



Ibstone Church of England Primary School

Curriculum Intent, Implementation and Impact

Our vision is to nurture our community enabling everyone to grow through our Christian values. We inspire our children to be resilient, confident and courageous whilst developing a lasting love of learning.

'Whatever I have, wherever I am, I can make it through anything in the One who makes me who I am.'

Philippians 4:13

Nurture – Inspire – Grow

Curriculum Intent

1: Developing the learning (*What we learn*)

To provide high quality teaching, developing the appropriate subject specific knowledge, skills and understanding, and a well-resourced rich environment (both indoors and outdoors) so that all pupils can learn effectively, fulfil their potential and bring about excellent outcomes. Utilise the local and regional area, it's geography and history to support the above and link it to learning about the wider world in which we all live and how we all impact it.

2: Developing the character of our learners (*Who we are when we learn*)

To provide a broad, balanced, modern and well-resourced curriculum to include multiple first-hand experiences and curriculum enrichment opportunities, in order to fulfil the requirements of the national curriculum, modern life and a changing technological world. To develop spiritual, moral, social and culture experiences for learners.

3: Developing behaviours and habits to become effective learners (*Our actions and attitudes: How we act when we learn*)

To develop a positive, self-belief approach to learning so that pupils are resilient learners who recognise that their effort, perseverance and courage is key to their success and develop independent learning skills as they progress through the school. All individuals will have a healthy and positive self-image, self-esteem and self-confidence. They will develop high levels of resilience and develop the life skills necessary to deal with everyday life.

4: Developing the spiritual and moral compass of our learners (*Our place in the community, local area and the wider world: Where we are*)

To develop the whole child by providing a broad and balanced curriculum in order to empower pupils to be resilient, confident and courageous lifelong learners who can contribute to the wider society, embedding both their own, schools, inclusive Christian vision, values and British values into their approach to everything. To develop and grow spirituality within the safe space created. To understand that, 'Whatever I have, wherever I am, I can make it through anything in the One who makes me who I am.'

Curriculum Implementation

Our curriculum will be implemented with our intentions as the **driving force** behind our actions. By ensuring we think about *what* we learn, *who* we are, when we are learning, *how* we act when we learn and *who we are* in the world, we build happy, resilient, successful, good global citizens. Our implementation plan ensures our curriculum keeps us focused on these areas and supports us in delivering our inclusive Christian vision for every learner.

1: Developing our learning (*What we learn*)

Our promise to our learners: In addition to learning through the national curriculum (and of equal importance), we ensure our pupils have a breadth of experiences throughout their journey at Ibstone CE Primary School. Examples include: providing a range of enrichment and extracurricular activities led by specialist teachers; leading the charitable work in the school, arranging educational and residential visits and speakers of different cultures, faith, worldviews and experiences to share about their way of life, promoting and protecting emotional wellbeing and good mental health, offering pupil leadership opportunities, engaging with community projects and ensuring all children learn to work in harmony with every individual of all ages and abilities: **Nurture – Inspire – Grow**

Forest School: Ibstone CE Primary School has developed an enriched curriculum focused around use of the outdoors - in all subjects but also in specific, weekly timetabled sessions where children are given a wide range of opportunities to boost their confidence, reduce stress, work on short to long term projects, building their resilience, both on their own and in small teams - also therefore improving teamwork skills and communication.

Mathematics: We use the White Rose Hub mastery schemes of work, alongside a range of other resources, including Numicon. We assess using WRM materials and teacher assessment throughout the year.

Writing: Talk 4 Writing is used throughout the school and pupils develop their writing toolkits across a range of genre. There is a clear progression in spelling, grammar and punctuation to ensure progression across all ages. Writing is moderated across the school termly, with other local schools at least annually and assessed against descriptors before being compared to other local schools.

Reading: We actively promote a love of reading. Our school library is run by our wonderful librarian and is stocked with a wealth of books for all ages. All pupils visit the library at least weekly and are encouraged to choose two books to read for pleasure. All classes are read to on a daily basis, class books are taken from our high-quality Core Read Aloud reading spine. We read with children in groups and as a whole class during guided reading sessions. Pupils also access a progressive reading scheme linked to our chosen phonics scheme - Little Wandle Letter and Sounds. This scheme covers all genres and supports the development of fluency, prosody and comprehension in early reading. We continuously strive for our pupils and staff to have a love of reading both in and outside of school. Learners need the space and time to make choices about books and to discover authors and texts they might not get a chance to look at outside of school. Teachers check that all children are reading books that will challenge and support the building of vocabulary, knowledge of genres and writing styles and promote imagination. We assess reading using teacher assessment and external tests.

Religious Education and Worldviews: We have developed our own scheme of work (which adheres to statutory requirements as a Church school) to meet the needs of our school community. This includes 6 units being taught each year, on a two-year cycle from Reception to Year 6. Currently, RE is taught by the RE lead in KS1 & KS2. Our curriculum explores a range of world religions and worldviews. As a Church school, we adhere to the Church of England's Statement of Entitlement for RE.

Collective Worship: All children participate in pupil-led and teacher-led Worship sessions. Children are encouraged to take opportunities to express themselves through Worship and all pupils have the opportunity to become Worship Leaders. Pupils are given plentiful opportunities to grow spirituality within the worship life of the school. Worship is inclusive, invitational and inspiring for everyone.

