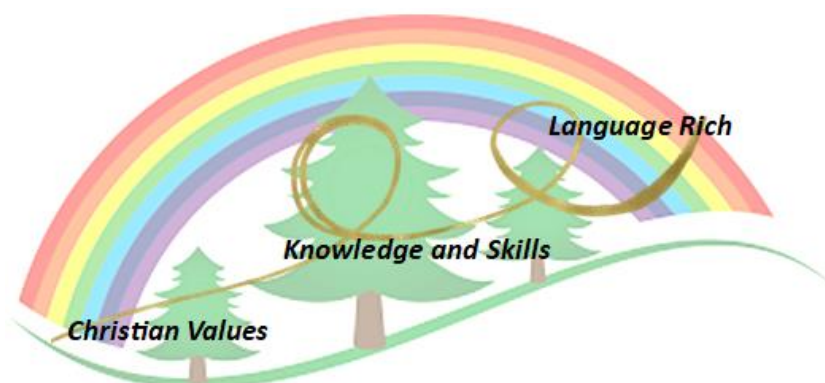


Curriculum Intent

Nurture, Grow, Flourish

“For I know the plans I have for you,” says the Lord... “Plans to give you hope and a future” Jeremiah 29:11



At Forest & Sandridge CE School we believe our children will **flourish** if they have been **nurtured** and supported to **grow** so that:

- Our children will acquire a secure understanding of English and Maths skills.
- Our children will become emotionally literate and morally responsible citizens with a clear hope for their future.
- Our children will enjoy and be confident in their own uniqueness living their lives by the values instilled in them.
- Our children will “Do more, know more and remember more” building on prior knowledge and skills and applying these to new contexts and experiences.
- Our children will gain a broad knowledge of ambitious and subject specific vocabulary.

In order to achieve this, we have identified 3 Golden Threads that weave through our curriculum and underpin everything we do. This means that in delivering our curriculum we are embedding our school **Christian Values**, developing **knowledge and skills** progressively over time with an ambitious and aspiring curriculum whilst immersing our children in **language rich** teaching.

Christian Values Driver:

Our intent is to create a safe learning environment that enhances academic achievement and develops students' spirituality and sense of self. We want to transform our children's lives by ensuring they become **emotionally literate and morally responsible citizens with a clear hope for their future**. We want our **children to enjoy and be confident in their own uniqueness with personal wellbeing being at the forefront of what we do**.

Knowledge and Skills-based Driver:

We want our children to leave Forest and Sandridge with the knowledge and skills needed to equip them for the next stage of their education. **They will acquire a secure understanding of English and Maths skills**; being able to read and write fluently and be confident in key maths concepts.

Our intent is for our children to **“Do more, know more and remember more” building on prior knowledge and skills and applying these to new contexts and experiences** across our curriculum. Our curriculum builds progressively over time, allowing children to make links in and between subjects.

Language Rich Driver:

We want our children to be able to communicate their learning effectively, both orally and in writing, so our curriculum provides opportunities to **gain a broad knowledge of ambitious and subject specific vocabulary.**

Curriculum Implementation

Christian Values based Implementation:

Christian Distinctiveness is at the heart of our school and underpins everything we do. At Forest we have four core Christian values – Courage, Respect, Humility and Compassion - which form the golden thread in every aspect of school life including our curriculum. We also recognise the importance of a nurturing environment to allow children to grow and flourish.

We implement our Christian value driver in the following ways:

- Through daily acts of worship which are underpinned by strong Christian foundations and teachings.
- Celebrating through Hymns with specifics links to values
- Encouraging and supporting children to take on an active role within worship both in class and whole school.
- Developing strong links with St Andrews church ensuring all children visit the church at least once a year.
- Recognising the core events within the Christian calendar.
- Through daily reminders from all members of the school community.
- Exploring and teaching Values for Life on a three-year cycle.
- Staff visibly and explicitly demonstrating the values in their relationships with children and each other.
- Through our whole curriculum with a specific Christian value focus within PSHE and RE.
- Through developing children's spirituality through opportunities for regular prayer and opportunities to ask Big Questions about the world we live in.
- Weekly celebrations recognise those who have demonstrated the values within our school.
- Inviting visitors including the local reverend and church pastor into school as role models.
- Reflecting on the behaviour and attitudes of real-life people and characters in a range of subject areas in relation to the values.
- Whole school displays which celebrate and reflect on our personal and spiritual development
- Reflection areas are instilled in our learning environments.
- Spirituality floor books capture and promote spiritual development and wellbeing.
- Through our behaviour management procedures which are underpinned by our four core values.
- Taking a whole school Thrive approach to children's development and wellbeing – we recognise that behaviour is a form of communication.
- Adopting Thrive Families to support our families.
- Having a team of Emotional Literacy Support Assistants trained to provide emotional and social skill support to children.
- Have a Relate counsellor who is trained to provide formal counselling.
- Ensuring all children's needs are met by accessing alternative provision as required.
- Ensuring all children are welcomed regardless of their own personal beliefs and faiths.
- Celebrating other faiths and religions within our curriculum.

