



## Curriculum Statement

### What makes the curriculum unique at Eccleston Primary School?

**Every child is at the heart of our curriculum.** In our School and Pre-School, the ethos is to place the child at the centre of everything. We aim to be caring, of the child, of each other, and of the wider community (including parents and carers). We believe that every child should have the opportunity to develop and build their self-esteem and self-confidence. All children are encouraged to be creative, enthusiastic and risk taking in their learning.

Our core purpose of *'inspiring independent learners to thrive in a changing world'* is the foundation of our curriculum. We use our core purpose and values as a golden thread to ensure our curriculum is ambitious, broad and balanced, relevant and meaningful for all of our children. We want our children to be inquisitive and passionate about their learning and spark a desire for lifelong learning.

In our Early Years this means we focus on making sure our children are confident talkers and on developing the foundations of early reading through systematic teaching of phonics and sharing our love of stories and books. We follow the Early Years Foundation Stage curriculum. We have built our school environment to best enable the early years children to strengthen their core muscles through physical play. They develop through wonderful, exploratory, sensory experiences in our mud kitchen and forest. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. In Early Years our environment and all our interactions and routines are intentional.

All class teachers are responsible for providing a curriculum that is suitable for all pupils in the class, including those with Special Educational Needs or Disabilities (SEND) with support from the SENCo. We have high expectations for all pupils and are committed to ensuring our curriculum complies with the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.

We believe that everyone is on an everlasting learning journey. We want to ensure that we are constantly adapting to meet the needs of all our learners in this exciting and ever-changing society.

## Curriculum Organisation

The general principles within which the curriculum are developed are contained in the Education Reform Act. The Act also sets out key elements that must figure in every pupil's curriculum.

These key elements which comprise the basic curriculum include:

- Religious Education for all pupils
- The National Curriculum for children of compulsory School age.

The National Curriculum comprises:

---

<b>Core Subjects</b>	<b>Foundation Subjects</b>
<ul style="list-style-type: none"><li>• English</li><li>• Mathematics</li><li>• Science</li></ul>	<ul style="list-style-type: none"><li>• History</li><li>• Geography</li><li>• Computing</li><li>• Design Technology</li><li>• Art</li><li>• Music</li><li>• Physical Education</li><li>• Modern Foreign Languages</li></ul>

---

These subjects are not intended to be a complete curriculum and other aspects may include personal and social education as well as health education and swimming. We are proud to be from Ecclestone and want our children to learn about the heritage of our village. We seek to lift our children's eyes to widen out their view of their world. The curriculum at Ecclestone Primary School is planned as discrete subjects that are relevant to an ever changing 21<sup>st</sup> century world.

## How do we ensure there is clear curricular progression?

- To achieve our goals, we have a carefully planned and sequenced curriculum that has breadth as well as ambition. We follow the Early Years Foundation Stage and National Curriculum, going above in some areas and have developed age-related curricular end points through progression documents in the core subjects and threshold concepts documents in the foundation subjects. These concepts are the 'big ideas' that shape our children's thinking within each subject. This means that we have a shared understanding of the start and end points of the curriculum and how these can be achieved. We have reduced content so that there is curricular depth and know the curriculum is deliverable in the time available.

- We use and adapt the following schemes to provide a strong foundation and consistency for all our staff when delivering core and foundation subjects. As they have been developed by curriculum experts, they are carefully sequenced to ensure careful progression and clear end points.
  - Phonics - Little Wandle
  - English writing - Lancashire Planning Materials - book led approach
  - Maths - White Rose Maths
  - ICT – Purple Mash
  - History, Geography, Art and DT
  - Music – Lancashire Music Hub and Charanga
  - French – Language Angels
  - PSHE – CORAM Scarf
  - PE – Lancashire County Council
  - RE – Lancashire Syllabus
  - Handwriting – Nelson handwriting
  - Spelling – Purple Mash
  
- We have adopted a subject specific approach in the foundation subjects, so that children can be taught the disciplinary and substantive knowledge required for each subject.
  
- We pursue a mastery agenda across all subjects, building up learning in small steps and ensuring pupils progress, learning lessons from current research. Our approach to planning across the curriculum ensures that children revisit concepts to ensure knowledge, vocabulary and skills shift from working to long-term memory. Medium term plans in all subjects mean all staff are aware of where learning fits into a broader sequence of learning.
  
- Pupil Book Study and lesson visits across the different subjects support subject leaders to have an accurate, evaluative understanding of current curriculum practice and identify appropriate next steps to focus.
  
- Any intervention programmes are carefully targeted and rigorous, ensuring that pupils who begin to fall behind are targeted for further support enabling them to keep up.

Ultimately, we intend that our children will be academically, physically, socially and emotionally prepared for the next phase of their education in our changing world.