

### Curriculum rationale

- The curriculum at Colwall is designed to provide a broad and balanced education that meets the needs of all pupils and gives them the skills, knowledge and understanding to prepare them for their future lives.
- The curriculum combines high academic expectations with key elements that supports the development of the whole child and promotes a positive attitude to learning, such as
  - ❖ creativity
  - ❖ problem solving
  - ❖ reliability
  - ❖ responsibility
  - ❖ resilience
  - ❖ physical development
  - ❖ well-being
  - ❖ mental health
- The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the pupils' spiritual, moral, social and cultural development.

### Curriculum Statement

Our ethos of 'Loving and Learning' is at the heart of everything we do at Colwall and this is reflected in our approach to the curriculum. We have designed a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education. It is important that the curriculum considers the development of the whole child and not only concentrates on academic success.

The curriculum is underpinned by our School Values (Respect, Aspiration, Resilience, Responsibility, Community and Compassion), our Christian Values (Faith, Hope and Love) and our Colwall Bees (Be safe, Be honest, Be kind and polite, Be responsible, Be neat, Be active, Be ready to learn and Be happy). These are taught on their own and through other areas of the curriculum, including assemblies. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

Children in the Early Years Foundation Stage (Reception Class) enjoy a rich variety of play based activities, group and whole class teaching. Phonics and maths are taught daily and the children are independent in choosing the learning activities which they access through the week. Pupils continue to work on the Early Learning Goals of the Early Years Foundation Stage Curriculum as they enter Year 1. There is a period in the Autumn Term where the majority of children progress to the National Curriculum. Throughout this period and beyond children continue to develop their phonic knowledge through the Read Write Inc and Letters and Sounds approaches. This helps to develop fluency in reading.



The National Curriculum is delivered using an integrated topic approach and assessed using learning objectives as a basis to ensure coverage and progression throughout the school. The more able are challenged further through extension and broadening of their learning. Children who find aspects of their learning more difficult are appropriately supported so that they too are able to experience success. National requirements and school requirements are mapped out as a whole school and then individual year groups plan the curriculum for their pupils accordingly.

Our English curriculum is supported using a strategy called Talk for Writing (T4W) which develops children's writing skills through imitation, innovation and invention. Alongside this children experience lessons on reading, comprehension, grammar, punctuation, spelling and handwriting.

Our Reading Spine runs from EYFS to KS2 and we are fortunate to have a large group of volunteer reading helpers who give freely of their time each week to hear our children read.

Our mathematics curriculum is currently delivered through a framework of Maths Mastery. This is a spiral curriculum (which revisits key concepts to enable consolidation) which enables children to develop their reasoning, investigative and problem solving skills.

The outdoor environment and the local community are considered as opportunities for active learning for all our pupils. Our school grounds continue to be developed in order to support and enrich different curriculum areas, particularly science.

Themed days, weeks, whole school activities and opportunities within and outside school all provide enrichment opportunities and help to further inspire and broaden the children's learning. After school clubs and events extend these opportunities further.

We have seven classes allowing children to be taught in their Year Group throughout the week. In all year groups there are small group interventions in order to support pupils in gaining key skills, consolidating learning or targeting specific areas for development.

Children have opportunities to share their learning with each other, their parents and carers through school-based and external exhibitions, performances, competitions and events involving other schools. Children learn about the success of others both in and out of school during Friday Celebration Assembly. Parents very much enjoy the opportunity to attend this Assembly when possible.

Our School Council and Year Six Directors are involved in discussing and reviewing whole school provision and are confident in putting forward ideas and leading initiatives. They lead sessions with their classes and meet together to feedback.

Staff take responsibility as subject leaders and support each other in planning, training, resourcing and introducing new initiatives to develop subject knowledge, skills and understanding. Specific subject overview documents can be found on our website.

We firmly believe that the most important indicator of how we are doing as a school are the children - so listening to them is very much part of our aim to continually improve and develop our curriculum and approach to learning.