



**Churchfields**  
The Village School

Atworth ∞ Monkton Farleigh

# **CURRICULUM STATEMENT (INTENT, IMPLEMENTATION & IMPACT)**

<b>Approval Date:</b>	<b>Autumn 2021</b>
<b>Review Date:</b>	<b>Autumn 2022</b>

## Intent

**‘And now these three remain: faith, hope and love, But the greatest of these is love.’  
Corinthians 13:13**

***Please read this policy in conjunction with all other curriculum-related policies for further information on our curriculum intent and how this will be implemented across the school and the desired impact and how this is measured. Our assessment and subject leadership policies describe how we will measure the actual impact of our work.***

As a family, we nurture in order to develop and grow. We aspire to be the best of our true selves. We do so hand in hand with our (Christian) faith and values, ensuring that they are at the heart of all we do. At Churchfields, we have a range of pupils with different breadths of life experiences which can be limited. This presents a barrier to learning. Our curriculum is therefore designed to ensure children are provided with the experiences they would not otherwise have, to have quality social interactions and the opportunities to apply skills and knowledge in ways that allow both independent and collaborative learning. At Churchfields, we are committed to presenting the majority of the National Curriculum through themed units of work. The thematic units of learning are all child-friendly, modern-day topics appealing to all ages of primary children; the themes enable young children to remain motivated through the learning of Geography, History, Design and Technology, Music, Art and Society; all of which are unpinned by our Christian values of Hope, Justice, Friendship, Compassion and Forgiveness. It enables learners to make purposeful links and connections throughout their learning and to see how their subject learning is related to the world they live in. Within each theme, there are ideas for: collaborative learning, active learning, learning outside the classroom, role play, as well as the children learning from each other. It is a comprehensive, dynamic and evolving curriculum with a clear process of learning and with specific learning goals for every subject, for personal learning. We strive to give our children a memorable education, one that we are all proud to be a part of, and creating a sense of pride at being a member of the Churchfields family, both now and in the future.

## Implementation

Churchfields is an inclusive school. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We strive to maintain a loving and caring school community, rooted in Christian values, where everyone feels welcome, secure and valued. Inspired by God’s love for us, we illuminate the goodness in others. We care for and protect His children and reach out to help others flourish in their journey to the fullness of life. The curriculum at Churchfields consists of many planned experiences in and out of school: lessons, topic days, school council, collective worships, clubs, sports, WOW! trips and visits, workshops, residential camps, fund raising and community work. Outcomes may be designed to meet the requirements of National Curriculum 2014, but also to develop the skills needed for learning and for life, focusing on the whole child and recognising the importance of all aspects of a child’s life. Our vibrant and rich curriculum is designed so that the subject specific skills are scaffolded within a cross-curricular theme or context each term. To ensure that progression and balance is maintained, medium term plans are developed which clearly highlight the learning objectives, assessment opportunities, differentiated tasks as well as links to other subjects. These topics are designed with the end in mind, working towards a final

project, show or parental event. Teachers then translate these plans into smaller units of time, carefully tailored to meet the needs of all our children.

### **Religious Education:**

Religious Education follows the scheme supported by the Diocese of Salisbury, Discovery RE and Understanding Christianity. Our Ethos is ***Proud, happy learners at the heart of our community.*** At Churchfields we strive to nurture every child's gift. We provide firm foundations for our children to become confident, independent learners. Churchfields provides the highest standard of education within a safe and caring environment underpinned by the Christian values of friendship, honesty and mutual respect.

### **English:**

English skills are taught daily as a discrete subject and applied in a variety of contexts throughout the curriculum. Children are taught skills related to their needs and are given opportunities to reinforce, develop and use these skills in writing, spelling, grammar and handwriting. There is also an emphasis on reading and developing a love of books.

### **Mathematics:**

Mathematics is taught each day as a discrete subject and applied in a variety of contexts throughout the curriculum. Mathematical thinking is developed through problem solving and an investigative approach. Children are taught skills related to their needs and are given the opportunity to reinforce, develop and use these skills. The children also work towards achieving mastery across the different mathematical areas.

### **Science:**

Science skills are taught through themed blocks of work. We encourage an enquiring mind and provide opportunities for investigating, experimenting, observing and researching topics.

### **Humanities:**

Humanities are taught in a themed approach, where we combine the National Curriculum with knowledge and skills that enable our children to be successful in their learning. These are taught over the topics weekly, depending on the terms focus.