Foundation subjects: We plan foundation subjects using progressive skills, which show what children should be learning in each year group in each subject, using the National Curriculum as a start point. Teachers check children's learning against these progressive skills and subject champions check that they are doing this correctly, monitoring through regular discussion and learning walks, book scrutinies and lesson observations. Our curriculum constantly encourages children to develop independent thinking skills and questioning. Our teachers plan a wide variety of educational visits including: residentials, school trips and guest speakers. Teachers also plan exciting focus weeks and events like: Geography week, History week, World Book Day and many, many others. Strong cross-curricular links are made between all subjects and our themed approach to learning for all ages is evident in the long-term plans.

2: Developing the character of our learners (*Who we are when we learn*)

We empower our pupils to be resilient, confident and courageous lifelong learners who can contribute to the wider society. Our pupils live out our inclusive Christian vision and associated values by responding to social justice and undertaking local, national and international charitable work. Pupils will become advocates for change.

Our school believes in and celebrates the *uniqueness* of every child, as created in the image of God. This is encouraged through every aspect of school life. It is developed in partnership with parents, governors the parish and the wider community.

We live out our inclusive Christian vision and values and follow 'Nurture – Inspire – Grow' which encourages us to be the best we can be academically, spiritually and socially. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. We promote and uphold the key 'British Values':

- Democracy;
- The rule of law;
- Individual liberty;
- Mutual respect;
- Tolerance of those of different faiths and beliefs.

Equally, as a Church school we promote and uphold our core Christian values: Love, Courage, Respect, Perseverance and Community.

Staff ask learners to undertake multiple positions of responsibility around the school, as we believe that children understand values by seeing them in action in others, these include our buddies, lunchtime hosts, Family Time Leaders and many more.

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3: Developing behaviours and habits to become effective learners (*How we act when we learn*)

Our pupils develop a positive, self-belief approach from the earliest opportunity in school, so that they grow to be resilient learners, who recognise that their effort, perseverance and courage is key to their success. They understand that they can improve through hard work, the use of effective strategies and help from others when needed. They are not afraid to make mistakes and learn from them – a key approach to all aspects of school life!

Our pupils understand the importance of wellbeing and good mental health and its impact on our learning. They know who to speak to if they need support and that looking after their mental health is as important as looking after their physical health.

When staff design learning opportunities, they look for ways for children to develop outstanding learning behaviours. Our teachers also notice when learners are showing positive learning behaviours and reward this accordingly, in line with the whole school behaviour policy and reward system. They award certificates for this in our Celebration Worship.

4: Developing the spiritual and moral compass of our learners (*Our place in the community and wider world: Where we are*)

When staff plan the curriculum, they think not just about what pupils should learn and how pupils should learn it, but also how they can bring in an understanding of spirituality, morality and the wider world.

Teachers do this through:

- Teaching weekly personal, social, health and economic education (PSHE) lessons using our chosen scheme and resources.
- Inviting people into school to tell us about their faith, worldview or visiting places of worship. We work with local religious groups to get an excellent understanding of the worldviews and beliefs of others. We also invite people from all walks of life to share experiences and develop insight for our pupils.
- Using our shared language and understanding for spirituality – Ow's, Wow's and Nows, Windows, Mirrors and Doors. Staff give time for pupils to reflect on these and through our enquiry questions, pupils are given the opportunity and encouraged to be agents for change.
- We work alongside local community groups; we work with local charities by collecting and raising money for charities and work with other schools. We aim to increase our learners' engagement with activities that benefit other members of the community and beyond.
- Enabling pupils to agents for change and to have positive relationships that balance individual freedoms and rights, with responsibility towards others.
- Fostering skills to engage with partnerships that empower children to impact positively on others and reciprocally on people's lives. We create a culture of justice and courageous advocacy, enabling pupils to make ethical choices and to be agents for change.

Curriculum Impact

What will be the impact of our curriculum and how do we measure it?

1. Developing our learner's learning (*What we learn*)

We strive to ensure that our children's attainment in all subjects is in line with, or exceeding, their potential when we consider the varied starting points of children. We measure this carefully using a range of materials, but always considering age related expectations. Our aim is to ensure that children will be academically and socially prepared for life in secondary school, life in the modern Britain and the wider world.

2. Developing the character of our learners (*Who we are when we learn*)

The impact will be that our learners will have a clear understanding of our inclusive Christian vision and values as pupils in our school and as they move on in each stage of their life. This will prepare them for life in the wider community, demonstrating Christian and British values in all aspects of their daily lives. We measure this not just by the work our children produce, but in the behaviours we see each and every day in all learners. The impact of this intention is seen in the daily interaction of all members of our community, including staff and children.

3. Developing behaviours and habits to become effective learners (*Our actions and attitudes: How we act when we learn*)

The impact is seen by how pupils approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge on their own, with a partner or in a team. The impact should be that children don't give up, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this. Children will be able to express how they are feeling and know how/where to get support if needed.

4. Developing the moral compass of our learners (*Our place in the community and wider world: Where we are*)

Our learners will be motivated by a strong personal sense of spirituality and morality. They will make decisions for the right reasons and in the best interests of their community, guided by their understanding of our shared Christian vision and associated values. Our learners will be happy and resilient, and the impact will be that they make a positive contribution to society and to modern Britain. They will leave this school ready for the next phase of their education and go out into the world and make a difference in their own life and to others. Pupils will be equipped to seek justice and form positive relationships with others. They will know how to impact positively on others and reciprocally on people's lives.