



CURZON'S CURRICULUM INTENT

Learning, sharing and growing under God

The curriculum is at the centre of your child's time at Curzon. As a CE school we aim to embody Christian values in all that we do and those of **respect, courage and kindness** define our ethos. Our vision is of the mustard seed growing into a tree to protect others. We aim to teach all our children to be the best they can be, to think of others and how to make the world a better place.

We aim that once all our children have left school, they will continue to grow academically and socially, live out our Curzon values and ultimately aspire to make positive contributions to society.

RESPECT: respect the views of others; treat people with good manners; have self-respect

COURAGE: the self-confidence to try new challenges; perseverance and resilience; the courage to stand up for what is morally right

KINDNESS: showing empathy and compassion towards others; going the extra mile to help others

What is important to us at Curzon?

Through a wide range of carefully chosen experiences and knowledge, we teach all our children about their local community, the society they live in and the world around them. As a village school, we ensure that all pupils learn about, and learn to, understand the views of different groups in society at a local and global level. We prepare all our pupils for their future lives in a richly diverse world.



As staff, we follow a growth mindset approach and aim to develop every child's resilience, perseverance and love for learning so they might become self-motivated learners who are not afraid of trying something new and are prepared to challenge themselves.



Curzon is set in natural surroundings and through our curriculum, we encourage respect for God's beautiful world. Our curriculum also encourages every child to cook nutritious meals, and lead healthy lifestyles not only physically, but mentally and emotionally.



We believe Computing and Technology equips learners for their future working lives. E-Learning at Curzon endeavours to create active, safe, 21st century learners with the experiences and skills that they will use in a rapidly changing technological world. All learners in our environment will be confident problem-solvers who are independent with their use of technology.

As a church school, we believe that all aspects of the curriculum can be challenged and enriched by our Christian distinctiveness whilst being inclusive and holding respect for other world views. Our Christian distinctiveness is not confined to our RE provision, but is evident and highly valued across the curriculum to provide the best possible opportunities for all learners to develop spiritually, morally, socially and culturally.



Through our carefully planned curriculum, we teach all our pupils to develop curiosity about the world around them, to give back to others and to become advocates for what is right and fair.

We deliver a broad, balanced, relevant and progressive curriculum which has been carefully planned to reflect these aims and to ensure that children are able to build on their knowledge and understanding as they progress through the school. We ensure all our children have opportunities to make links within their learning so they can draw on their previous knowledge and apply new learning to different subjects, contexts and a variety of real life situations.

Enhancing our curriculum

We enhance and enrich the curriculum through a variety of activities including motivational visits, opportunities for performances, engaging visitors, wide ranging after school clubs and beneficial links with other schools.



We hold “Wonderland Days” where all children develop an appreciation and greater understanding of the local natural environment through activities, such as seed planting, den building, mini beast searches and observing young birds hatch via our webcam.

The school holds many whole school enrichment days. The emphasis is on active learning. During country days, children try cooking the country’s traditional foods, produce art work inspired by their artists and learn key phrases in a new language. These days are packed full of fun and learning.



Curzon also has specific focus days. The PTA have funded a space dome to bring the children’s learning about space alive and a history experience with opportunities for the children to dress up as Vikings.

British Values

As a Church of England school, we uphold our Christian distinctiveness and the Christian values which underpin our ethos and determine everything we do. Our

Christian values of courage, kindness and respect provide the secure foundation for the government's 'British values' of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Examples of where children learn about the specific values can be found in our British Values Statement ([click here to access the British Values Statement](#)).

British Values are also explicitly addressed through PHSE and RE.



Parent Partnership

At Curzon, we believe that involving parents in their child's learning is crucial to ensuring that all children make the best possible progress. There are many ways we encourage you, as parents, to become involved in your child's education.

