



# Our Curriculum at Cams Lane 25-26

## Our School Vision Statement

'Together as a Cams Lane family, we will inspire everyone to reach their potential. Guided by our 5 Rs, we will develop independent learners with an awareness of the world around them, ready for the challenges of the future. We will nurture relationships that build confidence and pride within each person.'

## Our School Motto

Our motto is the golden thread which permeates our school ethos and drives everything we do in school.

**"INSPIRE, BELIEVE, LEARN"**

## School Values

- Resilience
- Resourcefulness
- Respect
- Reflection
- Responsibility

At Cams Lane we offer a broad and balanced curriculum, full of wider experiences, enrichments, visits and visitors to enhance the children's learning with coverage of the full range of subjects.

We want children to have an inspired experience through the curriculum, one that matches our School vision and Motto - a narrowed curriculum which is data driven is not the way forward to achieve this.

We enable children to work hard and never give up - having a positive mindset in order to fulfil their full potential. We want children to "believe" in themselves, as our **School Motto** states, and one of the tools to help this is *Growth Mindset*.

We know our children on every level and aim to help them develop - socially, emotionally, personally and academically - and we help them to engage with the curriculum which is the National Curriculum, preparing them as well rounded children and children ready for the world around them as stated in our **School Vision Statement**.

We want to pass on the values, knowledge or ideas that can, then influence their success in school and in later life in order to be educated citizens. This will be the "Cultural Capital" that is part of our school curriculum. We want our children to have the learning and life skills they need for the future and these are based upon our **5R's School Values**.

### **Our Principles:**

#### **INTENT - What do we Teach in the Curriculum?**

1. Children experience the challenge and enjoyment of learning, will be inspired and establish a real love for learning with clear aspirations.
2. Children experience a curriculum that has a wide context of knowledge, skills and vocabulary
3. Children develop independence, perseverance and **Resilience** , being able to think for themselves and being **Resourceful**
4. Children experience a curriculum that excites, promotes and sustains their interests, and builds confidence.
5. Children experience a curriculum that promotes problem solving, creativity and communication
6. Children learn within a coherent and progressive framework which develop and demonstrates their creativity
7. Children develop new skills and become **Responsible** for their learning through a variety of interesting contexts
8. Children are able to **Reflect** upon and evaluate their learning
9. Children develop a rich and deep subject knowledge which fosters a natural curiosity and **Respect** for learning, seeing its relevance to their past, present and future.
10. Children develop long term learning where they retain knowledge through a whole spectrum of varied, thoughtful and enriching experiences

We aim to give all children the ambition, in particular SEND and Disadvantaged children, the knowledge and self-belief in order to succeed in life. The full curriculum is offered to children so they are not disadvantaged in any way.

Our **School Pledge** shows the broad range of experiences we want to offer to all children before they leave Cams Lane.

## IMPLEMENTATION - How do we Teach of the Curriculum

### Our Curriculum design

Cams Lane curriculum is designed upon NC objectives and is based on subject based topics with specialist subject resources to aid teaching and learning

We aim to encourage children to develop a love for learning and specific subjects - this comes through **Disciplinary knowledge and learning** - children will be taught the specific skills - how to read, write, think and communicate in that field. It will focus the way of thinking, the skills and tools **used by experts in the disciplines**. They will become "experts" in the specific subject - for example a historian or a scientist - they will gain an insight into the subject the way the experts think.

**Substantive knowledge** is the subject content and the curriculum knowledge

This curriculum **sticky knowledge** needs to transfer to **Long Term Memory** in a variety of ways. Teachers will use strategies such as quizzes and checklist, memory maps and recaps through regular time intervals, weekly, termly, yearly. As the teaching progresses children should retain more sticky knowledge as the sequence of learning progresses sequentially and builds on previous learning.

### Maths/English/Science:

In our Core subjects we teach using quality resources and texts through Power of Reading and White Rose Maths.

Power of Reading incorporates excellent reading and writing opportunities with a real purpose.

White Rose Maths enables children to tackle different maths models and challenges

For Science we use Developing Experts which allocates Science topics throughout school, following the NC objectives.

### Foundation Subjects:

These are taught in the following ways:

- through a specific subject resource
- through "theme days"
- through specialised teachers and coaches
- trips and activities are all vital to the enhancement of learning opportunities
- residential visits for Y6

Subjects may be taught in topics or blocks. The balance of subject coverage takes place over the year. There may also be some cross curricular links between subjects.

