



CURZON'S CURRICULUM INTENT

Learning, sharing and growing under God

The curriculum is at the centre of your child's time at Curzon. As a CE school we aim to embody Christian values in all that we do and those of **respect, courage and kindness** define our ethos. Our vision is of the mustard seed growing into a tree to protect others. We aim to teach all our pupils to be the best they can be, to think of others and how to make the world a better place.

We aim that once all our pupils have left school, they will continue to grow academically and socially, live out our Curzon values and ultimately aspire to make positive contributions to society.

RESPECT: respect the views of others; treat people with good manners; have self-respect

COURAGE: the self-confidence to try new challenges; perseverance and resilience; the courage to stand up for what is morally right

KINDNESS: showing empathy and compassion towards others; going the extra mile to help others

What is important to us at Curzon?

We have high ambitions for all pupils. Our ethos is to enable all children to reach their potential. We do not place a ceiling on attainment. Through carefully designing our curriculum to include a range of different activities and meet varying needs, we ensure that all pupils, including SEND, can participate fully. We keep interventions to a minimum to ensure that all pupils can access the full curriculum. Our curriculum is also designed to ensure that higher attainers are challenged through deepening questions and being given the opportunities for more detailed reasoning.

Through a wide range of carefully chosen experiences and knowledge, we teach all our children about their local community, the society they live in and the world around them. As a village school, we ensure that all pupils learn about, and learn to, understand the views of different groups in society at a local and global level. We prepare all our pupils for their future lives in a richly diverse world.



As staff, we follow a growth mindset approach and aim to develop every child's resilience, perseverance and love for learning so they might become self-motivated learners who are not afraid of trying something new and are prepared to challenge themselves.



Curzon is set in natural surroundings and through our curriculum, we encourage respect for God's beautiful world and an emphasis on caring for the environment.

Our curriculum also encourages every child to cook nutritious meals and lead healthy lifestyles not only physically, but mentally and emotionally.



We believe Computing and Technology equips learners for their future working lives. E-Learning at Curzon endeavours to create active, safe, 21st century learners with the experiences and skills that they will use in a rapidly changing technological world. All learners in our environment will be confident problem-solvers who are independent with their use of technology.

As a church school, we believe that all aspects of the curriculum can be enriched by our Christian distinctiveness whilst being inclusive and holding respect for other world views. Our Christian distinctiveness is not confined to our RE provision, but is evident and highly valued across the curriculum to provide the best possible opportunities for all learners to develop spiritually, morally, socially and culturally.



Through our carefully planned curriculum, we teach all our pupils to develop curiosity about the world around them, to give back to others and to become advocates for what is right and fair.

We deliver a broad, balanced, relevant and progressive curriculum which has been carefully planned to reflect these aims and to ensure that children are able to build on their knowledge and understanding as they progress through the school. We plan our curriculum so that there are links between different subjects. We ensure that all our children have opportunities to make connections within their learning so they can draw on their previous knowledge and apply new learning to different subjects, contexts and a variety of real life situations.

Enhancing our curriculum

We enhance and enrich the curriculum through a variety of activities including motivational visits, opportunities for performances, engaging visitors, wide ranging after school clubs and beneficial links with other schools.



The school holds many whole school enrichment days where the emphasis is on active learning. During a recent science day, pupils created rocket launchers and the school hosted a planetarium.

Each year group has at least two school trips each year to places such as Ufton Park, Tiggy Winkles and the Lockout. We also make use of our local area with a special Year 3 trip to harvest fruit and vegetables at Countess Howe's house. Year 4 undertake fieldwork at the Misbourne River. Year 5 spend one night away at Woodrow Activity Centre which prepares them for a three night residential at Paccar in Year 6.

British Values

As a Church of England school, we uphold our Christian distinctiveness and the Christian values which underpin our ethos and determine everything we do. Our Christian values of courage, kindness and respect provide the secure foundation for the government's 'British values' of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Examples of where children learn about the specific values can be found in our British Values Statement ([click here to access the British Values Statement](#)).

British Values are also explicitly addressed through PHSE and RE.



Parent Partnership



At Curzon, we believe that involving parents in their child's learning is crucial to ensuring that all children make the best possible progress. There are many ways we encourage you, as parents, to become involved in your child's education.

