



Christ Church Primary School Curriculum Design



Together we can do all things through Christ who strengthens us



Curriculum Design - Updated January 2023



Intent: what we are aiming to achieve in our curriculum

Implementation: how we work in school to achieve our aims

Impact: how we see if we have achieved our aims and adapt our curriculum



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Christ Church School Vision

Our vision, selected by all stakeholders in our community is taken from Romans 12: 9-12:

*“**Love** must be completely sincere. Hate what is evil, hold on to what is good. Love one another warmly as Christians, and be eager to show **respect** for one another. **Work hard** and do not be lazy. **Serve** the Lord with a heart full of devotion. Let your **hope** keep you **joyful**, be **patient** in your troubles, and **pray** at all times.”*

The context of our vision is that it was written by the apostle Paul to be instructional to believers and gives direction on how we should treat others. The school community decided that this was the aspiration that they wanted us to work together to achieve. This shared Christian vision directs everything that we do as a school, including our curriculum, policies and practices which enable all in our community to flourish. This is evident in the clear moral purpose and the shared belief that our school community can positively impact upon experiences of all.

Our Mission Statement

Our mission is to love all children who are part of our community helping them develop respect, tolerance, self-confidence and to become the best they can be.

We will support our children to develop their God given gifts to the full and encourage a life-long passion for learning which will successfully lead them into secondary school and beyond.

As a church school at the heart of Moreton community, our work is underpinned by the Christian values of *love, service, peace, forgiveness, hope and joy*, which Jesus helps us to achieve.

We are a welcoming, caring and inclusive school committed to working in partnership with parents, governors, Christ Church and Chester Diocesan Academy Trust.

We strive to provide a rich and varied curriculum, which reflects God’s concern for the whole child; promoting spiritual, moral, cultural, physical and emotional wellbeing alongside academic excellence and independence.

As a school community, we all work together to provide the very best for our pupils and families; firmly believing that:

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Christ Church Curriculum Intent

At Christ Church, we have developed a subject specific curriculum that fosters a curiosity for learning in our pupils and encourages them to ask questions about the world around them.

We value each individual and recognise that every child will have their own talent, so our curriculum is broad with a wide range of subjects all taught with purpose and ambition.

We bring learning to life with practical activities, visits and visitors so that teaching is first hand, interesting and memorable. We make good use of technology to enhance learning and access the wider world, whilst also having units of work focused upon the area and environment that children are familiar with.



Great emphasis is placed upon reading in Christ Church; prioritising books as giving access to all learning. High quality texts form the basis of our units of teaching and a focus on vocabulary is evident in all curriculum areas.

We are all learners in Christ Church; our Christian vision imparts in every person the aspiration to work hard to be the best version of ourselves. We aim for staff and children to be continuous lifelong learners.

We place importance on helping children to learn to manage themselves physically, emotionally and spiritually; fully recognising that when a child's wellbeing is healthy they are best able to learn and develop.

Our school is inclusive; all children are warmly welcomed and those who need additional support are well catered for. All pupils access the curriculum and we scaffold and adapt learning so that every child can see themselves as a successful learner.

We believe that a purposeful curriculum increases pupils' knowledge, whilst developing skills to apply that knowledge more and more independently and deeply as children grow.



Our curriculum therefore builds upon learning year by year so that children make progress from their starting points when they join us, to being ready to leave us confidently at the end of their time in Christ Church. We aspire for our children to be advocates in the future and be confident to make positive contributions to the society they are growing up in.





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Christ Church Curriculum Implementation – How We Achieve our Intent

Curriculum Content

We have based our plans for each subject on the National Curriculum as a starting point so that children learn the full range and breadth of subjects.

Teachers have been allocated subject responsibilities along with a supporting colleague; the subjects are linked to their own professional strengths and interests. Staff have time allocated to keep up to date with developments in their subject, to check on pupils' learning and progress and to link with other schools and organisations.

The subject leaders plan for progression, with knowledge that builds year on year. This forms detailed subject overviews, which teachers use as a basis for their year group planning. Year groups then summarise their units of work in a long term overview and medium term plans are produced to break down the aspects to be taught. Each subject is planned in units of work that cover either a half term or full term of learning, dependent upon the amount of content.

Our subjects have common foci that includes:

- Vocabulary
- Knowledge
- Inquiry based

Learning is planned for the **core subjects** of **Mathematics** and **English**



In **Mathematics** we take a reasoning approach and deliver this through the Maths No Problem scheme, alongside fluency activities so that children become problem solvers who have a quick recall of mathematical facts to apply. We use concrete resources to help children secure their understanding before moving to abstract learning; for example children will group real objects practically to aid their understanding of multiplication patterns.

English is delivered reciprocally, so that children learn the skills of reading and writing whilst developing their knowledge of grammar, spelling and language. This starts with our systematic phonics scheme, Little Wandle. A literacy spine runs through the school that ensures every child will have access to high quality texts that foster a love of reading and give access to broad vocabulary.



Religious Education



As a Church of England Primary School, RE is important to us and is a core subject. All of our teaching is based upon our Christian distinctiveness and through this, we welcome everyone; we learn about other faiths and those with no faith. Children learn the importance of respect and valuing everyone, they are taught about justice and how to be a voice for change. In each of the long term overviews, we focus on Christian values and how these can influence our lives.