Classes will also cover different subjects at different points through the year.

We use subject resources to aid quality teaching and learning in each subject area.

These are as follows:

Resource	Subject
Kapow	Geog Hist PSHE
Kapow - condensed	Art DT Computing French Music
Developing Experts	Science

### Strategies:

The way we help our children learn is to use a variety of teaching methods including active learning methods such as varied **Kagan Strategies**.

We also engage with and demonstrate a **love for learning and reading** through using good quality books.

We also use **Adaptive teaching methods** to develop equity amongst our children and to help them all reach their full potential.

Teachers use a variety of resources and methods in response to the cohort in order to meet all their needs. Any schemes are adapted and amended to meet need and to engage all children in the curriculum for Cams Lane.

- Quality First Teaching
- High expectations for whole class
- Use of Growth Mindset
- Use of Kagan strategies
- Meeting all needs through a variety of adaptive teaching methods ( see SEND policy)
- Multi sensory and use of concrete materials
- Verbal feedback "live marking" See Feedback/Marking policy
- Feedback forms and support
- Pre or post learning
- Planned small group interventions - 6 week blocks

- 1:1 support
- Specific interventions such as Motor Skill United
- Consistent approach to teaching and learning See T&L policy
- Consistent approach to behaviour for learning See Beh policy
- Styles and resources meet individual needs
- Pastoral groups e.g nurture, friendship grps

### **Examples of other Enrichments (School Pledge)**

School Council

Y6 responsibilities in school

Reading buddies, house captains, librarians, lunch helpers

Y6 Curricular Ambassadors

After School Clubs

Sports coaches

Parental workshops

Parents that Lunch

Trust events

Curriculum Days

Stay and Play with parents

Art Gallery

Varied after school clubs

Local community charity events

Sports teams and tournaments

End of term events - Harvest, Y6 production

Crucial Crew

### **IMPACT - how do we know our Curriculum is effective?**

This is far more than just outcomes and assessments. Standards and outcomes are important but not to the detriment of the broad and balanced curriculum and Cultural Capital of our children.

Our Curriculum is based upon long term retention of knowledge and keeping it in long term memory.

### **Sticky Knowledge Pyramids**

These are formed for every unit in the Foundation Subjects.

They identify key pieces of knowledge for the children to retain and also two statements for the children to dig deeper into the subject with

### **End Point Curriculum**

Our End Point Curriculum is based for the end of Year 2, end of Year 4 and End of Year 6 for all Foundation Subjects.

Each topic in each Foundation Subject taught over a two year programme will have a key fact to remember and retain.

### **Assessment of Key Knowledge**

Sticky Knowledge and End Point facts will be assessed in a variety of ways, ones that are more informal such as quizzes, presentations and recall.

Longer, frequent recall will help children to store facts to their long term memory.

Foundation Subjects recorded using unit grids

### **Reading, Writing, Maths**

Attainment and Progress are measured in different ways:

- Assessment points on Insight for Maths, Reading and Writing
- Data analysis 3 times a year for Maths, Reading and Writing
- Pupil Progress Meeting 3 x a year

Children make progress when their long term memory is affected with new knowledge. However it is also the experiences and skills we offer to children at Cams Lane.

### **Celebration:**

We want to instil a love of learning and an ability to express and celebrate their achievements in everything and anything they do.

- Golden Assembly
- House and Merit points

- Spotted tickets
- Good to be Green
- Attendance awards
- Sports awards and certificates
- Trophies and awards from outside of school
- Headteacher postcards

Subject Leaders monitoring their subjects through:

Gap analysis - progressions of knowledge through school

Pupil Voice - knowledge based questionnaires

Drop ins - knowledge and skills being taught

Data & Targets

Assessments

- The National Curriculum coverage is assessed in two year block assessments in order to show progression in knowledge and curricular statements
- Standards are assessed twice a year and monitored

Parental Questionnaires

- completed 1 x year
- comments gathered at event

Curriculum Ambassadors

- pupil voice
- mini assembly
- photography/capturing evidence
- discussions with Subject Leaders

Pupil Voice

- completed regularly
- weekly on newsletter
- completed questionnaires

SLT

- Drop ins
- Work Scrutiny
- Internal and external moderation
- Learning Walks

- Data analysis
- Target Data termly to governors
- Governor monitoring

#### External

- Trust CEO visits
- QEP visits
- External audits from Eng Hub or Trust
- Trust monitoring/reviews