

Our Curriculum Intent 2021-22

School Vision: 'Loving to learn, learning to love, for every child a chance to shine.'

Christian Values:

Community; creation & stewardship; humility; compassion; justice; service; reverence; friendship; forgiveness; love; wisdom; trust; thankfulness; hope; peace; courage & endurance

Safeguarding:

- All staff see safeguarding as the foundation stone of our school.
- All staff are up to date with Child Protection training and are aware of KCSiE document, have read section 1 and latest updates.
- All staff are PREVENT trained and aware of Operation Encompass.
- All staff are aware of eSafety procedures & GDPR.
- All teachers and TAs record safeguarding information on CPOMS.
- All staff are first aid trained and we have allocated paediatric first aiders.
- Susie Betley is the Mental Health First Aider and MH Lead with Steph Strachan as deputy MHL.
- All staff are committed to inclusion and anti-bullying and understand 'it could happen here'.
- Every Child Matters at Layston and all staff build strong partnerships with parents.

Aims:

For all children to...

- Develop an understanding of the Christian faith and foster spiritual growth.
- Develop spiritually, morally, socially & culturally.
- Enjoy a safe and happy school environment, in which learning is valued and fun.
- Develop a love of learning and a determination to try their best and become life-long learners.
- Foster concern about the world they live in, to take pride in their school and their local environment, and care about the world that they will leave for future generations.
- Be curious and creative, to think for themselves and to develop enquiring minds which thrive on challenge and aim high.
- Develop the confidence to embrace change and to engage with technological advances.
- Enjoy good health through a rich and varied programme of sporting activities and through a commitment to healthy eating and a knowledge and understanding of the 5 Ways to Well-being.
- Feel good about themselves and optimistic about the future, in a place where caring for and supporting others is second nature and where good manners are a given.
- Value diversity and show respect for all members of the community.
- Feel that their voice can be heard and that by making a contribution they can make a difference and make changes for the better.

Our Curriculum Implementation 2021-22

School Vision: 'Loving to learn, learning to love, for every child a chance to shine.'

<p><u>Safeguarding:</u></p>	<ul style="list-style-type: none"> ○ All children taught eSafety, termly assembly on eSafety and links on website to support parents. ○ All children taught statutory drugs and relationships education at age appropriate level as part of PSHRE curriculum. ○ All children are included and nurtured, with staff building trusting working relationships with children and parents to support inclusion, and a culture where difference and diversity is valued. ○ Pupils are taught fundamental British Values (through spiritual, moral, social and cultural development), to protect them from extremism. ○ All children are taught about positive mental health and well-being and safety in and out of school through our PSHRE curriculum.
<p><u>QFT:</u> Great teaching for all children through...</p> <p>Great learning for all with opportunities to...</p>	<ul style="list-style-type: none"> ○ A climate for learning built on nurturing, positive relationships, enabling all to feel safe and thrive. ○ Teachers having good knowledge of the subjects they teach. Subject leaders are given time to lead their subjects, including attending relevant CPD and passing this on to others in staff workshops. ○ High expectations of all children so they can reach their full potential and contribute positively to the life of the school. ○ Teachers monitoring learning carefully and providing effective and meaningful feedback. ○ Assessments informing next steps in planning and teaching. ○ Modelling, questioning, differentiation and challenge for all with opportunities for breadth as well as depth. ○ Develop independence and resilience through play and exploration. ○ Develop language to express their feelings, thoughts, ideas and hopes. ○ Develop perseverance and risk assess through Forest School and outdoor learning. ○ Know more, remember more and do more through enjoying reading and a spiral curriculum with time to revisit knowledge. ○ Question and reflect on their learning in an environment where mistakes are seen as an important part of learning. ○ Become critical, curious and creative thinkers, through building learning powers. ○ Apply learnt knowledge and skills within a range of different subjects. ○ Become responsible and aspirational through high expectations and positive feedback.
<p><u>Inspiring contexts:</u></p>	<ul style="list-style-type: none"> ○ Inspiring learning environments outside: Forest School, allotment, pond, willow tunnel, outdoor classroom, rural setting. ○ Inspiring learning environments inside: classrooms, library, hall & gym equipment, corridor displays, dining and food tech area. ○ Cross-curricular creative teaching from passionate teachers and support staff. ○ Therapeutic responses to behaviour, with nurture at the forefront of all relationships. ○ Visits, visitors, events and experiences which inspire children and increase cultural capital. ○ Wow-theme days enhance subjects e.g. History off the Page. ○ Children are given opportunities to be leaders through Buddy system, Talk Circles and Collective Worship group, Eco Warriors, classroom monitors, and Meet and Greet pupils.
<p><u>The Whole Child Holistic Approach:</u></p>	<p>We are committed to promoting/providing:</p> <ul style="list-style-type: none"> ○ Inclusion, equality and aspiration ○ Celebration of individual achievement and success ○ Timely interventions and reasonable adjustments ○ Ecological awareness ○ Celebration of diversity ○ Connections with local, national and global communities ○ Spiritual growth, physical and mental health and well-being

