



Eastington School's Curriculum

What is a curriculum?

The curriculum is a framework for setting out the aims of a programme of education, including the knowledge, skills and understanding to be gained at each stage (INTENT); for translating that framework over time into a structure and narrative, within an institutional context (IMPLEMENTATION) and for evaluating what knowledge, skills and understanding pupils have gained against expectations (IMPACT). Ofsted 2018.

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Intent

Our thoughtfully crafted curriculum is built upon a progression of knowledge, skills and understanding from Class 1 to Class 5 – it is planned to be sequential over time. Our school's curriculum is reviewed, refined and adapted (by class teachers and subject leaders) to ensure that the curriculum meets the diverse needs of all of our children.

Our curriculum is based on our core values of 'Aiming high together to be: kind, cooperative, resilient, responsible and ambitious' where striving to be the best we can be underpins all we do. Our evolving curriculum is intended to develop a rich body of knowledge, skills and understanding for each child, providing them with the opportunity to master key concepts, creating aspiring geographers, historians, musicians, authors and scientists etc of the future.

At present, we fully meet the aims of the national curriculum. We hope in the future, once we have fully embedded and mastered our skills, knowledge and understanding progressions, to exceed the national curriculum expectations.

Implementation

Subjects are taught discretely to ensure a clear progression of skills, knowledge and understanding. We believe this approach leads to a more effective curriculum and therefore improved outcomes for children. This is due to building progressively on subject knowledge by focusing on one subject at a time.

Our curriculum is delivered through key stage topics for children to have a purposeful context for their learning and meaningful links are made, where possible, to support pupil motivation.

All learning is carefully planned so that progressive knowledge, skills and understanding is a key component. As a school, we have developed our own progression maps for each subject to meet the needs of the children within our school structure. Opportunities to revisit key learning objectives are planned and lessons are subsequently developed to ensure that children's working memory is not overloaded, therefore knowledge is embedded and deepened as a result.

The needs of all children are met through planning and delivery of subject-specific skills. This is carried out in a variety of ways such as: differentiation through outcome or task, adult support, adapted tasks or materials and pre-teaching of skills and vocabulary where necessary. On some occasions, skills, knowledge and understanding may be adapted to make learning accessible for all, whilst at the same time ensuring challenge.



In some subjects, the key skills, knowledge and understanding have been prioritised for revisiting and consolidating to secure a firm foundation thus enabling children to build on this core prior learning.

Key vocabulary has been identified, in most subjects, to aid progression and demonstrate acquisition of key knowledge, skills and understanding. Vocabulary identified is progressive through the school.

Impact

Children are assessed three times a year in all curriculum areas based on the progression maps used in teaching and based on their starting points. Leaders may moderate within the school and externally to ensure accurate assessment.

Our developing curriculum is being monitored and reviewed by the school leadership team and subject leaders to ensure the intent and implementation of the curriculum is reflected in the day to day teachings at Eastington. A wide range of evidence is to gather through: data analysis, work scrutiny, teacher and pupil conferencing or surveys, and learning walks. From this, the impact of our curriculum will be analysed and the necessary adaptations and alterations will be made to support the learning of all children.