



## Collierley Curriculum

**We aspire to offer an exceptional education where each child is valued as a unique individual with special skills and talents. We follow the National Curriculum and aim to offer outstanding opportunities which will enable our children to thrive and grow into creative, successful young people.**

As a rural village school we are positioned on the top of the Dipton hill, with grounds that stretch down the beautiful historic valley. Because of this we endeavour to make the most of our great grounds and aim for high levels of engagement with the outdoors.

As a small school we seek to operate as a big 'family', where each child is important and where they feel not only part of the school, but also part of the wider community of Dipton.

At Colierley our curriculum is:

<b>Ambitious</b>		
<b>Connected</b>		
<b>Active</b>		

Ambitious

Connected

Active

## Curriculum Intent

### What are we trying to achieve?

<b>Ambitious</b>	<p>A curriculum that:</p> <ul style="list-style-type: none"> <li>• Inspires, motivates and engages with children</li> <li>• Develops resilience</li> <li>• Has high expectations for all children, regardless of their starting points</li> <li>• Encourages children's confidence and independence</li> <li>• Develops positive learning attitudes and dispositions</li> </ul>
<b>Connected</b>	<p>A curriculum that enables children to:</p> <ul style="list-style-type: none"> <li>• To have a positive relationship with themselves and others</li> <li>• Children are given opportunities to solve problems, think deeply, develop creativity and skills for life</li> <li>• Understand more about the area (country and world) in which they live through rich cultural experiences that build their cultural capital</li> <li>• Develop personal qualities including respect, tolerance and empathy</li> <li>• Develop a sense of pride personal belonging and understanding of the wider community</li> </ul>
<b>Active</b>	<p>A curriculum that provides:</p> <ul style="list-style-type: none"> <li>• Active learning both indoors and out</li> <li>• Children to develop good mental and physical wellbeing</li> </ul>

## Curriculum Implementation

### How is the curriculum delivered? What do lessons look like?

<b>Ambitious</b>	<ul style="list-style-type: none"> <li>• Prior to teaching the subjects teachers assess what the children already know and develop learning further from the children's starting points.</li> <li>• Accurate ongoing assessment to ensure all learners are appropriately challenged and make progress.</li> <li>• Pupils have access to a range of materials which can support them at different points in their learning (scaffolds, top tips, manipulatives, writing pack, knowledge organisers).</li> </ul>
<b>Connected</b>	<ul style="list-style-type: none"> <li>• Subject leaders plan a curriculum that develops on prior knowledge and skills. The end points for each year group are clear and leaders seek to support every child in achieving these.</li> <li>• The wider curriculum is planned so that children that find writing challenging are not disadvantaged by that in accessing other subjects.</li> <li>• Children are taught</li> <li>• An annual overview of school visits which are linked to the children's learning which give a well rounded programme of experiences for children throughout their life at Collierley</li> <li>• Restorative Approaches used across the whole school</li> </ul>

Ambitious

Connected

Active

<b>Active</b>	<ul style="list-style-type: none"> <li>• Daily active maths lessons across the school</li> <li>• Forest School at least one half term for every class – more frequently for children in early years</li> <li>• Continuous provision within early years, year one and year two</li> <li>• Active learning in lessons – eg using drama techniques to support the teaching of reading; children carrying out practical experiments/investigations in science</li> <li>• Partner and group work</li> <li>• Daily active playtimes through OPaL</li> </ul>
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## Curriculum Impact

### What are our intended outcomes? How are we going to measure them?

<b>Ambitious</b>	<p>A curriculum where:</p> <p>Children are inspired and engaged in learning  Ongoing assessment shows that achievement is high and all children make excellent progress  Teachers reflect upon and develop their own practice resulting in better outcomes for all children</p>
<b>Connected</b>	<p>A curriculum where:</p> <ul style="list-style-type: none"> <li>• Children actively contribute to the life of the school, immediate and wider community</li> <li>• Children have understanding of the fundamental British values and develop into respectful and tolerant citizens who contribute to the wider world</li> <li>• Children resolve conflict and seek help and support where necessary</li> </ul>
<b>Active</b>	<p>A curriculum where:</p> <ul style="list-style-type: none"> <li>• Teachers develop innovative ways of working</li> <li>• Children creatively solve problems using a range of skills</li> <li>• Dispositions for learning are embedded and children develop age appropriate skills and are equipped for next steps in learning</li> </ul>