Our Curriculum Impact 2021-22

School Vision: 'Loving to learn, learning to love, for every child a chance to shine.'

<u>Safeguarding:</u>	<ul style="list-style-type: none"> ○ Pupils know how to keep safe in and out of school ○ Pupils know how to look after their own physical and mental health ○ Pupils understand that bullying and abuse is unacceptable and should be reported ○ Pupils can identify trusted adults who they can turn to in times of need ○ Pupils know how to develop and maintain healthy relationships ○ Pupils know their voice is important
<u>Intended Outcomes:</u>	<p><i>Early years</i></p> <ul style="list-style-type: none"> ○ The curriculum provides no limits or barriers to the children's achievements. It gives an opportunity for pupils to develop basic skills and integrate new knowledge into larger concepts. Adults will enable children to develop vocabulary, read daily and create the necessary foundations for a life-long learning journey. <p><i>Quality of education</i></p> <ul style="list-style-type: none"> ○ All children have the ability to 'shine' and be the best that they can be. Effective interventions close or narrow gaps and children also have the opportunity to work at greater depth. Pupils make connections and apply skills within a range of contexts. Children make progress across a broad curriculum and their learning is consistently of high quality. All pupil groups, including those who are disadvantaged, achieve the best possible outcomes and aspire for their futures. <p><i>Behaviour attitude and personal development</i></p> <ul style="list-style-type: none"> ○ Pupils will have equal access to an enriched curriculum including a wide variety of extra-curricular opportunities. Children will be responsible, respectful and active citizens who have a secure understanding of key British Values and their importance in our communities. Pupils are intrinsically motivated to behave well. They have a highly positive attitude and commitment to their own learning. <p><i>Leadership and management</i></p> <ul style="list-style-type: none"> ○ Teachers' subject knowledge and pedagogical content knowledge consistently builds and develops over time. All governors, staff and children have high expectations of themselves and work towards an ambitious vision. Everyone takes responsibility for and is proud of their role in our school community.
<u>Evaluation through:</u>	<ul style="list-style-type: none"> ○ Deep dives into subjects, in school progress, national data ISDR, book scrutiny, pupil voice, external advisors/inspectors. ○ Curriculum content is responsive and relevant. ○ Dates and deadlines, key entitlements reviewed annually, CPD accessed by all adults. ○ Challenge for All - provision maps target support, PPMs identify need, moderation evidence, SEND/PPG ○ Embedding Knowledge and Skill Enriched curriculum plan, National Curriculum planning documents, policies ○ Developed sense of belonging ○ Charity fundraising, FOLS social events, parent volunteers, information sessions, links with the church and local community, Rib Valley partnership, questionnaires, active within the community ○ Meeting the needs of the whole child pastoral support, nurture, Forest School, individual support plans, Lego therapy, sand tray therapy, counselling, protective behaviours, STEPs agencies, external outreach professionals