

Our Curriculum – Intent and Implementation

2023-2024

This document should be read alongside our Curriculum policy.

Curriculum intent:

At Cadmore End CofE Combined School and Nursery, we are totally committed to continually improving teaching and learning through an evidence informed approach. Fostering our pupils' personal development and love of learning is our passion. To this end, we believe that dialogic talk should permeate all aspects of our curriculum. When talk is a fundamental element of teaching pedagogy, pupils' confidence develops and they become much more effective, independent and collaborative learners. The development of resilience is also a vital ingredient across our curriculum. We believe that if pupils have the ability to learn from and embrace setbacks and mistakes, this not only encourages good learning behaviours but also contributes significantly to their mental health and well-being.

As our context is predominantly White/British/RGT, our curriculum promotes the rich diversity of Britain and an inclusive culture and ethos built upon respect and consideration of all others. It enables pupils to develop the cultural capital required to engage with society and know how to be a good UK and global citizen with a deep understanding of social justice. Our curriculum is ambitious for learners with SEND and disadvantaged pupils: extra support and/or resources are provided where necessary to close individual learning gaps. It is important that we build pupils' knowledge of their local community so that they respect and value their place in it.

Our curriculum fulfils and goes beyond the requirements of the National Curriculum, the Locally Agreed Syllabus for Religious Education and The Diocese Statement of Entitlement. It is rooted in the acquisition of the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life. As such, it is a broad and deep curriculum which gives equal value to each foundation subject. All pupils follow the National Curriculum at a level and pace that is appropriate to their abilities, receiving support and intervention to keep up as needed. Where appropriate, adaptations to the curriculum may be implemented to meet a pupils' needs. Pupils are supported throughout their learning to remember connected and essential knowledge. We believe that it is vital for pupils to develop automaticity through deliberate practice. This ensures that their working memory is not overloaded when building knowledge progressively. We have developed sequenced units of work following a knowledge rich approach with clearly defined progression from Reception to Y6. Knowledge checks are integrated into planning to check fluency and to support the development of pupils' long-term memory. Lessons are planned so that they meet the needs of all learners whilst ensuring that they do not overload pupils' working memory. A mastery approach to deepen learning is applied throughout the curriculum.

Through the support and nurture provided in Early Years, pupils begin to develop their knowledge, thinking and skills through play based activities and focused sessions which build their phonic and number knowledge. We believe that the acquisition of knowledge begins in Early Years therefore our curriculum begins in Reception. For example, we align aspects of

'Understanding the world' to our science curriculum. Pupils learn to share and work independently and learn to play with others. In doing so, they are learning to engage with the world around them. We believe that being able to read with fluency to an age appropriate level is vital for pupils to fully access the curriculum. A key priority in Early Years is the development of reading for all pupils. In KS1, reading continues to be the focus of the curriculum alongside writing and mathematical knowledge, ideas and operations. Our curriculum provides opportunities for all pupils to read and be read to regularly, thus

enabling them to develop a wide vocabulary and a rich understanding of the meaning of words encountered.

Creativity is a strong thread that permeates our curriculum. Teachers plan opportunities in all subjects for pupils to think in different ways, find different solutions, create original designs and make links and connections between knowledge gained in different subjects. Special events and visits are planned to fit within a sequence of work to enhance the acquisition of knowledge. Music, drama and sport activities are highly valued as part of the broader curriculum. They enrich the knowledge and skills taught in other subjects.

Assessment is an integral part of planning and teaching and learning. Our culture is based on assessment for learning. We ensure that pupils are provided with quality feedback which enables them to progress. Questioning plays an important role in identifying pupils' understanding and next steps. We use knowledge checks in all subjects and in all year groups. This is part of a structured system that checks pupils' knowledge acquisition prior to and after the teaching of a unit of knowledge. These low stakes knowledge checks are supplemented with 'mini' knowledge checks throughout the teaching of a unit. We use summative assessments in a balanced way with six data collection points over the year. We work closely within our team and with BBO Maths Hub, English Hub, Buckinghamshire Side by Side and local schools to moderate our judgements to ensure that our assessment information is consistent and accurate.

Our curriculum not only includes the requirements of the National Curriculum, but also a wide range of enhancements to develop cultural capital and build character. We place great importance on the health, safety and well-being of our pupils. We encourage our pupils to experience a wide range of activities both during and after the school day. Through our teaching, learning and behaviour expectations, we give pupils the knowledge and understanding of how discrimination and prejudiced behaviour is dealt with, including the prevention of bullying.

Our curriculum strives for our pupils to be the best that they can be so that on transition to secondary school they will be:

- considerate and respectful, taking responsibility for their behaviour
- open to new ideas
- respect and value differences
- resourceful, resilient and know how to keep safe
- actively demonstrating citizenship at all levels
- showing strong attitudes to learning and taking responsibility for their own learning
- willing to embrace setbacks and mistakes

Our pupils will start secondary or grammar school having met their endpoints in all subjects by the end of Y6. They will have made at least good progress from their starting points as they will have consistently demonstrated changes to their long-term memory. This will give them a strong foundation for accessing the KS3 curriculum.

Curriculum implementation:

- Our curriculum has been designed with the children of Cadmore End CofE Combined School and Nursery as its priority and begins in the early years.
- All staff have been involved in the design of the curriculum to ensure that it is a unified curriculum which includes all statutory elements as well as taking into account the context of our school. It draws

on the statutory Early Years framework, Development Matters, The National Curriculum, the Bucks Agreed Syllabus for RE and The Diocese Statement of Entitlement . Alongside this, we have taken into account our locality and the need for cultural diversity to ensure that our pupils have the necessary knowledge and cultural capital to succeed in the world.

