



The aims, purpose and intent behind Steeple Claydon School's curriculum

Steeple Claydon School Curriculum

'Giving Every Child the Chance to Shine'

The National Curriculum and our vision

The National Curriculum and our vision connect our whole curriculum together and 'run throughout' it. At Steeple Claydon School, we ensure the curriculum enables and contributes to our vision of:

- Nurturing compassionate, responsible and aspirational citizens within the community and beyond.
- Providing a tailored curriculum which hooks, challenges and inspires everyone.
- Working together to craft active and creative learning opportunities.
- Creating fearless and collaborative lifelong learners.
- Encouraging everyone to look smart, be smart and shine.

In essence, our aim is for our curriculum to support and realise our ambition to 'give **every** child the chance to shine' both in their primary school life and in the future. Children in our school context can often lack aspiration and life knowledge/experiences; our curriculum therefore aims to address these issues with **all** pupils, particularly those with SEND or from disadvantaged families. This will be achieved through the principles and structure below.

Principles of our Curriculum

Linking learning – children will see clear links between different aspects of the previous and current learning

Self-expression – pupils know they have a voice and can express their opinions and reasoning on a number of topics and issues without fear of prejudice

Natural curiosity – children's natural curiosity is fostered and enabled within both the indoor and outdoor environments

Recognising unique strengths – all members of the school community are recognised as unique individuals with strengths to be nurtured and differences to be celebrated

Purposeful, relevant learning – pupils understand the purpose and value of their learning and see its relevance to their past, present and future

Relishing challenge – children experience the challenge and enjoyment of learning

Self-esteem – pupils have high self-esteem and confidence in their own abilities

A curriculum for life - Underpinning the subject areas taught, we also aim to use our curriculum to develop the children's life values in seven key areas:

Generosity, Positivity, Trust, Confidence, Compassion, Respect and Determination.

These principles often form part of our Assembly themes and each class 'owns' and studies a value which they then 'champion' in the rest of the school community. Children displaying these values are chosen each week and are rewarded by members of Year Six in 'Star Assembly' with a coloured silicone band representing that value.

We prepare our children for life in modern Britain through teaching the values of respect, tolerance and an understanding of democracy during our assemblies, themed days and through the election of our School Council (Junior Leadership Team). We celebrate differences and use our Behaviour Policy to ensure children develop moral values and understand right and wrong behaviours in society. This understanding and these values are an integral aspect of our ethos and therefore also underpin our curriculum and the decision made regarding its content and intent.

Structure

Pre-School and Reception

Children in Reception follow the statutory framework for the Early Years Foundation Stage. This consists of seven areas of learning:

Three Prime Areas: Personal, Social and Emotional Development, Physical Development and Communication and Language.

Four Specific Areas: Literacy, Maths, Understanding the World and Expressive Arts and Design.

In addition to the EYFS curriculum as detailed in 'Development Matters,' 12 'Top Level' curriculum aims have been identified as important for the children of our school community to learn in the early years of their education. This learning is also revised and deepened as the children progress through the school.

The early years top level curriculum is as follows:

- To develop an understanding of the importance of good oral health.
- To develop an understanding of how to keep safe on the roads.
- To have an increasing awareness of cultural diversity and religions.
- To understand the importance of looking after our environment and the natural world.
- To develop an understanding of the importance of keeping fit and healthy.
- To be able to recite the books and rhymes highlighted on the school EYFS reading spine.
- To be able to ride a two wheeled bike.
- To create a story based on prior embedded learning.
- To be able to reason and justify in maths, using relevant mathematical vocabulary.
- To increase exposure to the wider world, to encourage high aspirations.
- To learn the skills and processes involved in cooking.
- To know that primary colours can be mixed to produce secondary colours.

Key Stage One and Two

Years One to Six then follow the National Curriculum (updated September 2014). This covers ten subjects: English, maths, science, computing, history, geography, art and design, design and technology, music and PE. We also teach religious education and personal, social, health education (including relationships and sex education) to all our children. Children in Key Stage Two also learn French.

Every child achieving the highest possible standards in the core subjects (English, maths and science) is important to us in particular as these are essential life skills. These subjects are often taught discretely with links being made to other subjects/topics where appropriate and relevant. We base the rest of our curriculum on five different Learning Projects throughout the year (one each half term or term) with Year One/Two, Year Three/Four and Year Five/Six working collaboratively to plan these projects across their two year groups. This allows for a 2 year rolling programme of coverage. We ensure that we tailor and personalise the curriculum to the needs and interests of our children, the aims and principles stated above and the National Curriculum requirements. The curriculum aims to plan a wide range of experiences for our children; it links to and builds upon the skills learnt in English and maths lessons. Knowledge (substantive and disciplinary) in every subject is built upon and taught in small, sequential components to ensure effective progression throughout the school. We have also linked it with areas that are of interest to the school community, starting with the EYFS 'top level curriculum' and building from there. We involve parents in their children's learning as much as possible.

