

## **Our curriculum**

The schools follow the National Curriculum 2014, taught creatively through Chris Quigley's Essentials Curriculum. Subjects are taught explicitly in some cases (core subjects), but also grouped together within cross curricular themes (foundation subjects), and an emphasis is placed on the development and acquisition of skills over time, followed by the accumulation of subject-specific knowledge. We encourage children to be independent and interested learners, who take responsibility for their own development and know what they need to do to achieve the next step.

As part of our broad and balanced curriculum, we have introduced forest school sessions and outdoor learning, where personal development and wellbeing are an integral part of our teaching and learning.

Pupils in the EYFS group (3-5 year olds) follow the Early Years curriculum (Early Learning Goals), although their activities are closely linked with the Key Stage One Curriculum which supports transition, continuity and progression. In Key Stage One, children are given some ownership of the curriculum and help their teacher to plan topics which interest them.

The Key Stage Two, the curriculum is more structured, and whilst the teachers plan collaboratively around themes, there is an emphasis on the application of maths and English basic skills throughout the other curriculum areas where they are embedded over time. We encourage pupils to become deep learners and develop mastery of skills and knowledge through independent application, with an emphasis on continuity and progression throughout all curriculum areas.

Phonics is taught throughout the infant class and, in a slightly different format, into the junior class for some pupils. Reading schemes are widely used in the infant class, although by the time most children are in the junior class, they are already independent readers and selecting real books of their choice, from ranges within their ability level. The school places a great emphasis on reading and comprehension and puts significant effort into ensuring all pupils reach age related expectations or more by the time they leave.

Teachers plan collaboratively between the classes, seeking opportunities for enrichment wherever possible. Features of our curriculum include special events, trips, residential visits, visitors to the school and a range of extra-curricular activities to support this, including in wrap-around care.

Subject leaders take ownership of at least two curriculum areas or more. They oversee the development of their subject, monitor standards of attainment and identify areas for improvement.

The school has developed a positive approach to remote learning, with opportunities available to pupils through Teams and SeeSaw, not just during lockdown/isolation periods, but also as part of our home learning links.