

## Curriculum Intent at The Piggott School: Charvil Primary

Our curriculum offer provides a caring environment based on our Christian Vision and Values. Children are encouraged to help each other and receive help when they need it, as exemplified by our school's Christian Vision to

**'Go and do Likewise' Luke 10:37, The Parable of The Good Samaritan.**

### Our school aims are:

- To provide a caring environment based on our Christian Vision and Values
- To develop enquiring minds capable of independent thought
- To promote the value of lifelong learning
- To be open to new ideas
- To encourage respect and tolerance

### At The Piggott School: Charvil Primary, we provide a curriculum which:

- Is rich, inspiring and broad, whilst fulfilling the statutory requirements, to allow all pupils to widen their horizons in each subject.
- Is underpinned by our Christian values of Respect, Honesty, Equality, Dedication, Courage and Love.
- Is well designed, inclusive and carefully sequenced to provide the depth that enables pupils to master the key knowledge and skills essential for each subject.
- Provides all pupils with a rigorous foundation for success from EYFS to Year 6 and beyond to ensure there is clear progression.
- Fosters the development of pupils' spirituality, character, personal development, health and wellbeing, preparing them to make a valuable contribution to society and to keep healthy and safe.
- Promotes high expectations and challenge, together with support and resilience, to build perseverance and self-belief.
- Enables pupils to be prepared educationally, morally, socially and physically, both now and in the future, by providing enriching experiences beyond the classroom to develop their character, cultural capital, love of learning and independence.
- Enables pupils to maximise their potential thereby instilling a life-long love of learning.
- Raises pupils' aspirations and equips them with the knowledge and skills to flourish as responsible citizens in the wider community.
- Supports all pupils to become confident, responsible and articulate, able to persuade, inspire and challenge others.
- Recognises that self-reflection and seeking help are an important part of development so pupils are encouraged to be courageous in seeking and giving help.
- Ensures all pupils leave the school able to fluently read a variety of age-appropriate texts.

### Delivery of our curriculum:

- Embraces well-established pedagogy with teachers having the freedom to use their own professional expertise whilst considering teachers' workload and wellbeing.
- We place trust in our teachers whilst advocating the following pedagogical approaches and principles:
  - We use small steps or learning questions to structure learning over a unit of work. (These are planned by subject leaders.) With subjects with commercial schemes, we use the small steps or learning statements provided.

- We choose to share beautiful work with children, ensuring that the models and examples that we share are of the highest quality.
- We make links to prior learning and learners are encouraged to consider the purpose of each chunk of learning and how it fits into their learning journey.
- Learning happens over time and is added to during and between units and year groups.
- Teachers have excellent subject knowledge and are supported by our expert subject leaders.
- Oracy runs throughout our practice to engage children and encourage learning through discussion and exploration.
- Responsive teaching means we react to the needs of all learners; planning can change over a unit of work.
- Specific challenge work is planned in carefully for our able, gifted and talented pupils
- Modelling and scaffolding supports all learners to make progress.
- We use quizzes for low-stakes assessment and retrieval practice. Units end with an opportunity to apply knowledge and skills to a rich task/low-threat-high-ceiling assessment task.
- Lessons have SMSC links to promote character education and our school Christian values.

## **Curriculum Implementation**

### **EYFS**

Our curriculum is a carefully planned learning experience. During their Reception Year our children follow the Early Years Foundation Stage. Many of our children will have already begun this journey in a previous setting and we recognise their previous learning and experiences. Information is shared to ensure that new learning builds upon and strengthens their previous understanding.

Our daily routines support children to settle in. Our ongoing assessment allows us to respond quickly to the children's learning by enhancing ideas and modelling vocabulary that is relevant to the children. Our environment is based on individual needs and is set up to develop appropriate skills with carefully considered resources providing challenge, curiosity and matching the children's interests.

Children are encouraged to develop their imaginations, to get actively involved in learning and to make decisions. Through their play they will explore, develop and represent learning experiences that help them to make sense of the world. They will practise and build up ideas, concepts and skills, taking risks, making mistakes and developing resilience. They will communicate with others as they investigate and solve problems and learn to understand the need for rules. They will also develop cognitive skills to think creatively and imaginatively.

### **Key Stage One and Two**

The school teaches a wide range of subjects, as set out in the National Curriculum, throughout Years 1 – 6. We use a variety of published schemes of work in Phonics (Rocket Phonics), Maths (AET), Computing (Teach Computing), Music (Kapow), PE (PE Planning) and PSHE (Jigsaw), French (Language Angels) as well as following the locally agreed syllabus for RE (Discovery RE). These schemes are adapted to suit the needs of our pupils and appropriate to our context. These are supplemented by bespoke schemes in English, Science,

Geography, History, Art and Design and Design Technology, which leaders have written and put in place. Our bespoke schemes of work are under constant review to ensure that statutory content is taught.

