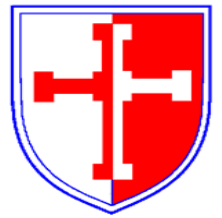




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Curriculum Intent and Implementation Statement

Intent

At Chadsmoor Federation the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers. We aim to open up opportunities to children to learn about the world around us, where they fit into the world and encourage them to aspire to be/do whatever they desire.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. We provide a nurturing environment from Early Years through to Y6 giving children the confidence, skills and knowledge to achieve well and become effective citizens in the 21st Century. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We regularly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

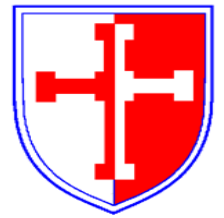
We aim to work closely with parents through personal interaction and the power of IT.

Implementation:

We deliver the majority of our curriculum through cross-curricular topics. Having undertaken a review of our curriculum, we selected Cornerstones Maestro as a commercial scheme in January 2019 on which to base our school curriculum. One of our main reasons for selecting Cornerstones is because of the way that it weaves English throughout all subjects and provides a clear progression model that different topics can then 'sit' upon. This is important at Chadsmoor because we need to develop core English skills into our whole curriculum in order to develop the basic skills of our children, some of whom have no pre-school experience. Cornerstones also helps us to retain our cross curricular approach which helps children to link aspects of learning together and helps us build on prior knowledge.



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Each topic has 4 sections as described below which we feel help our children develop their long term memory.

Engage	Develop	Innovate	Express
<p>Hook learners in with a memorable experience.</p> <p>Set the scene and provide the context for learning.</p> <p>Ask questions to find out children's interests.</p> <p>Spark children's curiosity using interesting starting points.</p>	<p>Teach facts and information for deeper understanding and knowledge.</p> <p>Demonstrate new skills and allow time for consolidation.</p> <p>Provide creative opportunities for making and doing.</p> <p>Deliver reading, writing and talking across the curriculum.</p>	<p>Provide imaginative scenarios that encourage creative thinking.</p> <p>Enable children to apply previously learned skills.</p> <p>Encourage enterprise and independent thinking.</p> <p>Provide opportunities for collaborative working and problem solving.</p>	<p>Provide environments for reflective talk.</p> <p>Create opportunities for shared evaluation.</p> <p>Celebrate and share children's success.</p> <p>Identify next steps for learning.</p>

The model of learning that is recognised by ofsted always starts from a child's prior knowledge. We then teach new skills and knowledge in a logical progression with a clear end point. E.g. what we expect a child to know and be able to do by the end of each school year.

We are developing our tier of subject leaders so that they are able to clarify what they want children to know and be able to do in their subject. Subject leaders are expected to be proactive in designing their subject curriculum and regularly reviewing it to ensure it remains fit for purpose and suits the learning needs of our children.

Impact:

We recognise the importance of assessment to understand what children have learned. Our assessments are developed to embed children's knowledge of skills and then used to identify the next steps in learning. We use formative and summative assessment processes to enable us to make accurate judgements of both attainment and progress. This enables us



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to identify any gaps in knowledge and skills and to adapt our planning to fill these gaps. Reviewing our assessment and process alongside outcomes enable us to continue to develop our school curriculum and improve on curriculum design.