



## An overview of our Curriculum at Cragside Church of England Primary School

Our whole school curriculum comprises a carefully structured progressive range of educational experiences

*At the heart of our school is our vision based on the words from Matthew's Gospel, "Let your light shine." (Matthew 5.v.16) We strive to achieve this for every child, in all areas, including academically, spiritually, physically, socially and emotionally. Care, compassion and love are at the roots of this driving aspiration. We work tirelessly to know our children and families in detail, and use every opportunity to better understand each child's unique and god-given gifts and talents.*

*We are unapologetically ambitious for each and every one of our children in school and for all of the adults who work in our school. We work to achieve the very best, driven by our moral imperative to ensure each child has, regardless of context, an equal chance to flourish and that all of our school community lives life in all its fullness. (John 10.10)*

VISION & AIMS	1	Vision and Values	<b>Respect</b> S-safeguarding-culture of safeguarding and care with appropriate and positive relationships at the heart of these	<b>Perseverance</b> H-high achievement for all-An unapologetic drive for all to flourish	<b>Joy</b> I -Inspirational curriculum and wider curriculum, and teaching inspires a love of learning and engagement of all learners. Opportunities are provided for all to acquire knowledge illicit a sense of wonder and joy in learning.	<b>Kindness</b> N-nurturing ethos- ethos of care to others, Christian and British values underpin relationships and learning, anti-bullying culture, embedded global/cultural understanding.	<b>Love</b> E-excellence in classroom-teaching/feedback-Excellence as standard in the classroom	<b>Forgiveness</b> "Let your light shine" Celebrating the uniqueness of all children, treating each other as we wouldlike to be treated						
	2	Curriculum Intent	Teaching and learning enables children to 'know and do' – building from a strong focus on knowledge acquisition and a wealth of experience, teaching and learning prepares children appropriately for the next stage in their life.		Teaching and learning enables children to question, reason and discuss – children are able to form opinions of their own; search and find out more; puzzle over ideas that might seem difficult to grasp or understand in order to value the rights enjoyed by each person in our society		Teaching and learning enables children to communicate their ideas and knowledge – regardless of their starting point, children become confident to share what they know and have respect for themselves and others in order to live and work cooperatively with others							
	3	Learning Behaviours Characteristics of Effective Learning (EYFS)	Collaboration	Creativity		Independence		Reflection		Risk Taking & perseverance				
		Being involved & concentrating	Finding out and exploring	Playing with what they know	Choosing ways to do things	Enjoying achieving what they set out to do	Making Links	Having their own ideas	Keeping trying	Being willing to 'have a go'				
CURRICULUM	4	Curriculum Starting Points	SELF				OTHER							
			Caring	Communicating	Organising	Concentrating	Listening	Sharing	Interacting		Collaborating			
	5	Curriculum drivers	Well organised and sequential schemes of work	Knowledge acquisition	Securing learning to long term memory	The practice of skills	The use of vocabulary	The entitlements of National Curricula	The discovery and appreciation of the world around them		Collaboration within the community to offer experiences beyond our school			
	6	Characteristics of effective teaching at Cragside CofE Primary School	Use a structure that is fluid and accessible to all learners and which values each child as unique and precious	Provide challenge and progression to all pupils, facilitated by good subject knowledge formative assessment and live feedback	Present new learning in small manageable steps, with appropriate challenge for all children	Present learning clearly and sequentially; connecting new learning with prior learning, building on this developmentally	Provide regular opportunities to review learning; establish whether learning is secure	Make regular use of well crafted, open ended questions to enable children to demonstrate their knowledge and as part of AfL	Introduce new vocabulary within a context, with definitions and using relevant technical vocabulary	Features high quality models, images and representations and enables children to use manipulatives, practical experiences as much as possible	Provide pupils with a context, purpose or audience for their learning	Allow pupils to make choices in directing and shaping their learning	Support pupils to think about learning processes: metacognition	Use 'hooks' from within the community to engage, stimulate and sustain learning
	7	Curricula	Progress for our children is progress across our curriculum and the breadth of its coverage: – each subject, each concept, each skill, each piece of vocabulary											

L E M E N T A T I O N	Assessment KS1 & 2  EYFS	<i>'Below'</i> : consolidating their learning from the previous year(s) while accessing age related content with support and scaffolding.	<i>'Working Towards'</i> : accessing age related content but still needing to consolidate understanding for learning to be secure across the curriculum.	<i>'Expected'</i> : accessing and retaining age related content across the curriculum.	<i>'Greater Depth'</i> : accessing, retaining and connecting age related content across the curriculum
		<i>'Working towards'</i> the Early Learning Goal		<i>'Working securely'</i> within the Early Learning Goal	<i>'Working at a level above'</i> the Early Learning Goal

