

Chilwell Croft Academy
Curriculum Intent – All Different, All Equal, All Achieving

At Chilwell Croft, we are a vibrant and nurturing school community, where children are given the skills to become **independent learners, to be aspirational and to have confidence.**

It is our belief that every child can achieve personal excellence. Our task is to ensure they all do. All children are individuals, and our teaching acknowledges this by including class work, small group work, individual work and independent study.

We deliver a broad and balanced curriculum, which not only provides essential knowledge and skills, but also promotes important spiritual, moral, social and cultural beliefs. In essence, we aim to prepare all pupils to be well-balanced citizens who live in an ever changing and demanding world with high aspirations for themselves and others. Our curriculum provides a range of creative, challenging and inspiring experiences for all. The curriculum at Chilwell Croft has been designed to ensure that children receive their curricular entitlement in a way which is meaningful to their: context; stage of learning; capabilities; and interests.

Knowledge rich and subject specific

At Chilwell Croft our curriculum is rich, broad and balanced. We want our pupils to acquire and retain both a broad overview of a subject and subject specific knowledge. The knowledge and skills of each subject discipline are foremost in our curriculum thinking. This respect of individual subject disciplines ensures that we value the contribution of each subject to a child’s knowledge and their understanding of the world.

Vocabulary rich

Rich, subject specific vocabulary is essential to a challenging curriculum. At Chilwell Croft, English is the second language of the majority of our pupils. Over thirty different home languages are spoken. We strive to close the vocabulary gap, removing the boundaries and ensuring that our curriculum is vocabulary rich in every discipline.

Sequenced

We plan sequences of lessons which enable our pupils to make clear links in their knowledge and results in change in their long-term memory. Our lessons are broken down into components which will be mastered in order for children to meet their learning goals. Lessons incorporate knowledge and skills allowing pupils to build on their firm foundations.

Inclusive

We are an inclusive school. We believe in challenge and support for all. Our aim is for all pupils to achieve in their learning. Work, at Chilwell Croft, is scaffolded to support all pupils achieve their learning goals.

PERSONAL DEVELOPMENT AND VALUES

INDEPENDENT	ASPIRATIONAL	CONFIDENCE
<p>An independent learner takes responsibility for their own learning. They are self-motivated and accept that frustration in the present is worthwhile to achieve future success. They take initiative and are good problem solvers.</p>	<p>An aspirational learner can look forward to what they hope to achieve in the future. They believe anything is possible, trusting in ourselves, each other, our community and our environment.</p>	<p>A confident learner challenges themselves to do more and wants to discover as much as they can about the world by asking questions. They have the capacity to take on challenges and problems and to search for solutions.</p>
<p>We encourage and support independent learning and thinking throughout the curriculum, including promoting self-care, issuing jobs and responsibilities, providing choice and range of activities and supporting individual and collective decision making e.g. School Council, deciding on role play themes. Independent learners are confident in their own ability and are comfortable asking and answering questions. Opportunities are provided for pupils to work independently, safe in the knowledge that they have a range of strategies for support.</p>	<p>We aim to broaden children’s horizons and encourage leadership, teamwork and responsibility. The children are given the chance to take part in the School Council, to act as ambassadors for their year group and represent their peers. Where possible, we link learning to careers and invite visitors to talk to the children to show the importance of being ambitious for their future. Through cross curricular links and events such as ‘World of Work’ week, we aim to prompt debate and intrigue children so they can see subjects in a different light and give a new found energy to “loving learning”.</p>	<p>Opportunities to develop children’s confidence and social skills in 1-1, group and class situations are integral to our curriculum. Opportunities for provocations are built into the curriculum, including open-ended activities which allow pupils to explore for themselves both inside and outside the classroom. From the youngest pupils we follow up on their questions and interests and build on from previous experiences. Open questioning is modelled, and skills scaffolded appropriately, providing the opportunity to use the skills independently. Pupils are encouraged to make connections across topics and year groups, using skills and knowledge they have acquired to make links and learn new things.</p>

CREATIVE, CHALLENGING AND INSPIRING EXPERIENCES & CULTURAL CAPITAL

Trips and visitors provide real life scenarios and experiences for all pupils to provide reasons for learning and to inspire pupils, many of whom have very limited experiences outside of school. Pupils can then ask and answer relevant questions, having experienced something first-hand e.g. chicks hatching, a VE street party or guiding tourists around Stratford. They also provide opportunities for pupils to demonstrate their knowledge and skills.

Each topic has a 'Hook – a memorable experience' activity, which can be inspired by the pupils' interest and enthusiasm, e.g. the 'Black Country Museum' and the comparison of school days now and in the past.

Art, Music and PE is provided by specialist teachers and provides high quality teaching of the arts across the school. Regular performances, presentations and exhibitions are provided to showcase the pupils' skills and enjoyment. A variety of clubs and extra-curricular activities provide wider curriculum skills and knowledge as well as enabling pupils with a particular aptitude to further explore their interests.

Role play, dance and drama are prevalent in the curriculum. Pupils are encouraged to rehearse and perform in lessons and perform to a wider audience e.g. Young Voices, Shakespeare in Schools.

Knowledge rich topics have been developed around History and Geography in KS1 and 2, following a skills progression that builds on previous learning and with content allowing for the interests of the pupils to be encouraged and developed.

To prepare our pupils for the next stage of their education, we have a regular program of workshops aimed at developing life skills (e.g. financial management), raising aspirations (careers and engaging with businesses) and working with the wider community in a positive way (e.g. charity work).

VALUES

Democracy, The rule of law, Individual liberty, Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Cooperation, Community cohesion, Friendship and Caring, Honesty, Keeping Safe, Perseverance and Aspiration.

EYFS

Through the EYFS Framework, our curriculum intent is to provide a practical and playful approach to learning, encouraging pupils' independence through exploration and challenge in preparation for KS1. The Characteristics of Effective Learning are at the heart of the EYFS curriculum with the intention of building on children's ability to learn in a variety of ways. All the learning experiences allow pupils to develop these skills and to access the curriculum independently.

LANGUAGE RICH

We constantly strive to create a classroom environment and curriculum where children are exposed to high quality language in varying form in a meaningful, deliberate and engaging way, involving the pupils as active participants. Language acquisition and its use is at the core of all the reading, writing, and communication we expect of our pupils.

At Chilwell Croft Academy all staff think about our curriculum at three levels:

- The intended curriculum
- The implemented curriculum
- The impact of our curriculum

INTENT will be:	IMPLEMENTATION will be:	IMPACT measured by:
<ul style="list-style-type: none"> • Inclusive • Challenging • Exciting • Real and experiential • Current • Driven by pupil voice • Progressive • Values-led • Safe – take risks • Problem solve • Inspiring • Deep thinking • Reflective • Driven by big questions • Empathy • Awe and wonder • Aspirational 	<ul style="list-style-type: none"> • A clearly articulated learning journey • A entry point for learning • Use of pupil voice • Real experiences • An outcome • Reflection and evaluation • Application of basic skills incl computing • Cross-curricular links where they add value • Growth mindset • Visitors • Inspiration days and themed weeks • Blogging • Progression • Building on prior learning 	<ul style="list-style-type: none"> • Embedded basic skills • Good to outstanding progress and achievement in a range of subjects • Pupils who enjoy and value learning • Pupils who know how to use their learning and apply to the world outside of school • Can apply learning in different contexts • Can apply prior knowledge to inform present and future learning. • Pupils who understand: <ul style="list-style-type: none"> -self; -their relationship with others; -society; and - the environment