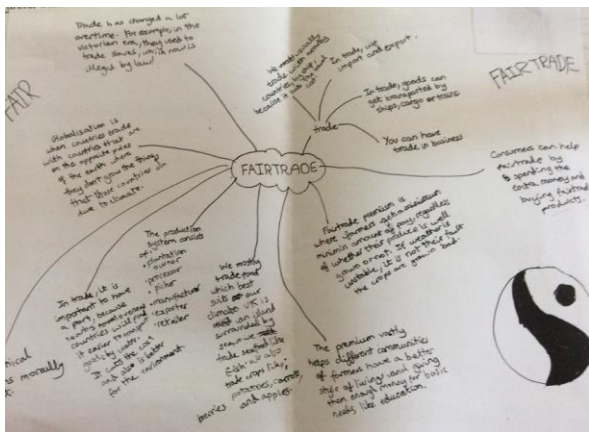
- Each year we start with a "Meet the Teacher" evening giving information on what to expect in the year ahead and a chance to meet your child's new class teacher.
- Parents' Evenings/Open sessions – opportunities to come into school and share your children's work or focus on a specific area of teaching and learning.
- Open book sessions where you can peruse your child's books.
- Parent Information Evenings – to provide you with the knowledge and information you need to support your child's learning at home.
- Attending achievement assemblies and church services.
- Opportunities to volunteer – we welcome the help of parents to support us with all areas of the curriculum including educational visits.
- Curzon has an open door policy and you are welcome to come in and meet with class teachers to discuss aspects related to your child. Staff are always available for informal chats after school.

CURZON'S CURRICULUM IMPLEMENTATION

Our Curriculum is implemented with our vision and values at the heart of all we do. We deliver a coherently planned, ambitious curriculum with progressive development and understanding of key knowledge, skills and concepts, which build over time and are re-visited regularly.

Our curriculum design is based on evidence from principles of learning, on-going assessment and organisation and cognitive research (EEF research, Cognitive Science and Rosenshine).

- Subject overviews ensure clarity of coverage with a strong emphasis on progression of knowledge and skills. Skills and knowledge are mapped out for greater depth learners in all subjects.
- Our curriculum is underpinned by the principle of 'fewer things in greater depth' and embedded in an understanding of how memory works. We know that children need to embed learning in their long-term memory, and that children need time to develop mastery of a concept or skill. Therefore, learning questions may be extended over several lessons, and children supported to understand and apply their learning at a deeper level. Explicit links are made to prior learning and there are times in lessons to recap previous knowledge.
- Units of work start with a lesson finding out what children already know and encouraging them to ask questions about the topic, draw a mind map or complete an initial vocabulary chart.
- Carefully selected enrichment opportunities are key to providing all pupils with rich experiences to enhance their learning. These experiences are reviewed annually as part of our curriculum review.
- Mind maps and vocabulary charts are used in some subjects to show knowledge learnt at the end of a unit.



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Forces - Key Vocabulary

| Word | Start of topic: What I think it means. You may include a diagram to help you explain the meaning of the word. | End of topic: My end of topic definition |
|----------------------------|---|---|
| Forces | Something that pulls 2 things together. | Something that pulls or pushes on an object. |
| gravity | Something that pulls you to the ground. | A force that pulls objects to the Earth's core. |
| Earth's gravitational pull | The force that pulls you down every time you stand on the Earth. | A force the same as gravity that pulls objects to the Earth's core. |
| weight | How heavy something is. | How light or heavy something is. |
| mass | ? | How much something weighs. |
| air resistance | Something heavy falls faster to the floor than something lighter does. | When an object is moving through the air. |
| water resistance | ? | A type of friction which slows things down. |

- Pre-teach is used to support pupils to develop their knowledge, skills and cultural capital.
- Leaders ensure that teaching is sequential with teachers ensuring that knowledge and skills are taught in a logical and progressive order. They monitor the curriculum and provide colleagues with support for planning, resourcing and teaching.

Implementation of Teaching and Learning

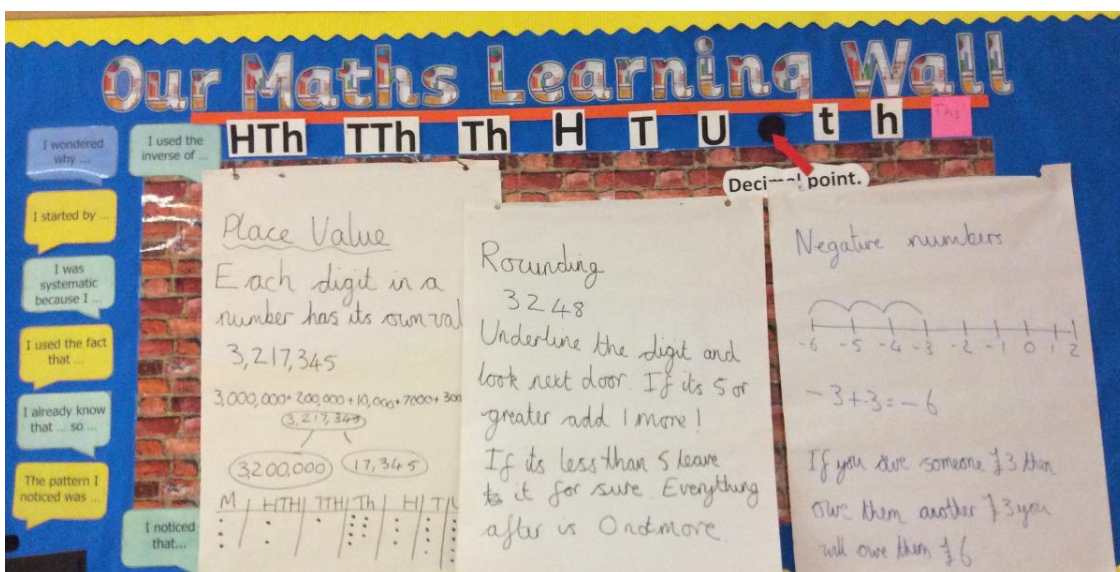
The school has developed a Curzon Teaching and Learning Blueprint mapping out what makes effective teaching.

