

Churchfield C.E. Primary Academy

Walking together in the light of the Lord, we aim to create a supportive and safe environment where we encourage each other to be the best we can be. At Churchfield we learn to take pride in our successes and aspire to make a positive difference for ourselves, the local community, and the wider world.



Curriculum Vision

At Churchfield C.E. Primary Academy we are committed to providing high standards of teaching and learning. We expect pupils to work hard to achieve their best. We use a variety of teaching styles and groupings to help them to learn.

At Churchfield we educate our children for the future, enabling them to develop as confident, independent, well-balanced individuals who care about their community and the wider world, and want to look after it. The children leave Churchfield with a life-long love of learning.

We are committed to providing a wide range of opportunities to inspire children, whatever their interests or talents. Children, teachers, and parents are enthused by our curriculum, which aims to be challenging, diverse, broad and exciting. We make learning fun and relevant. We make continuing investment in providing a stimulating and effective learning environment with recent projects including our wonderful new library, updating out IT equipment and resources, and developing outdoor areas.

Curriculum Intent

The school's senior leadership team will:

- Lead the school staff to develop a clear overarching curriculum intent for the subject they lead, which drives the ongoing development and improvement of the subject.
- Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development.
- Provide sufficient funding to ensure that implementation is high quality and that resources are appropriate and plentiful, so that all pupils have the correct tools and materials.
- Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.
- Ensure an appropriate progression of knowledge is in place, which supports pupils in knowing more and remembering more across all subjects, through the curriculum long-term plan.
- Ensure an appropriate progression of skills and knowledge is in place over time so that pupils are supported to be the best they can be, and challenge teachers to support struggling pupils and extend more competent ones.
- Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.

Curriculum Implementation

WHAT WILL THIS LOOK LIKE IN A CLASSROOM?

Our teaching sequences will:

- Place learning in contexts that our children will understand.
- Include reviews of learning covered in previous units and lessons.
- Specify key vocabulary to be used and its meaning.
- Address gaps in knowledge and misconceptions identified from previous learning and life experiences.
- Develop logically over time, to enable pupils to build on solid foundations and prior learning.

Our classrooms will:

- Provide appropriate quality equipment for each area of the curriculum.
- Have developed learning walls, which include carefully chosen vocabulary and visual aids which children can constantly refer back to in order to support their learning.
- Have access to knowledge organisers, which children can refer to during lessons. These are used to prompt upcoming learning and for review.
- Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills.
- Have access in reading corners to texts which are relevant to current topics, in order to extend and further engage them in their learning.

Our children will be:

- Motivated because they are challenged by the curriculum which they are provided with.
- Engaged in the learning as the curriculum is delivered in a variety of ways including drama, discussion and use of technology.
- Resilient learners who overcome barriers and understand their own strengths and areas for development.
- Able to critique their own learning because they know how to be successful.
- Safe and happy in lessons which give them opportunities to explore their own creative development.
- Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses skills and knowledge.
- Able to develop skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.

Curriculum Impact

HOW WILL THIS BE MEASURED?

Pupil Voice will show:

- A developed understanding of the methods and skills of the subject at an age appropriate level.
- A progression of understanding, with appropriate vocabulary, which supports and extends understanding.
- That children are confident in discussing their own work and identifying their own strengths and areas for development.

Displays around school, learning and photographs shared with parents, and books will show:

- Pupils have had opportunities for practice and refinement of skills.
- A varied and engaging curriculum, which develops a range of skills.
- Developed and final pieces of work which showcase the skills learned.
- Clear progression of skills in line with expectations set out in the progression grids.
- That pupils, over time, develop a range of skills and techniques across all of the areas of the curriculum.

The curriculum leader will:

- Celebrate the successes of pupils.
- Collate appropriate evidence over time, which evidences that pupils know more and remember more.
- Monitor the standards in subjects to ensure the outcomes are at expected levels.
- Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.