



Curriculum Statement

Life in all its fullness

Intent

At Castle Camps C. of E. Primary School we use the term 'curriculum' in the widest and richest sense to include all that takes place within our school, whether planned or unplanned. We include the impact that our ethos and Christian foundation has on the development of the whole community.

We are a community of learners. Our shared commitment to serve, support, enable and develop, ensures that all understand the role and purpose of Christian values in everyday living. Through actively living these values, pupils can see and experience how to be happy and successful individuals as part of our community and the wider world.

Our broad curriculum is devised so that all pupils can thrive, develop skills and grow in self-belief – live life in all its fullness. We have a strong commitment to equal opportunities, providing the best possible chance for pupils to thrive and to engage in learning both within and beyond the classroom. We firmly believe that learning is for all and a lifelong privilege and joy. Our learning experiences aim to nurture the whole person, equipping pupils with knowledge, understanding and skills.

Implementation

Subject Leadership: The role of the subject leader is pivotal in the successful implementation of our curriculum. We aim for all subject leaders to have the knowledge, expertise and practical skill to be able to lead their areas effectively. Each curriculum subject has a dedicated subject leader with clear roles and responsibilities. They are responsible for the curriculum design, delivery and impact in their own curriculum area. Subject leaders and leaders at all levels, including Governors, review and quality assure the subject areas to ensure that it is being implemented well and coverage, breadth and balance is adequate.

Our 2 or 3 year rolling programme, covers all the National Curriculum (2014) requirements for Science, History, Geography, Art, Music, DT and Computing. The Cambridgeshire Agreed Syllabus Curriculum requirements are used for RE (supplemented by the Emmanuel Scheme and Understanding Christianity Project). PE and PSHE (incorporating RSE & Drugs Education) is taught according to an age appropriate programme from Cambridgeshire County Council. Core elements of English and Mathematics are taught discretely and cross curricular links are made, as appropriate. The rolling programme meets the needs of our mixed age classes, allowing for flexibility and ensuring curriculum coverage and progression.

The curriculum at Castle Camps C or E Primary School is carefully mapped out by Subject Leaders to ensure that pupils acquire knowledge, vocabulary and skills in a well-thought out and progressive manner. New learning is based upon what has been taught before and prepares pupils for what they will learn next. We know that if our pupils are learning our curriculum, they are making progress and are being prepared for the next stage of their educational journey.

For most of our subjects, we use our Curriculum Progression Documents to match content with teaching. We believe that following one programme does not provide the bespoke teaching and learning experience that we want for our pupils.

Both Core and Foundation lessons are designed to provide our pupils with the scaffolding required to access the learning at all levels. We recognise that not all learning needs to be captured in the written form and or by every child. Whole class books, videos, photographs or conversations/observations are often just as valuable in demonstrating understanding.

We place great emphasis on pupil engagement and pupils have the opportunity for self-initiated learning. Pupil voice is used to support our decision making at Castle Camps. To implement our intent, we ensure that our children are invested in their learning, making a positive contribution to the planning and design of our curriculum. Lessons are engaging and are designed to interest, inform and inspire our children.

Impact

Pupils should be able to recall knowledge and skills independently weeks or months after a theme has been taught. Checking that pupils are learning will enable pupils and teachers to see if their fluency and mastery is incrementally improving and therefore impact has been achieved.

Monitoring and Evaluation: A curriculum subject leader is responsible for the monitoring and evaluation of their own subject area. Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work and book looks, pupil voice discussions, outcomes of assessments and quality of teaching and learning, are all used as tools to help senior leaders assess the impact of the curriculum.

Assessment is not excessive or onerous, as it is part of the day-to-day practices of the classroom. Teachers ensure that pupils embed key concepts in their long term memory. Key skills and concepts for curriculum areas are revisited throughout the year and applied in different contexts. Pupils revisit prior learning in their books as an introduction to their new learning and this provides a context upon which pupils can integrate their 'new knowledge' into a wider context. Assessments are reliable and are moderated to ensure that expected outcomes are fully understood by all staff.