- We have the highest of expectations for ALL learners. Teachers aim the pitch high and challenge all to get there through scaffolding and support. We do not set a ceiling on attainment.
- Lessons are structured with recall activities and regular revisiting of previous learning designed to make key knowledge part of pupils' long-term memories.
- Formative assessment is an integral part of our Blueprint with teachers frequently asking true/false questions to ascertain understanding.
- We believe that our pupils learn best when they are actively involved so teacher talk is often interspersed with paired talk and other activities.

- Resilience and perseverance underpin all learning; our children are taught how to learn and we celebrate success in this with our weekly rockets.



- Materials within lessons are broken down into manageable 'chunks' to ensure that learning is easier to access and retain in the working memory.
- Challenge for all underpins every aspect of the curriculum, with extension tasks always available and an expectation that all children will be challenged to achieve their potential.
- Teachers have excellent subject knowledge and are supported to maintain and improve this knowledge through training, coaching, observing best practice and undertaking relevant research.
- The teaching of key vocabulary is a primary feature in all curriculum areas, with explicit instruction, modelling, scaffolding, pre-teaching and an expectation that it is used in spoken and written outcomes. Working walls are used alongside vocabulary lists in books.



- High quality texts are used across the curriculum, to ensure that children are exposed to a wide range of vocabulary, this will include high quality fiction, non-fiction, poetry and academic texts.
- Developing an understanding of the fundamental British values infiltrates all aspects of the curriculum and assembly themes.

CURZON'S CURRICULUM IMPACT

"This is a school that lets you be you."

"You start off as a small mustard seed in Reception and grow into a tree in Year 6 so that you can help others."



At the end of Year 6 a typical Curzon pupil:

- Understands their achievements and can articulate how they have grown during their time at Curzon.
- Lives out the Curzon values of courage, kindness and respect.
- Is respectful to those from different world views and accepting of different needs.
- Has a deep understanding of the Christian faith and its role within the world today.
- Collaborates well with their peers.
- Enjoys supporting younger pupils and others within their community.
- Is able to step outside their comfort zone and challenge themselves.
- Is able to reflect, revisit and improve on their work.
- Shows care towards the environment.
- Is able to use technology respectfully and to enhance their learning.
- Is curious and asks questions about their learning and the world around them.

- Is articulate in explaining thoughts and opinions.
- Advocates for what is fair and just.
- Is keen to raise money for charity and make a difference.
- Seeks to help those who need it.
- Knows what is right and wrong and can make the right behaviour choices.

How do we know we have achieved this?

High standards in all key stages.

Assessment strategies (see Assessment Policy for more detail)

Formative-used to inform next steps

Mind maps and vocabulary charts used at the start of topics to find out what children already know

Quick recap of previous learning, e.g. Flashback 4 in Maths, hot seating, odd one out

Checking understanding: true/false questions, quizzes e; partner talk; show me on whiteboards, teacher and teaching assistant observations

Live marking

Self and peer assessment in written or verbal form. Peer assessment used especially in PE.

Pupil voice -asking pupils what they have learnt

Summative-snapshot

End of topic tasks e.g. PSHE and RE reflection tasks, mind maps, vocabulary charts.

Tests e.g. big times tables, grammar, writing, White Rose Maths, phonics

Children's attainment mapped against the skills for each subject and tracked by subject leaders

Shared with parents at parents' evening and in end of year reports.

Other forms of evidence

Monitoring activities e.g. learning walks

Behaviour analysis

Pupil voice

Parent voice

Alumni -tracking Curzon pupils' achievements after they have left Curzon

Monitoring and review

Monitoring takes place on a regular basis and is supported in school by the Governing Body (LGB). Curriculum Governors meet with subject leaders, support in deep dives and report back to LGB on progress in each subject.

Our curriculum is reviewed regularly (at least annually) by Governors, SLT, Subject leaders and teachers. Tweaks are made to ensure that it remains relevant, ambitious and that our curriculum is excellent and all component parts are as logically sequenced and fit for purpose as possible.