## Collierley Curriculum 2022 – 2023

### 1. What is the Curriculum INTENT for our school?

For our children to be taught through a curriculum that focuses on the development of personal character – providing opportunities for children to think of others within school and the wider community. Children have first-hand experiences both in and outdoors and are supported and encouraged to be active.

The main drivers of our curriculum are social and emotional learning and active learning (which can be in and outdoors).

The three words Ambitious, Connected, Active depict our curriculum.

#### 1. Why was the curriculum designed the way it is?

The curriculum was designed this way to support children to have positive relationships with each other. To be able to resolve any conflict that they may have and recognise that everyone's opinions are valued and respected regardless of whether they are the same as yours or not. Through the specific practices of restorative approach, zones of regulation, worry boxes, OPaL, Forest School, Continuous provision etc children are taught to develop a greater understanding of themselves and others.

It was identified from the previous curriculum design that children had poor consideration of each other and were not supported to get along together.

There is a community focus in the teaching of the humanities – history brings in local history from KS1 and geography has a basis of the local area, growing in understanding of the wider world with comparisons and contrasts.

The curriculum is active, because we have great space outdoors and in. Staff are trained in delivering Forest School and in making indoor learning more active for children. We believe that passive learners are not effective learners.

#### 2. How ambitious and effective is it?

The curriculum is monitored by the curriculum lead and the curriculum focus group are integral in the development of the overall curriculum. Subject leaders manage the assessment tracking of individual subjects; monitoring of books, gathering pupil feedback have an overview of the teaching and learning. Long and medium term plans have progression of knowledge and build upon previous skills.

The children's progress is tracked across all subjects and actions taken to support children who may be off track.

The start of each lesson is used to recap knowledge that may need it.

#### 3. Is it an aspirational curriculum for ALL pupils including SEND? How is this monitored?

For most knowledge based subjects we have knowledge organisers which have been developed specifically for our curriculum. These outline the knowledge and subject specific language that children will be learning within that subject. These enable all learners to be able to access the curriculum as they are developed around key information, dates and language – the aim of these is to reduce cognitive overload for children and consistency as they move through the school.

All children with SEND are expected to access the curriculum in whatever format is appropriate for their needs. For some high needs children their bespoke curriculum gives opportunities for them to develop functional skills such as turn taking, cookery, having a high sensory diet etc.

Ambitious

Connected

Active

Provision for the High Needs children is monitored by the class teacher in the first instance and overall by the SENDCo in regular monitoring of the children's files and/or learning walks and/or working 1:1 with the children to identify the progress made.

Children who have been identified as having special educational needs, but not high needs are supported in the classroom to access the full curriculum through resourcing – eg use of writing scaffolds, pictures, visual timetables, word mats etc. The class teacher is responsible for the adjustments made to lesson materials for these children to be able to access the curriculum. The expectation is that ALL children access the same curriculum.

When children attend interventions these are no longer than 20 minutes and children do not miss out on their daily class maths or English lesson for these. These are carefully timetabled to take place in the wider curriculum time and assembly time so that children do not miss out on the full curriculum. When children miss part of a lesson they are supported by the teacher to catch up with the lesson that they have missed – if a child has a love of a particular lesson, they never miss that one for an intervention session. The timetable of interventions ensures that they miss a different lesson each time so not to always miss the same subject.

