



Curriculum

Linking with our Vision – Reaching together with the Fruits of the Spirit (Galatians 5:22-23) To provide a caring, Christian ethos for the school, which inspires and excites a shared enthusiasm for life and learning.

At Ivington CE Primary and Pre-school, through our strong Christian ethos and focus on nine important Christian values, we are committed to providing a deeply nourishing, spiritual, ambitious and broad curriculum.

Our school has developed a curriculum that is **ambitious** and designed to give **all pupils the knowledge, skills and cultural capital they need to succeed** in life.

Our school has a 2-year rolling programme in each of the phases (EYFS; KS1; Lower KS2 and Upper KS2) which follows the national curriculum and adapts to changing needs. Please see class curriculum maps for subject overviews per term or the subject progression documents for how knowledge is carefully planned and built upon from EYFS to Y6.

Through our curriculum we intend to:

- Provide a **broad curriculum** that provides pupils with a **foundation of knowledge and skills** so they are **ready for their next steps** and can succeed.
- Aim for children to **know more, remember more and do more**. We underpin our teaching and learning with an understanding of how children's schemata grow; where **children build and connect their knowledge because of the carefully planned out progression**. Our curriculum maps are evaluated to reflect research including Ofsted's most recent subject reports and reviews.
- **Raise standards** with **rigorous** (knowledge rich, progressive and well-sequenced) **subject teaching** that builds on prior learning. This includes **every child is able to read at an age-appropriate level and has an enjoyment of reading and language** to carry them through their education and beyond.
- Help children **develop their sense of self** and provide routes for **spiritual, moral, social and cultural awareness** to help promote their well-being.
- Enable children to understand and **embrace their place in a multicultural, diverse world**.
- Actively promote our **positive values** and the British values so that we **have respect and love for ourselves, our communities and our environment**.
- Create **equity of opportunity** with **high ambition and expectations for all children**.

Through the **implementation of our curriculum** we aim to:

- Deliver our sequenced and well-structured curriculum in **carefully considered manageable chunks with clear, progressive core knowledge and skills**.
- Ensure pupils can **make links in knowledge** (we know knowledge cannot sit in isolation).
- Give pupils **regular opportunities to recall knowledge and practice skills** (to strengthen memory, fluency and automaticity). We use a variety of **retrieval techniques** to support pupils and check what has been learnt. We know that learning is an alternation in the long-term memory and the importance of supporting this in a variety of ways.
- Teachers **check pupils understanding systematically, identify misconceptions and provide clear feedback and support**.
- Challenge **all children to achieve their age-appropriate milestones**. Where necessary **teaching will be adapted** (for example: with tailored or targeted support; additional practice; breaking information into smaller parts; well-chosen resources or scaffolds) to ensure the **achievement of all**.
- **Inspire and excite pupils** so they develop an **active love of learning which empowers their self-agency (sense of control in your life)**. Units of work are carefully resourced and will include **enriching experiences** to help bring learning to life.

We check our curriculum is having **impact** through:

- **Continual evaluation by teachers and subject leaders** (informal and more formal: lesson monitoring; discussions with pupils; book looks; tracking against core knowledge and skills). A key indicator is always whether **children can explain it in their own words**.
- **Continual assessment for learning**: this is the ongoing checking of children's understanding to inform teaching.
- **Formally considering the assessment data of subjects** (for example core subjects termly)
- **Engaging in external consultancy**. Our school invites educational experts to work with us and objectively consider the impact of our work. **Our Governors also conduct link visits** to evaluate and review developments and impact.