The projects have a specific curriculum focus and are based on skills as well as subject knowledge. Each new project has a 'hook' to inspire the children and introduce the topic. 'Knowledge Organisers' for each topic detail the content under headings as follows:

- **Substantive Knowledge** – In order to ensure children 'know more and remember more' (Inspecting the Curriculum, May 2019) as they engage with our curriculum, each topic details the knowledge they should gain by the end of each topic.

- **Disciplinary Knowledge** – Our intent is that children are able to ‘do more’ (Inspecting the Curriculum, May 2019) as a result of the learning that has taken place during each topic. Skills for each subject are defined in our ‘assessment grids’ detailing expectations for each year group.
- **Links to prior learning** – This ensures progression of skills throughout the school and gives teachers information about what pupils should already be expected to ‘know, remember and do’ based on previously taught topics.
- **Cultural Capital** – content under this heading defines the knowledge about life in this country and the wider world outside the National Curriculum which we believe our pupils should gain. This includes aspects of our culture such as experiencing a wide variety of art and music as well as knowledge of current affairs and world events. We celebrate and share learning and achievements gained out of school whilst acknowledging that some children, particularly our most disadvantaged, may not gain this ‘life learning’ and appreciation of human creativity and achievement during this time.
- **Key Questions** – we believe it is important to foster children’s natural curiosity by pondering ‘big questions’ about the world, some of which do not necessarily have definite answers. The questions under this heading will serve that purpose and engage children’s interest in the topic and the world around them more generally.
- **Key Vocabulary** – In keeping with national trends, many pupils in our school context, particularly our most disadvantaged, have quite a narrow vocabulary as a starting point to their learning. Here we detail, therefore, the essential vocabulary children often need to be taught in order to engage fully with the content of each topic/subject and gain the knowledge and skills required within it.

These ensure the essential requirements of the National Curriculum are taught in keeping with our wider curriculum aims, principles and intent as above as well as the school’s vision as a whole.

The impact of our curriculum will be evaluated regularly by the leadership team and subject leaders to ensure we achieve the intended outcomes outlined above with all pupils being given ‘the chance to shine’ in every way they are able to.

Wider Curriculum

At Steeple Claydon School, **all** our pupils have an entitlement to the following additional opportunities:

- We employ a music teacher to teach instrumental lessons in Year 3, 4 and 5 for a term each so that all children have the opportunity for wider opportunities in music.
- All children also have regular opportunities to perform through termly sharing assemblies, church services and musical productions in Reception/Key Stage One and Year Six.
- We have a whole school choir which regularly performs in assembly on Fridays and at church.
- We are an active school and most of our PE lessons are led by a qualified Sports Coach. We cover gym and dance as well as invasion games.

- All pupils have the opportunity to participate/compete in at least one sports festival or competition throughout their school life and often one per year in Key Stage Two.
- All pupils from Reception to Year 5 learn outside at Forest School for half a term each year. This builds confidence and develops social skills through outdoor learning.
- A residential visit for Year 6 pupils to an outdoor activity centre is organised annually. Costs are kept to a minimum (for example running it over a weekend is cheaper) and arrangements are made with individual families as necessary to ensure all pupils are able to attend if they wish to wherever possible.

In addition, we offer music tuition for keyboard, guitar, drumming, flute, clarinet and violin. Children who have learnt an instrument for a sufficient amount of time are invited to form a school orchestra, if numbers are sufficient, which performs at Christmas and the Summer music concert. They are also invited to attend an 'Orchestra Day' with 90 pupils from local schools when it is organised by the headteacher and supported by the staff at the music department of Stowe School. Over 30 pupils each year take part in 'Young Voices' which is a national singing festival for schools.

We take part (successfully!) in a range of competitions and festivals across the school year as well as a Dance Extravaganza. The school is proud to have been awarded the Gold Kite Mark for PE provision.

We offer a wide variety of extra- curricular clubs including badminton, football, multi skills, code club, STEM club, orchestra, African drumming/Boomwhackers and cooking.

Where possible, we ensure that pupils with SEND and children from disadvantaged families have access to the same opportunities as all other children.