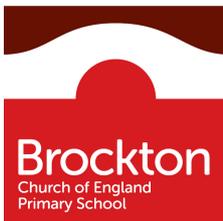


The Edge Schools' Federation

Curriculum Statement



Learning and growing in the love of God.'

"Start children off on the way they should go and even when they are old they will not turn from it."
(Proverbs 22:6)

"The expert in anything was once a beginner."

"Education is not the filling of a pail, but the lighting of a fire."

William Butler Yeats

DREAM, BELIEVE, ACHIEVE'

"With God all things are possible"

Matthew 19:26"

Working definition of the curriculum.



'The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (**intent**); for translating that framework over time into a structure and narrative, within an institutional context (**implementation**) and for evaluating what knowledge and understanding pupils have gained against expectations (**impact/achievement**)

Intent

Our curriculum principles

The Edge Schools' Federation is constituted with one Community Primary School and two Church of England Primary Schools. This means that each school will have its own unique character. However, we recognise that most of the guiding principles of an excellent curriculum will be identical and will guide our work at both settings. Where a statement is pertinent only to one school it will be highlighted in the school's colour (BPS/WPS - Red, CPPS - Blue).

The curriculum is mapped and planned with a clear process of learning in mind. It has specific learning intentions for every subject, ensuring that children receive a broad and balanced curriculum, equipping them for the next stage in their learning as well as life in modern Britain.

The school's curriculum promotes and sustains a thirst for knowledge and understanding and also a love of learning. It is planned and organised on a termly basis. English, including grammar, punctuation and spelling, along with Mathematics, are taught on a daily basis. Where possible this is through a cross-curricular approach linked to the theme currently being studied by the children. Other curriculum areas such as Art, Science, Design & Technology, Computing, History and Geography are taught through a thematic approach. PE and Religious Education are also taught at least once a week. All children experience Personal, Social and Health Education (PSHE) through a taught curriculum. Our curriculum has been designed to ensure enriched learning but also to help teachers make all learning exciting, active and meaningful for children.

As a Church of England school, our curriculum at Brockton has Christianity is at the heart of everything we do. At Church Preen we are guided by the need to be respectful of others and towards ourselves.

1. Our curriculum will ensure that Christian values are central to everything we do.
2. Our curriculum will ensure that we respect others in order to live a collaborative and harmonious life.
3. Our curriculum will be broad and balanced.
4. Our curriculum will be literacy and maths rich.
5. Our curriculum will encourage problem-solving.
6. Our curriculum will be stimulating.
7. Our curriculum will be creative.
8. Our curriculum will be skills-based.
9. Our curriculum will create enquiring minds.
10. Our curriculum will promote reflection.
11. Our curriculum will help to develop independent learners.
12. Our curriculum will help children to understand how to live healthily and achieve a balanced physical and mental wellbeing.

Our curriculum purpose

1. A curriculum which ensures Christianity is central to our work will enable all members of the school community to be the best that they can and to have the highest expectations in all aspects of their life.
2. A curriculum which ensures that 'doing the right thing' is central to our work will enable all members of the school community to be the best that they can and to have the highest expectations in all aspects of their life.
3. A broad and balanced curriculum will provide our children with the skills, knowledge, and understanding they need to develop into well-rounded, informed individuals.
4. A literacy-rich curriculum will provide our children with the opportunities to read and write in a range of contexts for different purposes and in response to a variety of exciting, first-hand experiences.
5. A problem-solving based curriculum will facilitate curiosity and eagerness to pursue learning.
6. A stimulating curriculum will enthuse our pupils so that everybody enjoys learning and coming to school.
7. A creative curriculum enables children and staff to express individuality.

8. A skills-based curriculum enables all learners to take part and improve consolidation and application of knowledge.
9. A curriculum which promotes deep-thinking, improves learning, creates links between concepts and encourages reflection.
10. A curriculum which promotes reflection helps children to think about life's bigger questions and the part they play in both school and the wider community.
11. A curriculum which encourages independent learning improves perseverance and taking responsibility for our learning.
12. A curriculum which promotes healthy lifestyle choices improves the quality of life of all individuals.