#### **4. Is the curriculum for EYFS consistent with the rest of the school? If it differs, how does it and why?**

The children are taught through a play based curriculum in early years, within which they develop their skills of independence and resilience. To support them to continue to develop these in the first formative years we have a curriculum of continuous provision in place in year one and year. The early years reforms have made us look at the curriculum again and the subject leaders are paying close attention to the consistency of their subjects in early years.

#### **5. What are the current priorities for curriculum improvement?**

1.1 To develop oracy throughout the school.

1.2 To further accelerate progress in reading and writing.

1.3 To continue to improve the quality of education for SEND.

#### **6. How has Covid affected our curriculum?**

From March 2019, the curriculum delivered to the children was focussed heavily on the basic skills of reading and maths. We purchased online reading materials to ensure that every child was able to read at home. Online resources for the teaching and practising of maths skills were used with the children.

When the children returned to school following lockdown 1 and 2, a recovery curriculum was put in place. This focussed heavily on the PSCHE (personal, social, citizenship, health education) that we felt the children needed. They were specifically give time to learn how to get along together again through directed lessons. The basic skills of maths and English were the priority with daily physical exercise.

From September 2021, the full curriculum has was implemented – this was possible as the children had so much time focussed on their personal and social health so they were ready to learn.

Science, Art, DT, RE, History, PSHCE subject leaders audited their subjects to ensure any gaps in knowledge were addressed. Knowledge organisers are used by teachers and children to ensure the children know what they need to know in the subjects.

From September 2021, Spanish was introduced in place of French as it was felt that this would prepare the children better for learning this at secondary school.

## **7.What are the key outcomes for the current curriculum?**

Children are independent, but collaborative learners who have developed good knowledge in wider curriculum areas. Children have the ability to recall information and make links between curriculum areas and prior learning.

Through becoming more confident readers children are developing a greater love of reading.

Children are able to show reasoning skills in maths and English and become more adept at applying these skills across the wider curriculum.

### **Quality of Education**

#### **1. What do we do well? What do we need to do better?**

Well – develop the character of children. Inclusive practice throughout the whole school.

Do better – To continue to improve the quality of education for SEND.

Support the ECT in her early career to become a great teacher.

Ensure that subject leaders are able to track the progression and content of their subject from the EY curriculum through to Y6.

#### **2. How do we monitor inconsistencies? What do we do if they are discovered?**

We monitor the planning which teachers produce to ensure that they follow the sequence of learning or each subject.

Learning walks are completed regularly by the headteacher and the maths and English leads which provide feedback to teachers and/or impact on whole school training.

Book inspections are carried out by the subject leaders to ensure that the children are achieving the expected standards.

Pupil conferencing – subjects leads and HT meeting with the children to ask questions about their learning.

Headteacher hearing children read

English Lead – check that early readers are reading books that are matched to their phonic level and that they are all reading at least three times a week.

If inconsistencies are discovered, the subject leader will provide initial support. Where the subject leaders are new to post they are given additional support from headteacher or, for English, from an external consultant.

Foundation subject leaders have time out of the classroom dedicated to the monitoring of their subject as well as directed subject leadership time (for an hour weekly).

Consistent subject monitoring form has been developed for all subjects which is reflective of the OFSTED handbook.

#### **3.How have our main improvement priorities evolved over the last 18 months?**

Because of the inconsistency in the teaching of phonics across the school we have tackled this with whole school training. We purchased books initially and latterly found that we needed more books to support the children practising their reading skills at the appropriate level for them.

The need for the development of history was due to the previous history lead leaving school.

COVID impacted on the children's writing skills and their ability to write extended pieces at a high standard. Therefore, writing and the processes of teaching English across the whole school has been an area for development since the first lockdown.

#### **4.How are we responding to the need to target reading improvements across the full school including EYS and SEND? Are there any innovative actions we haven't used yet?**

All children across KS1 and EY must read to an adult at least 3 x a week – in addition they should read to an adult at home at least 3 times a week. For those children in KS2 who continue to struggle they also need to read to an adult 3 x a week – it may be that they read to themselves for the confident readers and discuss the content with an adult.