- **The Early Years curriculum** is divided into 7 areas of learning that enable children to progress towards the 17 Early Learning Goals. The 7 areas of learning are split into prime areas and specific areas. The prime areas are: Communication and Language, Physical Development, Personal, Social and Emotional Development. The specific areas are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Learning in the Early Years is planned out and taught in a systematic way to build knowledge through small steps at the appropriate time in the year. The prime areas provide the foundations for children's learning and development and these are strengthened through the specific areas of learning. Knowledge in the Early Years is built through daily focus sessions, enhanced provision and continuous provision. During focus sessions, connected knowledge is checked through knowledge checks, new knowledge is taught in granular steps and many opportunities are provided for deliberate practice. Enhanced provision is planned provision to meet the needs of individual children through high quality adult interactions, to support learning of new knowledge in the prime and specific areas and to provide more opportunities for deliberate practice of new knowledge. The continuous provision supports all areas of learning and is language rich for children to develop their vocabulary. The Early Years curriculum allows each child to become resilient, confident and self-assured, to build positive relationships with adults and peers and to learn through their individual interests at their own rate. This provides the foundation for their transition into Year 1.
- **English - reading** is prioritised across all areas of the curriculum and takes place daily. Our chosen systematic synthetic phonics programme (Twinkl Phonics) begins in Reception and is a fast paced introduction to early reading. Alongside this, weekly guided or group reading sessions take place using Twinkl Books (for those who are learning phonics) and Reading Explorers for pupils post phonics. Daily group reading sessions ensure that skills and knowledge are deliberately practised in order to become embedded. Each day, the children are given the opportunity to 'read for pleasure' and listen to an adult read. This is to ensure that the children are immersed in quality texts to enhance their vocabulary and for our younger children, apply learned phonics. Each year group has a carefully chosen set of 'recommended reads' which are taken from a selection of classics and modern classics with an appropriate age range. Opportunities for reading are identified in all areas of the curriculum and quality texts are recommended.
- **English – writing** takes place daily. Throughout the autumn term and spring term 1, grammatical and language features are prioritised and then applied through a range of genres in spring term 2 and the summer term. Teaching begins with embedding connected knowledge before moving on to new knowledge. Opportunities to apply different genres of writing are identified in all curriculum areas.
- **Maths** – takes place daily and is taught within year groups and not as a class. We have recently adopted Maths Mastery that enables teachers to deliver maths with the 5 Big Ideas in mind. This method ensures children have all the necessary foundational knowledge to grasp more advanced concepts.
- **Science** – science is planned over a two-year cycle to accommodate mixed age classes. The curriculum has been carefully organised to ensure that a balance of each year group's knowledge is covered (see rolling programme). Pre and post opportunities for knowledge building are identified and added to

each classes LTP. Science is taught in blocks to ensure complete immersion into the subject matter which enables the children to know more, remember more and do more.

- **Foundation subjects** – each foundation subject is planned on a two-year cycle (see individual subject's rolling programme). All foundation subjects are taught in blocks to ensure complete immersion into the subject matter which enables the children to know more, remember more and do more. Pre and post opportunities for knowledge building are identified and added to each classes LTP.
- **RE** - we have created our own two year rolling curriculum programme (cycle A and cycle B) using the Buckinghamshire Agreed Syllabus incorporating The Diocese Statement of Entitlement. This allows for mixed year classes to acquire the relevant essential knowledge. Each year, this is supplemented by a progressive development of knowledge of Easter, Christmas and Eid (see rolling programmes). RE is taught in blocks to ensure complete immersion into the subject matter which enables the children to know more, remember more and do more. We have daily collective worship with weekly collective worship led by our local reverend. All faiths are celebrated and opportunities are provided for children to visit local places of worship
- **PSHE** is taught discretely, once per week. Alongside this, there is a daily diet of Collective Worship assemblies that reinforce our school vision and values. The PSHE is a spiral curriculum in which the three key areas (Relationships, Living in the Wider World and Health and Wellbeing) are taught on a cycle with increasing depth at each revisit. Additional PSHE sessions are used to cover any matters arising, e.g. friendship issues or global, national or local incidents.
- **Forest School** is very important to the context of our children and our school environment. Weekly Forest School sessions are delivered within our woodlands that enable pupils to develop resilience, independence, take controlled risk and develop skills that they may not necessarily be exposed to as part of the National Curriculum. Majority of Forest School experiences relate to topics that the children are covering within class. This enables the children to have firsthand experiences and opportunities to explore and deepen knowledge.
- **PE** – is taught weekly in two sessions. Using Champions scheme of work enables teachers to deliver lessons that build skills whilst teaching the importance of staying fit and healthy. Each year, the children work with an Olympic athlete to raise money and awareness. KS2 children swim for 12 weeks each year. If a child is unable to meet the statutory requirements in swimming by the time they are in year 6, additional lessons are provided to ensure all pupils leave Cadmore as competent swimmers.

Enhancements are carefully planned in order to enrich the curriculum to develop cultural capital and build character. We place great importance on the well-being of our pupils. We encourage our pupils to experience a wide range of activities both during and after the school day. Pupil voice is taken into account when deciding upon our programme of teacher-led after-school clubs. Clubs cover a range of sporting disciplines, the arts and the development of thinking skills.