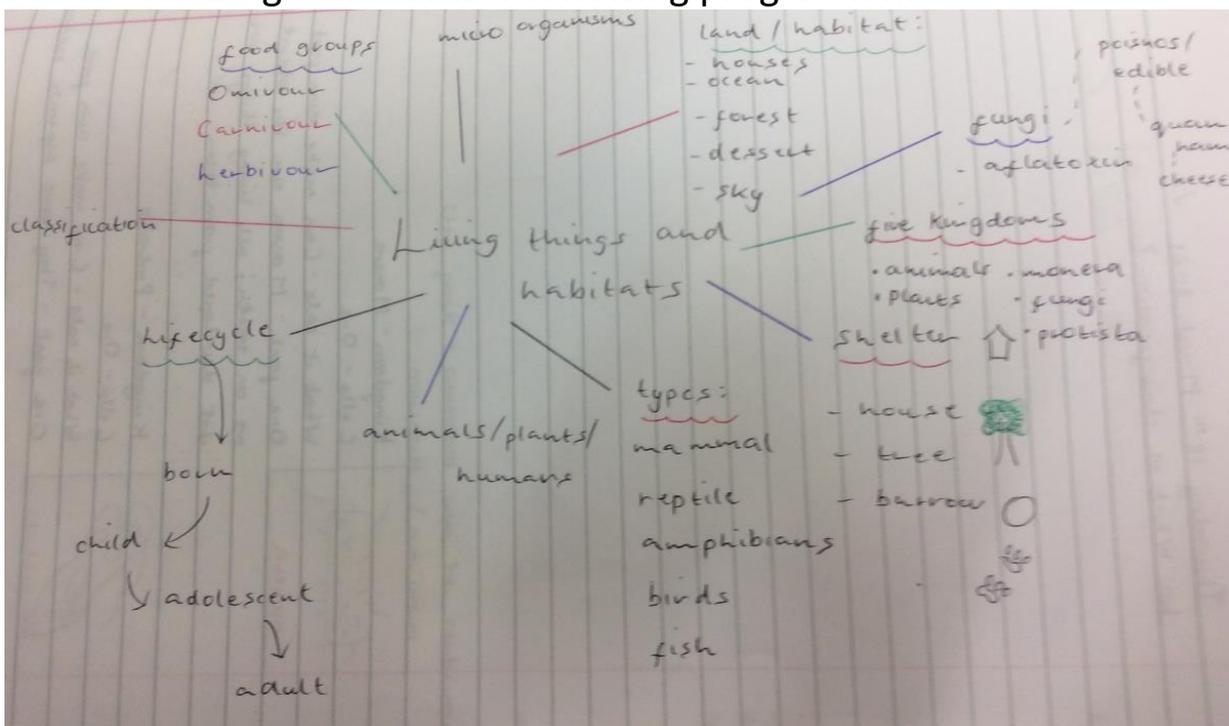
- Each year we start with a "Meet the Teacher" evening giving information on what to expect in the year ahead and a chance to meet your child's new class teacher.
- Parents' Evenings/Open sessions – opportunities to come into school and share your children's work or focus on a specific area of teaching and learning.
- Open book sessions where you can peruse your child's books.
- Parent Information Evenings – to provide you with the knowledge and information you need to support your child's learning at home.
- Attending achievement assemblies and church services.
- Opportunities to volunteer – we welcome the help of parents to support with all areas of the curriculum including educational visits.
- Curzon has an open door policy and you are welcome to come in and meet with class teachers to discuss aspects related to your child. Teachers are available for informal chats most days after school.

CURZON'S CURRICULUM IMPLEMENTATION

Our Curriculum is implemented with our vision and values at the heart of all we do. We deliver a coherently planned, ambitious curriculum with progressive development and understanding of key knowledge, skills and concepts, which build over time and are re-visited regularly.

Our curriculum design is based on evidence from principles of learning, on-going assessment and organisation and cognitive research (EEF research, Cognitive Science and Rosenshine).

- Progression grids, overviews and clearly identified concepts ensure clarity of coverage with a strong emphasis on progression of knowledge and skills.
- Mind maps are used in some subjects to show previous knowledge and these are added to during a unit of work showing progression.



- Lessons are structured with recall activities and regular revisiting of previous learning designed to make key knowledge part of pupils' long term memories
- Carefully selected enrichment opportunities are key to providing all pupils with rich experiences to enhance their learning. These experiences are reviewed annually as part of our curriculum review.
- Pre-teach is used to support pupils to develop their knowledge, skills and cultural capital.

- Monitoring takes place on a regular basis, and is supported in school by the Governing Body. Curriculum Governors meet with subject leaders, support in deep dives and report back to LGB on progress in each subject.
- Our curriculum is reviewed regularly (at least annually) by Governors, SLT, Subject leaders and teachers. This ensures that it remains relevant, ambitious and that all component parts are as logically sequenced and fit for purpose as possible.
- Developing an understanding of the fundamental British values infiltrates all aspects of the curriculum and assembly themes.