The following positions of responsibility give children the opportunity to demonstrate the values and learn from each other.

- Prayer Council
- Year 6 Value Ambassadors
- EYFS Buddies
- Play Leaders
- Digital leaders

- House Captains and Vice Captains
- School Council

Knowledge and skills-based implementation:

The national curriculum is our starting point for deciding upon the knowledge and skills that children will be taught in each year group. Our curriculum is designed to ensure that, where possible, learning is relevant to our community and rooted in our heritage. We want our children to have experience to a range of enrichment activities that ensures all children have access to our curriculum.

We implement our Knowledge and skills-based driver in the following ways:

- Ensuring all subjects have a clear sequence of learning and children understand what knowledge and skills they have already acquired and where their learning is going next.
- Ensure children leave each lesson with key learning points embedded.
- Revisit key learning points between lessons and between year groups to ensure skills are built upon and key knowledge is remembered.
- Where some children have not secured new knowledge or skills that 'keep up' interventions are in place to target gaps in learning.
- Ensure all children enter a new learning sequence with the pre knowledge and skills needed to succeed.
- Ensure we provide motivational hooks to gauge children's interests and ensure they are curious.
- Ensure our resources for learning are of the highest quality and support the key learning outcomes. We use LRH resources to enrich our teaching.
- Consistently high quality first teaching underpinned by our six key learning principles.
- Ensure children with SEND are supported to access to areas of the curriculum.
- We plan a range of real life experiences and trips to allow children access to our curriculum. These experiences are carefully thought out to ensure they support learning across the curriculum.
- Ensure our children are ready to learn through the large range of nurture support available.
- Ensure all of our children have access to learning in their local area to enrich the curriculum through outdoor learning. We help develop the children's appreciation for their local area.
- We use AFL consistently within our teaching to assess children's learning
- Ensure where appropriate context is referenced in learning to allow children to gain an understanding of the ever changing world.
- Enhance and allow children access to the curriculum through local visits, trips and local visitors from our community.
- High quality texts are chosen that will motivate learners and provide scope for teaching the appropriate knowledge and skills. Where it is not possible to make cross curricular links, other visual stimuli and experiences are used to make the knowledge and skills being taught as accessible as possible.
- Engaging and celebrating focus days in school e.g. International Day of languages.

Language-Rich Based Driver

With the national curriculum as the starting point, we believe that our curriculum allows us to provide a range of opportunities for us to develop the language, vocabulary, writing and oracy experiences.

In every subject, the key language and vocabulary needed by children to communicate their learning is identified and explicitly identified on planning.

Vocabulary is explicitly taught through a variety of active learning strategies.

Vocab in all subjects is displayed on working walls to support learning and scaffold responses.

Sentence stems are used across the curriculum to support the correct use of vocabulary.

High quality texts are used to provide a wealth of vocabulary and to give context to learning alongside visual stimuli and real-life experiences are used to stimulate conversation, generate writing opportunities and encourage a reading for pleasure.

Teachers are encouraged to be passionate about language and model effective use of vocabulary within their teaching.

Curriculum Impact

Christian Values based Impact:

We want our children to have the skills and attitudes to make a positive contribution as valued citizens within their community. We measure this in the way our children respond to one another and to adults within the school. We also observe the way in which they take on responsibilities, support one another and handle new situations. Our children are resilient and resourceful and have a good understanding of what our values mean. Our children are kind to each other and have understand the important of good wellbeing and have a range of techniques for improving this and supporting others.

Knowledge and skills-based impact:

We want our children to be interested in and knowledgeable about the world in which they live and to be engaging in the way they communicate this. Key learning and planning documents show the knowledge and skills being taught. Pupil voice conversations, samples of work and results from quizzes and assessment enable us to measure the knowledge and skills that our children acquire ensuring they 'Do more, learn more and remember more'.

Language-Rich impact:

We strive to ensure that our children's attainment and progress in core and foundation subjects is in line with or exceeding their potential when we consider the varied starting points of our children. Through exposure to a range of language-rich stimuli, pupils develop their ability to use language to communicate and express ideas effectively, acquiring a wealth of vocabulary that is key to their learning and progress across the whole curriculum.