Chapel St Leonards Primary School

Curriculum Vision

We are a proud part of the Community Inclusive Trust (CIT) and all that we do is underpinned fully by the fundamental purpose of CIT to

"To put learners first and prepare them for their future"

What is a curriculum?

We define the curriculum as *'All the learning which is planned or guided by the school, whether it is carried out in groups or individually, inside or outside the school' (Kerr 1968)*

We also understand that all of our children **"have a right to education which is well-taught, well-resourced and properly funded" (Myatt 2018)**

What do we believe our curriculum should encompass?

"Knowledge, skills and experiences that are vivid and hold significance and those that are periodically practiced stay with you" **(Brown et al 2014)**

What are the aims of our curriculum?

Our curriculum is designed with aims in mind:

1. *To give pupils the appropriate experiences to develop as caring and successful learners*

2. *To provide a rich 'cultural capital'*

3. *To provide a coherent, structured, academic curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.*

How are the aims of our curriculum developed?

1. To give the pupils the appropriate experiences to develop as caring and successful learners

The four curriculum drivers that shape the curriculum bring about the aims and values of our school are:

Focused
Our curriculum is focused on developing children's knowledge and skills with the aim of ensuring fluency through teaching approaches (interleaving, mastery) and an appreciation for the children in why they are learning these things.

Insightful

We give our children a deep understanding and awareness of the past and present world around them and the views and beliefs of others. We ensure that the children's metacognition skills are developed (learning to learn). Children provide insight into their learning and enjoyment by presenting and performing to a range of audiences.

Responsive

Our curriculum responds to the needs of our children at an individual, class and whole school level through a deep rooted understanding of formative assessment, research based approaches to develop teaching and learning and CPD. The school responds to local, national and global events and research to ensure that the curriculum and associated teaching and learning meets the needs of the children in our context.

Engaging

We know that children are more likely to commit learning to their long term memory when they take an active role in their learning. We provide experiences, visits, visitors and activities that to cement the curriculum and learning.

2. To give a rich 'cultural capital'

Cultural capital is the background knowledge of the world pupils need to infer meaning from what they read. It includes vocabulary which, in turn, helps pupils to express themselves in a sophisticated, mature way.

3. *To provide a coherent, structured, academic curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.*

Our curriculum encompasses many elements to ensure this happens

   a) A clear list of the breadth of topics that will be covered as part of the National Curriculum
   b) The 'threshold concepts' pupils should understand
   c) An understanding of the context that the school is located in, in order to tailor appropriate opportunities and experiences for the children
   d) The hierarchy of skills within each threshold concept to track progression and depth of understanding
   e) Knowledge organisers to ensure teaching is underpinned by sound knowledge and knowledge is imparted to learners
   f) We will respond to local, national and international events to ensure the children are prepared for life beyond their time in this school.

All of these elements are underpinned by two key drivers for raising attainment, progress and aspiration:

1. ***Quality First Teaching and Learning***

2. ***High aspiration and high quality outcomes for children***