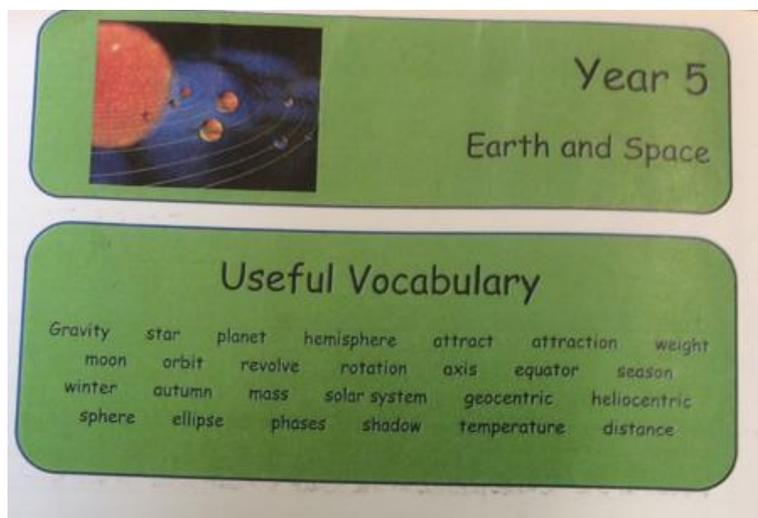
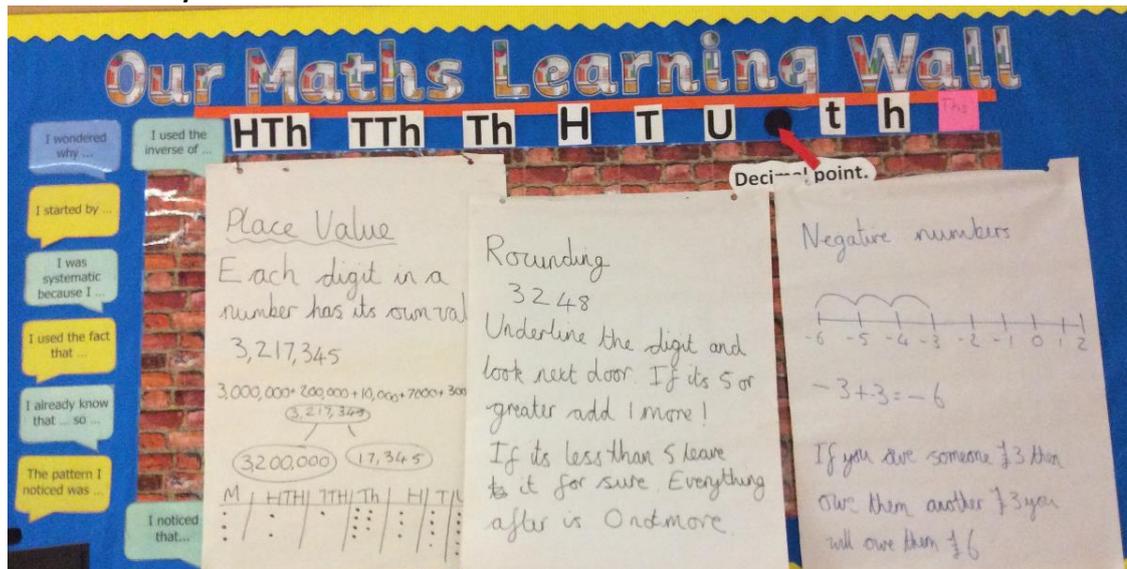
Implementation of Teaching and Learning

- We have the highest of expectations for ALL learners. Teachers will aim the pitch high and challenge all to get there through scaffolding and support.
- Resilience and perseverance underpin all learning; our children are taught how to learn and we celebrate success in this with our weekly rockets.



- Our curriculum is underpinned by the principle of 'fewer things in greater depth' and embedded in an understanding of how memory works. We know that children need to embed learning in their long-term memory, and that children need time to develop mastery of a concept or skill. Therefore, learning questions may be extended over several lessons, and children supported to understand and apply their learning at a deeper level.
- Teachers have excellent subject knowledge and are supported to maintain and improve this knowledge through training, coaching, observing best practice and undertaking relevant research
- The teaching of key vocabulary is a primary feature in all curriculum areas, with explicit instruction, modelling, scaffolding, pre-teaching and an expectation

that it is used in spoken and written outcomes. Working walls are used alongside vocabulary lists in books.



- High quality texts are used across the curriculum, to ensure that children are exposed to a wide range of vocabulary, this will include high quality fiction, non-fiction, poetry and academic texts.
- Subject leaders provide colleagues with support for planning, resourcing and teaching
- Lessons incorporate modelled examples; scaffolding, key vocabulary, retrieval practice and, over time, revisit teaching, knowledge and skills
- Materials within lessons are broken down into manageable 'chunks' to ensure that learning is easier to access and retain in the working memory.
- Leaders ensure that teaching is sequential with teachers ensuring that knowledge and skills are taught in a logical and progressive order.
- Challenge for all underpins every aspect of the curriculum, with extension tasks always available and an expectation that all children will be challenged to achieve their potential.

- Opportunities for enrichment are logically and strategically placed in the curriculum in order to ensure that they add the greatest amount of value to all children's learning.
- Target Tracker is used for the assessment of pupils' learning for most areas of the curriculum.