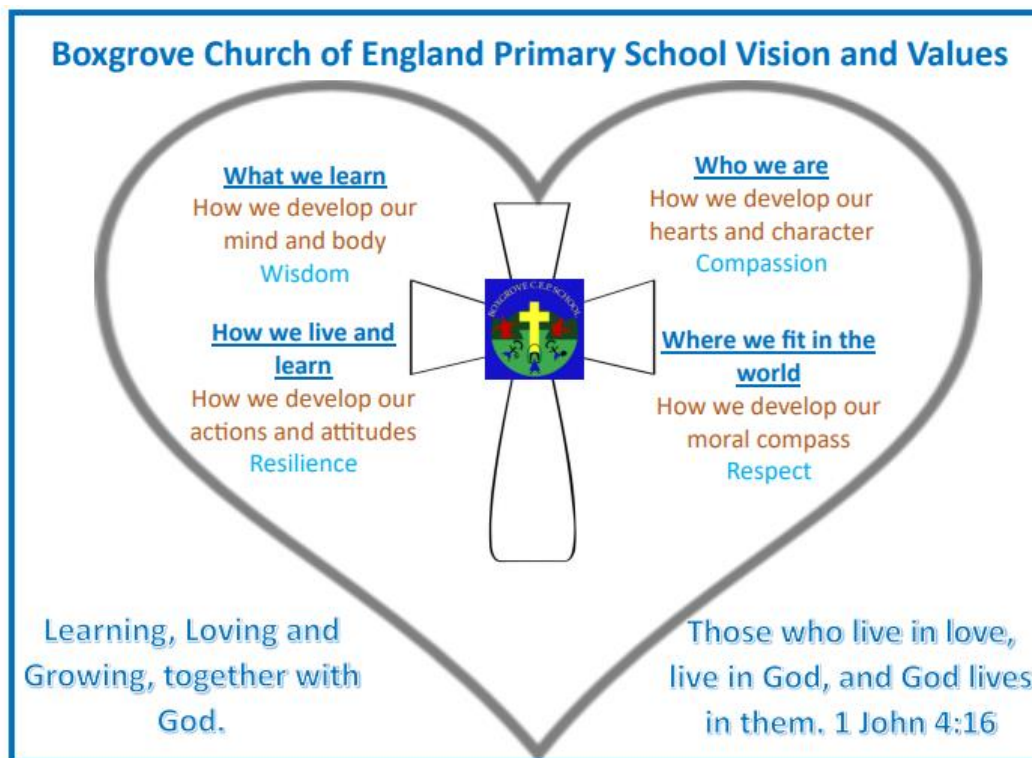
It is bespoke to the needs of the pupils at Boxgrove, not only by focussing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, but by modelling the virtues given to us by Christ and

by developing individual and collaborative learning experiences, a positive growth mind set, a sense of responsibility and challenges that take them beyond the classroom.

We are a small and semi-rural school with an evolving curriculum, which responds to the needs of learners and their interests by enhancing learning experiences and raising awareness from the local area to national and global arenas. Thus, we will develop outward looking pupils who are able to engage in learning about themselves and have an understanding of the wider world and its complex cultures.

Ultimately, through our Core Values, our curriculum is intended to:

- Develop our head and body : What we learn (Wisdom)
- Develop our hearts and character: Who we are (Compassion)
- Develop our actions and attitudes: How we live and learn (Resilience)
- Develop our moral compass: Where we fit in the world. (Respect)



Our school curriculum is deeply rooted in our school's Christian vision 'Learning, Love and Growing, together with God. Derived from this commitment and designed for our children, our curriculum encompasses the four key areas of The Church of England's Vision for Education (2016) and is reflective of our shared commitment to the common good of the whole community.

**Educating for wisdom, knowledge and skills:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

**Educating for hope and aspiration:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

**Educating for community and living well together:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

**Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

(The Church of England Vision for Education, 2018)

Our curriculum is based on the Cornerstones Curriculum and allows our children to explore different subject areas via interlinked and thematic topics. The themes are relevant and engaging and through 'innovate week' offers opportunities for our children to pursue their own ideas, make progress and develop a broad set of transferable skills. The themes are enhanced by our visits and workshops both in school or by visiting external providers.

Through quality teaching of knowledge, skills and vocabulary across core and foundation subjects, all children will be challenged to be inquisitive, compassionate, courageous and creative learners. They will have opportunities to influence their own learning through age appropriate and progressive themes and topics. Effective learning characteristics including being ambitious, reflective and imaginative will drive teaching and learning. Effective use of our outdoor environment will support the pupils in their learning.

Through careful and considered planning, we have developed a curriculum, which is motivating, engaging and taught through a series of themes with an emphasis on creative and critical thinking, oracy, questioning, research and reasoning.