Our policy of overstaffing means that all subject leaders are allocated protected subject leader release time, in addition to their PPA. During this time, subject leaders complete tasks that are carefully planned to continuously shape and improve our curriculum offer.

The Inclusion Lead has the responsibility of working alongside subject leaders, and teachers, to ensure that our curriculum supports the learning of our most vulnerable pupils and those that have additional needs. Trips, visits and themed days are an essential part of our curriculum and are chosen carefully to provide meaningful learning experiences. These experiences provide episodic learning and allow pupils to recall information (knowledge) they have learnt and apply it to other situations or contexts.

Character Education is taught in many ways including through daily collective acts of worship, extra-curricular clubs, trips and visits, pupil-led charitable acts and our leadership programme, which includes opportunities for children to lead in roles such as librarian, house captain, school council representatives and worship leaders. Our curriculum and collective worship programme include opportunities for children to reflect on faith and worldviews through our “Windows, Mirrors and Doors” model. We have strong links with our local church with regular assemblies run by a member of the clergy. We aim to educate the ‘whole’ pupil in preparation for life in all its fullness.

### **Curriculum Impact**

Our full range of results can be found on our website.

Attendance data is available on request.

A CPD schedule supports teachers’ subject knowledge and accurate delivery.

To illustrate the impact of our curriculum, please see the selection of quotes below from our most recent OFSTED inspection:

- “Although some of the primary phase outcomes were lower than expected in the previous academic year, this is not typical ..... This includes in their writing, where leaders have made substantial improvements to the curriculum since the last inspection. The positive impact of these changes is reflected in the very high quality of current pupils’ work.”
- “Pupils aged 4 to 18 learn very well here.”
- “From the very beginning of primary school, pupils are taught effectively how to learn and play together.”
- “Pupils describe how what they learn in PSHE is meaningful and age-appropriate to them. For example, pupils in the primary phase describe how their learning in this subject helps them to use technology safely.”
- “Pupils are taught to work well independently and encouraged to take full ownership of their learning. This begins in the early years, where classroom routines are established quickly.”
- “Leaders have created a broad curriculum, which is rooted in their very ambitious expectations for all pupils. They have thought about what pupils should learn from Reception to Year 13, going beyond the demands of the national curriculum.”

Below are some quotes from a ODBE visit in 2020 which reviewed our reading curriculum.

- “The leaders for reading have a really clear vision for pupils, including Y6 pupils becoming fluent readers who can identify the links between texts and preparing them well for the next stage of education.”
- “A high priority is given to early reading and use of vocabulary from the moment that children join YR. The teacher regularly reads to children and thoughtfully asks them to catch a word they like in their hand and whisper it to the class.”
- “Pupils take home books regularly or have books that they like reading at home. A reading record encourages parents to listen to their child read regularly.”
- “Pupils who are supported by PP funding receive valuable extra reading practice, are given targeted questions by the teacher and have their books marked first. Consequently, two of these pupils are working at greater depth in Year 6.”
- “Pupils making slower progress are picked up quickly and extra tuition is provided by experienced teachers to help the pupils catch up.”
- “The development and use of vocabulary are a consistent feature of all lessons visited. This means that pupils understand a wide range of words.

The school’s success in Phonics was high even before the implementation of Rocket Phonics which is exemplified by the 100% pass rate in the 2019 Year 1 Phonics check. The school received a letter from the Minister of State for School Standards to recognise this achievement.

The focus on teaching the skills of reading, using high-quality texts as a vehicle for teaching and learning, developed pupils’ reading ability to the extent that 83% of pupils met the expected standard and 60% of pupils achieved greater depth at the end of Key Stage Two in 2022.

Following a curriculum audit in the Summer of 2022:

- When asked why they liked certain subjects, KS2 children spoke about the positive impact on their mental health of our PE, PSHE and Art and Design curriculum.
- Year 1 pupils spoke about being inspired by the work of William Morris and then doing extra work at home.
- Year 3 pupils spoke about the benefits of art on their mental health.
- Year 1 pupils said they enjoyed the trip to Reading Museum.
- Pupils liked practical Science lessons and said they liked learning about how things work and the world.
- In PE, Year 2 and Year 4 pupils loved lessons when they were given a choice of sport or played matches.
- Year 4 and Year 6 pupils talked about the safe environment that was created during PSHE lessons.