### **Computing:**

Computing (ICT) is an integral part of the curriculum. There are interactive whiteboards in each classroom and both sites have a bank of laptops, iPads and Kindles to use in the classrooms to support aspects of all curriculum areas. Coding is delivered using an online resource, it provides a comprehensive scheme of learning, ensuring consistent and progressive acquisition of the appropriate skills and knowledge of computer programming. Coding invites pupil interactivity by allowing children to create exciting apps which can be

published and shared, practise debugging and improve the apps they have made, as outlined in the National Curriculum. Our computing curriculum covers skills that the children will need for life, making them computer savvy for the 21<sup>st</sup> Century.

#### **French:**

French skills are taught weekly to KS2. This gives them the opportunity to study French culture and develop language learning skills through songs, games, conversation and written work.

#### **Physical Education:**

Physical Education and sport are taught throughout the school. We offer a full range of activities comprising gymnastics, games, athletics, dance and swimming. Our school takes part in a range of tournament and coaching activities run by local P.E coaches throughout the year. P.E is also taught by an outside provider on a weekly basis.

#### **Forest School:**

Forest School sessions are taught across the sites. We have developed the school grounds in order to provide high quality Forest School activities that teach the children about caring for, managing and understanding the environment. Forest School supports and enhances the Statutory Curriculum and has a strong emphasis on raising children's self-esteem, independence and confidence.

#### **Personal, Social, Health and Economic Education (PSHEE), Relationship, Sex and Health Education (RSHE) and Citizenship:**

PSHEE, RSHE and Citizenship provide the children with opportunities to become more knowledgeable in this area of the curriculum as part of growing into well balanced individuals. PSHEE and our church values form part of daily school life, for example, what makes a good friend, how to deal with difficult situations and being a good citizen.

Our curriculum fosters children's development of skills such as independence, collaborative working, critical thinking and knowledge and makes all learning exciting, active and meaningful for all children. The curriculum supports our children to achieve the school values: Compassion, Friendship, Hope, Justice and Forgiveness; enabling the children in becoming resourceful, resilient and reflective learners.

#### **Impact**

Schemes of work and/or planning will show coverage of the curriculum and planning for pupil groups, including SEN, MA and Pupil Premium if appropriate – so that pupils know more and can do more over time. The Reception Baseline Assessment (RBA) will be carried out in the autumn term with every child new to the school in FS2 in line with guidance. This information will be shared with the local authority in order for them to have a benchmark for national school performance. EYFS staff will still complete their own assessments as normal at entry then at the end of terms 2, 4 and 6.

Achievements at FS2 will be recorded in line with the Early Years Foundation Stage Profile. These achievements will form a basis for planning the child's learning activities in Year one. Children working below the National Curriculum up to the end of year one will use EYFSP, after this, pre-Key Stage standards will be used and the child placed on the SEND register. National Curriculum 2014 requires pupils to be evaluated against end of year expectations. The year group will correspond to the 'level' of attainment. Pupils will either be 'Emerging', 'Developing' or 'Secure' at this level so will have 'E', 'D' or 'S' following the whole level. 'M' shall be used to indicate 'mastery' of a level and will use a 1-4 grading after the main grade with 1 being the lowest and 4 the highest, 2 being average. For example, a year four pupil meeting end of year expectations would be '4S#2'. Simplified criteria such as 'On-Track', 'Below' and 'Greater Depth' may also be used. 'Mastery' refers to the provision of learning depth to year group expectations. Pupils do therefore not begin learning the curriculum for the year group above them but explore their current one in more detail. Pupils below year group expectations should be assessed against the expectations of the year group below. This should be continued until an appropriate level is determined. The vast majority of children will fall into the EDS range of their year group however.

Children in year one will undertake the statutory Phonics Screening Check at the time determined by the Department for Education in line with guidance. Children in year four will undertake the Multiplication Tables Check at the time determined by the Department for Education in line with guidance. End of Key Stage statutory tests will be carried out in line with national guidance at the time determined by the Department for Education. Any alteration to the testing schedule by the Department for Education will be followed by the school (e.g. changes to the Phonics Screening Check as a result of the COVID-19 pandemic).

Assessment focus weeks will be agreed by staff in advance. During these weeks, most of the curriculum will be suspended in order for teachers to focus on assessing children. Alongside this, teachers will record observations and assess children throughout the term to support their judgements during the designated assessment week. The 'Insight' assessment/data tracking tool allow teachers to record children's progress towards reaching the key objectives in reading, writing and mathematics. Teachers then use their own professional judgement encompassing knowledge of children's achievements in across all objectives to determine an overall 'best fit' assessment band at each assessment point. Teachers complete these assessments three times per year at the end of the autumn, spring and summer terms. Teachers will meet with the headteacher after every assessment cycle with their Key Stage teaching team to discuss pupil progress. Pupil progress meetings are professional discussions on strengths as well as areas of development including any support required in order to secure good progress for every child in every subject. Subject leaders will also meet with teaching staff to offer professional support and leadership to secure good attainment and achievement in their subjects.

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