O R G A N I S A T I O N	8		Educational visits	Visitors	Collective worship	Extra-Curricular Opportunities	Learning through community partnership, church and parental involvement					Fundraising and Charities		
		K S 1 & 2	FOUNDATIONS OR CORE CURRICULUM			TAUGHT THEMATICALLY			TAUGHT AS DISCRETE SUBJECTS					
			ENGLISH	MATHS	SCIENCE <i>(occasionally thematically)</i>	HISTORY	GEOGRAPHY	ART	DESIGN TECHNOLOGY	COMPUTING	P.E.	MUSIC	FRENCH	RE
		E Y F S	SPECIFIC AREAS						PRIME AREAS					
LITERACY	MATHS		UNDERSTANDING THE WORLD			EXPRESSIVE ARTS & DESIGN		PHYSICAL DEVELOPMENT	COMMUNICATION & LANGUAGE		PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT			

I M P A C T	9	The impact of our curriculum should be threefold; irrespective of starting points or background:	<b>IMPACT 1: STANDARDS</b> Children make expected or better progress, 'Shining Brightly' from their starting point, whether as a new admit to our school or on joining us into Reception. Achievement and progress should be measured across the curriculum; however a secure understanding within the 'core' or 'foundations' is essential to develop wider skills and knowledge across the curriculum in its entirety.	<b>IMPACT 2: PERSONAL DEVELOPMENT</b> Children are joyful, respectful learners; confident in themselves and emotionally secure in response to nurturing and positive relationships. They work together with others with kindness and compassion, care for others and show respect for viewpoints that are different to their own. They are able to express themselves in different ways and can also disagree constructively offering evidence for their opinions. These positive values and qualities are visible in lessons and around school.	<b>IMPACT 3: CURRICULUM ENTITLEMENT</b> Children access to an inspirational, broad and balanced curriculum; beyond the requirements set out in the National Curriculum and which is personalised to enable High Achievement for All. Children, whenever they leave school, should have long lasting memories of rich and varied activity which has fostered a life long love of learning and a thirst for knowledge.
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E V A L U A T I O N	10	Lines of enquiry to review and appraise our curriculum	<b>High Quality Outcomes:</b> -Has the learning led to a purposeful and relevant outcome? -Are pupils challenged to reflect upon and evaluate their learning? -Are pupils evaluating their attitude to learning and its link to success? -Are there high expectations for all pupils, regardless of their starting points or learning needs? -Is assessment purposeful, efficient and used to shape future learning? -Is feedback a prominent feature of the learning? -Is planning, preparation and assessment efficient, purposeful and effective?	<b>Curriculum Content is Responsive and Relevant:</b> -Are pupils able to connect local, national, regional and global contexts for their learning? -Do pupils experience enjoyment and enrichment in their learning? -Do teachers take into account educational research and professional learning to adapt and improve their planning and preparation? -Is access to cultural capital planned within learning? -Is learning adapted to reflect local, regional and global current affairs, technological and environmental changes? -Does curriculum planning reflect our aims and the starting points of our children?	<b>Challenge and Progression for all:</b> -At the point of learning is the curriculum sufficiently challenging and appropriate for each child? -Are there high expectations for all pupils learning and attitudes to learning? -Does the work of the children show that tasks are rich and engaging for all pupils? -Do planning, tasks and outcomes show a clear understanding of pupil needs and how best to support them?	<b>Embedding Knowledge and Skills:</b> -Do children have opportunities to solve problems and undertake learning at a deeper level? -Do children have the opportunity to build on their understanding of subjects, knowledge, skills, concepts and vocabulary throughout the school? -Does planning reflect progression in subjects, knowledge, skills, concepts and vocabulary planned within curriculum topics as well as discrete subjects? -Are their coherent links within topics and subjects that increasingly challenge pupils? -What knowledge, skills, concepts and vocabulary have pupils acquired? -Is each subject given integrity and taught systematically either discretely or as a topic?	<b>Vision and Values:</b> -Does the curriculum reflect our vision and values? -Is explicit reference made to our vision; curriculum aims and learning behaviours in lessons, topics, subjects? -Do pupils engage with local community, national and global issues? -Are pupils aware of British values and able to make connections between their learning and these values?
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