

Curriculum Intent Statement

At The Federation of Follifoot & Spofforth CE Primary Schools our vision is that
Together we LOVE, LEARN & THRIVE.



LOVE

We nurture each individual, build positive relationships with everyone and value their uniqueness.

LEARN

We inspire children to have a lifelong love of learning. They develop wisdom, knowledge and skills and become fluent learners.

THRIVE

We develop children socially, emotionally, physically and spiritually, help them to be the best versions of themselves and prepare them well for their future lives in a diverse world.

'As I have loved you, so you must love one another' John 13.34 NIV

Our vision translates directly into our curriculum in that;

- Our curriculum promotes a love and appreciation of life and learning in all its fullness, enabling children to realise a passion for the possible.
- Our curriculum enables children to learn and retain a body of knowledge to which they can develop and apply key critical thinking and communication skills becoming creative, confident and enquiring learners.
- Building on their individual strengths, interest and experiences our curriculum enables children to grow and flourish both academically, socially and emotionally experiencing success in a range of situations and contexts.
- Our curriculum is designed to be rich, relevant and exciting promoting high standards and inspiring a lifelong love of learning. By providing children with the highest quality teaching and learning experiences possible we are able to maximise the opportunity for every child to thrive.

As a Federation of two schools both founded by the Church of England, Christian values are prominent in every aspect of school life. Our curriculum frames and shapes the experience of every child and therefore Christian values are reflected strongly through our curriculum design and planning. They feature prominently and are central to our daily acts of collective worship. They impact significantly in helping children grow and thrive, becoming thoughtful, compassionate and understanding.

Our curriculum recognises the unique value and needs of every child. It is designed to ensure all children receive the support and challenge they need so they can learn, grow and thrive. It is tailored and personalised to the needs of our children in order to prepare them for life and learning beyond their primary school experiences. It recognises their many existing strengths and interests and actively addresses the key challenges and barriers faced by our children. Targeted quality first curriculum implementation, extra support and early intervention are a priority in provision for children with SEND and disadvantaged children.

As our context is predominantly White/British, our curriculum promotes the rich diversity of Britain and an inclusive culture and ethos built upon respect and consideration of all others. It enables pupils to develop the cultural capital required to engage with society and know how to be a good UK and global citizen.

All children from both schools in our Federation receive the best possible supportive and nurturing start to school life in our dedicated Early Years provision. Our curriculum is rooted in our understanding of child development and effective pedagogy. Through access to quality continuous provision both indoors and outdoors and a well-balanced mixture of high-quality play and focused activities, children develop their knowledge of phonics, early reading and number. They also learn to share and work independently and learn to play and disagree well with others. We believe that the acquisition of knowledge begins in Early Years therefore our curriculum begins in Reception. For example, we align aspects of 'Understanding the world' to our science curriculum.

At our Federation, we believe that being able to read with fluency to an age appropriate level is vital for pupils to fully access the curriculum. A key priority in Early Years is the development of reading for all pupils and in KS1, reading continues to be a key focus of the curriculum. Because of our passionate belief in the power of reading and the value of books in a modern world dominated by technology our curriculum is linked, connected and rooted by inspiring children's books. Books and reading are central to our curriculum exposing children to more facts and wider vocabulary than virtually any other activity, increasing and enriching their vocabulary as they encounter language they would be less likely to hear and use in their everyday speech.

Our curriculum both fulfils and goes beyond the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education. It meets our children's needs and interests, incorporating a wide variety of enriching experiences. It is a broad and deep curriculum which gives equal value to each foundation subject. All pupils follow the National Curriculum at a level and pace that is appropriate to their abilities, receiving support and intervention to keep up as needed.

Our curriculum acknowledges that children simply memorising facts in no way represents high quality learning. It also recognises that trying to teach children critical learning and thinking skills requires factual knowledge. To this end, sequences of learning are carefully planned to ensure a well-considered balance of knowledge and skills. Our balanced curriculum embraces learning from cognitive science about memory and the power of deliberate practice. It is planned to be remembered in detail; to be stored in our children's long-term memories so that they can build on it. Curriculum planning and delivery are based on carefully planned sequences from Reception to Y6 with regular deliberate practice that builds fluency.

Assessment plays a key role in ensuring our curriculum enables children to progress well. Understanding children's prior learning plays a significant role in ensuring curriculum plans build on existing knowledge, understanding and skills. Frequent and planned low stakes assessment throughout the curriculum enables teachers to assess children's recall from long term memory allowing them to shape and adjust provision within and after sequences of learning. The use of summative assessment is carefully planned to ensure frequent and unnecessary data collection is avoided ensuring reasonable workload for all.

We teach children how to be physically and mentally healthy and how to keep safe in their context as well as appropriately manage risk for themselves through PSHCE, Computing, PE and outdoor learning from school staff as well as specialist agencies such as NSPCC, 'ChildLine', Fire Service and Police Service.

Our curriculum values developing the behaviours of effective learners as highly as the subject specific content of our curriculum. To that end we place high value on developing children's positive attitudes to and personal responsibility for learning. Our children are taught and encouraged to learn from mistakes and setbacks developing resilience and positive learning behaviours. We view the development of lifelong learning resilience including the ability to assess and evaluate risk, work both independently and collaboratively, responding positively to challenge and adversity

as key elements in our support of our children's mental health and emotional well-being.

Our Federation, its schools and the curriculum are highly ambitious for every child irrespective of circumstances, special needs or disability. Our intent is that our curriculum ensures children have made good progress from their starting points and are easily distinguished by the way, in which they present and conduct themselves. Our curriculum strives to ensure our children are the very best versions of themselves they can be demonstrating confidence, respect and resilience. They will be well prepared to actively engage and take responsibility for the next stages of their education at secondary school and will be reflective children who value learning and working hard to improve. We aspire for them to be as proud of their school and their uniqueness as we are of them.

Updated for 2021-2022 in January 2021

This statement will be reviewed annually.