## **Curriculum Implementation**

### Curriculum Organisation

We have a two-year rolling programme for Key stage 2 and a three-year programme for our EYFS/Key Stage 1 Class, highlighting the units of study in each subject area. English and Mathematics is planned on a weekly basis and adapted throughout the week based on teachers' formative assessments. Mid-term overviews for the other subjects are written the class teacher, supported by the subject leaders, and updated/reviewed on a regular basis. Children with Special Educational Needs, EAL or More Able learners are identified and, where appropriate differentiated activities/support are provided. There will be a range of teaching methods used ranging from whole class, group, paired and individual. Teachers are aware of the different learning styles of children and endeavour to use a variety of methods in the day-to-day delivery of the curriculum. Teachers will consistently adapt their planning to meet the needs of all pupils and plan individualised programmes for pupils with specific needs.

Units of learning across our curriculum are carefully mapped across each phase to ensure that children build on prior knowledge and are able to find opportunities to make connections between different areas of learning as well as developing a range of enquiry and critical thinking skills.

For English, all classes follow the Jane Considine Write Stuff approach to learning, which develops coherent sentence structures and use of ambitious vocabulary. This in turn enables them to to innovate and invent their own writing. Our Key Stage One pupils follow the Read Write Inc. programme, which allows for phonic awareness and reading development, whilst developing early writing skills. Children who have not mastered phonics in Key stage One continue to follow Read Write Inc. Interventions in Key Stage 2. The Read Write Inc. Spelling Scheme builds on the phonic programme, creating a structured progression for securing key spelling patterns. For maths, teachers follow the mastery approach, using White Rose planning as the basis for and other materials as a progressive tool for learning. This encourages a greater depth of understanding with a focus on developing children's problem solving and reasoning skills. TT Rock stars is used in Key Stage 2 to help learn key times table facts, while Number Sense is used in Key Stage One to secure early number fact fluency.

### PSHE

Our Curriculum includes the Jigsaw PSHE curriculum. This spiral, progressive scheme allows us to deliver a programme of PSHE that contains relevant learning experiences to help them navigate the world and to develop positive relationships with one another. With a strong emphasis on emotional literacy, the lessons help build resilience, as well as nurture children's mental and physical health. The lessons include mindfulness, allowing children to advance their emotional awareness, concentration and focus.

## **Curriculum Impact**

At Boxgrove C of E Primary School we use monitoring throughout the year to gauge the impact of the curriculum design. Alongside the Head and each other subject leaders monitor subjects: reviewing learning, evaluating pupil

voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development. Our whole school team strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps.

We don't confuse coverage with progress when assessing as learning is measured through careful analysis of the application of skills across the curriculum; showing how acquisition of knowledge is enhanced dramatically by expectations to evidence quality thinking and demonstrate individual understanding.

As a diverse school community, we believe our children possess unique talents, skills and qualities. As such, they have the right to succeed, the right to recognise their own greatness and the right to develop who they are in a respectful and nurturing environment.

### Use of assessment

Assessment information is utilised during pupil progress meetings to inform future planning, to identify pupils requiring additional intervention and to ensure that pupils are making expected or above expected progress from their own starting point. Subject leaders, including the SENCo, also use assessment data to identify gaps in teaching and skills across the school and to inform school development priorities and actions. This information is also used to assess the impact of provision on disadvantaged pupils with those with additional needs and to plan effective and timely intervention. Class teachers also use assessment information to adapt planning to ensure that it meets the needs of all pupils

Our children will have a confident set of skills, knowledge, norms and Christian values, which can be used to get ahead in education and life more generally. In short, they will learn more, remember more, enjoy more and develop more spiritually, socially and emotionally. Thus enabling them to be ready for their next stage in education.

### Roles and Responsibilities

- The Head Teacher has responsibility for the leadership of the curriculum together with the specific subject leaders.
- Monitoring of the provision of the curriculum is by the Head Teacher and subject leaders, who will monitor the progression for their subject areas.
- The SENCO and class teachers, are responsible for the development of Individual Learning Plans (ILPs) and supporting the work of the Teaching Assistants to achieve the best possible outcomes for individual pupils
- Class teachers ensure that the curriculum is well-planned and delivered and that the aims are achieved for each class. Class teachers regularly review and, if necessary, update curriculum planning.
- The governing body regularly monitor the success of the curriculum at through Termly Subject Leader Reports or individual presentations by subject leaders and through the Head Teacher's termly reports to Governors.
- Class teachers ensure they have an up-to-date understanding of pedagogy and adapt their teaching styles, resources and approaches to best suit the learning needs of the individuals in their class.