What factors guide the development of our curriculum principles?

Christian distinctiveness

Respect

Personal values

Community

Knowledge of the world (and appreciation of how we can equip ourselves to embrace its ever changing nature) Challenge

Geographical location

Pedagogy – excites, promotes and sustains children's interest; enables and fosters children's natural curiosity; promotes innovation and entrepreneurship; promotes problem solving, creativity and communication; offers all children a memorable experience at the start of every topic and enables children to reflect on and evaluate their learning.

National policy

Resources

Interests of the children

Implementation

To ensure our curriculum is high quality and inclusive we will:

Engage

Hook learners in with a memorable experience.

Set the scene and provide the context for learning.

Ask questions to find out children's interests.

Spark children's curiosity using interesting starting points.

Develop

Teach facts and information for deeper understanding and knowledge. Demonstrate new skills and allow time for consolidation.

Provide creative opportunities for making and doing.

Deliver reading, writing and oracy across the curriculum.

Innovate

Provide imaginative scenarios that encourage creative thinking. Enable children to apply previously learned skills.

Encourage enterprise and independent thinking.

Provide opportunities for collaborative working and problem solving.

Express

Provide environments for reflective talk. Create opportunities for shared evaluation. Celebrate and share children's success. Identify next steps for learning.

Entitlement and Enrichment

- All children will be offered the opportunity to take part in an act of Christian worship on a daily basis.
- All children are given the opportunity to be part of the School Worship Team.
- All children will take part in an assembly and act of reflection on a daily basis.
- All children are given the opportunity to take an active/leading role in school assemblies.
- All children in our school are entitled to an educational visit or visitor every term.
- All children will read or be read at least five children's novels by the end of Key Stage 2.
- All children will study one community-based project a year.
- All children will take part in fundraising events for the charity of their choice every year.
- All children will take part in sporting events e.g. Sports Day at least once per year.
- All children will be given the opportunity to vote for House Captains/school councillors in the autumn term.
- All children will be offered the chance to learn a musical instrument.
- All children will be involved in school productions and/or celebrations at least once per year.

Staff Development

In order for us to be able to deliver the best and most up to date curriculum we enable staff to access high quality CPD in their subject specific areas of leadership or teaching role. This may include attending nationwide courses on the curriculum, assessment of research. Where appropriate, staff will cascade the training content to received to key staff in parallel roles in the Federation. All staff will be fully supported to develop their leadership and teaching skills to their full potential.

Subject Leadership

The role of the subject leader is pivotal in the successful implementation of our curriculum. We aim for all subject leaders to have the knowledge, expertise and practical skill to be able to lead their areas effectively. Each curriculum subject has a dedicated subject leader with clear roles and responsibilities - this may be leaders within a single school or working collaboratively across the federation. They are responsible for the curriculum design, delivery and impact in their own curriculum area. Subject leaders and leaders at all levels, including Governors regularly review and quality assure the subject areas to ensure that is being implemented well and coverage and breadth and balance is adequate.

Planning

The curriculum is mapped out to ensure that pupils acquire knowledge, vocabulary and skills in a progressive manner in every curriculum subject ensuring breadth and depth of learning over time.

All our schools are small and have mixed age/key stage classes which may change over time in response to fluctuating pupil numbers. Although we plan our curriculum to be delivered over a two year cycle we recognise that it may be necessary to deviate from this where the class constitution has changed. To prevent repetition and meet learners' needs staff will plan a programme of learning that ensures continued progress and curriculum coverage (Year 3 contingency).

Impact

Monitoring and Evaluation

A curriculum subject leader is responsible for the monitoring and evaluation of their own subject area. Additional management time is given to subject leaders to enable them to successfully carry out their roles and responsibilities, without adding to work load. This data informs self evaluation.

Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work and book scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum.