



Clipston Endowed VC Primary School – The Big Picture for Our Curriculum

<p>Our Curriculum Development Journey</p>  <p style="text-align: center;">↓</p>  <p style="text-align: center;">“Coherence”</p>	<p>At Clipston, we have always prided ourselves on our vibrant, broad and balanced curriculum. We strive to meet the demands of the National Curriculum in its fullest sense. Our parents tell us that their children love coming to school. They are delighted by the numerous experiences on offer at Clipston and grateful for the lengths staff go to ensure a child’s experience at school is the best it possibly can be. By way of analogy, our curriculum has been very much like a bowl of minestrone soup, full of nutritious (rich, rounded) ingredients all jumbled together to provide sustenance and nourishment (progress and development) for every child. Periodically, the soup was embellished with a crouton or two, and there might also be some garlic bread on the side. And of course, children needed cutlery in order to access the “soup” - fluency in basic Reading, Numeracy and Social Skills is crucial for the successful acquisition of curriculum knowledge.</p> <p><i>“Thinking about coherence matters, because if we don’t, then what is offered to children is bitty. Bitty means that there are lots of fragments of knowledge floating around without being placed in a bigger basket.” Mary Myatt, 2018</i></p> <p>Recently our curriculum has developed further. We still need pretty much the same “rich, rounded” ingredients as the minestrone soup and we certainly need cutlery. However, our curriculum “soup” has begun to evolve into more of a “lasagne” as we endeavour to develop a more “layered” (connected, coherent, progressive) curriculum model that enables children to build structured, sequenced knowledge into organised cognitive concepts (or schema) in their long-term memory, as they progress and develop through the school.</p>
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Intent	What do we aim to achieve?		
Our Over-arching Intent	That every child flourishes and enjoys learning through access to a rich, rounded connected, coherent & progressive curriculum		
Core School Motto	“Be Kind ~ Be Your Best ~ Be Happy”		
Our Christian Virtues	Kindness, Justice, Love, Forgiveness, Responsibility, Courage, Thankfulness “Do to others as you would have them do to you” Luke 6:31		
Our Intrinsic Values	Our Christian Virtues, the British Values and all those essential human values common to good, kind and tolerant people of all faiths and no faith.		
Aims of our Curriculum: During their time with us at Clipston, we intend...	To develop successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve	To develop confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.	To develop responsible, happy citizens of the world who have the capacity to make positive contributions to society.

Implementation	How will we make this happen?				
The curriculum at Clipston is the entire learning experience, underpinned by the school’s Motto and its Christian Ethos					
We will provide a rich, rounded, connected, coherent and progressive curriculum	<u>Core knowledge and understanding</u> Including: excellent general, subject, social and cultural knowledge.		<u>Skills and competences</u> Essential skills: oracy, literacy, numeracy, technological, personal, social, emotional, learning and thinking skills, physical, moral, spiritual.		<u>Attitudes, attributes and dispositions</u> Including: perseverance and being determined, adaptable, confident, risk-taking, enterprising, self-regulating, emotionally resilient, spiritually aware, tolerant, kind.
We will provide effective teaching	Teachers have expert knowledge of the subjects they teach	School has effective Continuous Professional Development	Teachers enable pupils to understand key concepts, presenting information clearly and encouraging appropriate discussion	Teachers check pupils’ understanding effectively and identify and correct misunderstandings	Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.
We will develop the knowledge and skills that children need to succeed	Develop children’s vocabulary acquisition and oracy skills so that they can articulate their thoughts both verbally and in written form, in order to communicate effectively in a range of situations.			Provide opportunities for children to be exposed to a wide variety of cultures, topics, themes and points of view to counter-balance the lack of diversity in our local demographic at our largely white British school, in order to prepare them for life in modern Britain.	

Impact	How well are we doing?					
Securing effective learning and teaching so that learners understand how to improve and make progress...						
Evaluating Impact	We consider the whole child, e.g. progress, attitudes, attributes and dispositions. Pupil Profiles School Reports	Uses assessment information intelligently to identify trends and clear goals for improvement Standardised tests School Assessments National Data	Uses critical friends to offer insights and challenges. School Improvement Partners Diocesan Schools’ Consultant	Creates a continuous improvement cycle SEF Action Plan for Improvement	Involves the whole school community: learners, parents, teachers and governors. Questionnaires Subject Lead Monitoring Governor Monitoring	
...so that they are actively involved in school life and attain at least expected outcomes...						
Accountability measures	High standards of achievement: attainment and progress.	Good behaviour and attendance	Civic participation	Healthy lifestyles	Sustained involvement in education	
...and become, as intended...						
	successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve	confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future	responsible, happy citizens of the world who have the capacity to make positive contributions to society			
... by the time they leave Clipston School						
Bottom line	“Being the best we can be in all that we do and in every aspect of our lives, as we develop as citizens of the world”					