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Foundation Subjects are given high priority, so that our curriculum is broad and varied.

The Arts – Art & Music

We have developed our wider subject knowledge by employing specialists to develop our teacher knowledge and provide high quality learning for our pupils. This has enabled us to be creative and develop our teaching of the arts. Children benefit from skilled art teaching in a bespoke outdoor art studio. Music specialists provide development for staff and progression for pupils and all children have the experience of composing with class sets of instruments ranging from percussion instruments and xylophones to clarinets and ukelelies. Children listen to a variety of music genres and learn to appraise and give their opinions.



Humanities – Geography & History

Humanities are taught within a local context so that children compare and contrast their locality with other areas of the world and across time. History teaching is organised chronologically with threads that connect learning so children can build upon their knowledge across time. We focus our studies on Our Local Area through the Ages; Travel and Transport and Social Justice, these also relate to Geographical learning and both subjects are taught through enquiry questions so that we understand children's prior knowledge and can build upon this each year.



STEM - Science, Design Technology and Computing

Science is a core subject and we use an enquiry based approach, with children encouraged to hypothesise and use the knowledge they have learnt to investigate, experiment, make predictions, test, observe and record results. Children work scientifically and are enthused by experimenting to find out more about the world around them and how it works. We use technology to enhance learning in other subjects by use of virtual reality, research and links to the wider world. Computing is taught explicitly so that children know how to be safe on line and can operate independently in the modern world they are growing up in.





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Physical Education

We firmly believe that when children are active and have the opportunity to be physical, they are more able to maintain their concentration and focus when they need to. PE is a priority for Christ Church; we have achieved the Gold School Games Award and work hard to offer a wide breadth of sports, gymnastics, dance and swimming opportunities. We are fortunate to have a large astro turf which can be used all year round, along with a school hall and canteen with spaces suitable for indoor physical activities. Our pupils enjoy participating in tournaments and competitions and our specialist teaching ensures we are current, safe and skilled in our delivery. The PE curriculum is based upon building knowledge and vocabulary for different sports alongside developing individual physical skills.



Inclusion

We recognise that some children will still have gaps in their knowledge from the impact of the pandemic; we also see developmental delays from reduced early childhood social experiences. Class teachers carefully check on each child's progress; they may decide that a child has gaps in their understanding and need extra support to help them make the best possible progress. We have structured our curriculum to ensure we revisit and secure learning so that no building blocks are lost. We target intervention and tutoring as soon as possible so that pupils can consolidate areas they may be struggling with and 'keep up' with the learning appropriate for their age.

When children need more support we allocate school resources to ensure the best outcomes for all pupils. Our approach is very much about building relationships with the children; we work hard to try to find what works for them on an individual level and aim to remove those things that cause barriers to learning. At Christ Church, we offer many different forms of additional provision for pupils with special educational needs. This can include additional in-class support, out-of-class support, one-to-one support, flexible groupings (including small group work), access to specific resources and access to a wide range of outside agencies.



There is a wide range of special educational needs and disabilities amongst our cohorts, including dyslexia, dyspraxia, physical and medical conditions, hearing impairments, selective mutism, ADHD, ASC, speech and language disorders and difficulties. We are a fully inclusive school and all our children take part in the full curriculum, the extent to which each child participates and the level of support received will vary between children, but we provide support and scaffold activities with the expectation for all children to take part. We also access extra-curricular activities specifically for pupils with SEND.



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This means that:

- Teachers have high expectations for all pupils in their class, including those with SEND.
- All teaching builds on what each child already knows, can do and can understand.
- Different ways of teaching are in place so that each child is fully involved in learning in class.
- Specific strategies (which may be suggested by the SENCO or outside professionals) are in place to support the learning of children with SEND.

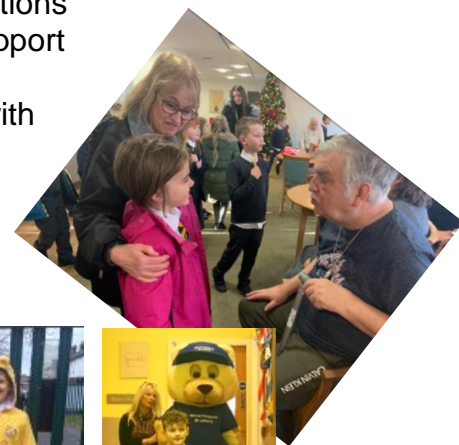
Developing the Whole Child – PSHE, Health, MfL and Wellbeing

We teach PSHE using the Goodness and Mercy Church of England syllabus, supported by Go-Givers Citizenship programme and selected Christopher Winters Relationships and Sex Education resources. Our aim is that pupils grow throughout their primary education to be healthy, safe and able to make good choices about their relationships and social experiences.

To support pupils' ability to develop self control and manage their emotions positively, we provide opportunities to learn cooperation and team work, self regulation techniques and reflection. We make good use of our forest school and all children learn breathing techniques, stretch and reflect (quiet, calm body movements) and peer massage. As a church school, we have quiet spaces throughout the premises where children can find space in the busy day to pray, read or simply be still and contemplate the world around them.



We develop confidence and build self-esteem by learning about our emotions and mental health, our child and family mentor provides personalised support for those children who need more bespoke input and all children are encouraged to give back to society through charitable events and links with the community. We celebrate our Christian Values of *love, service, peace, forgiveness, hope and joy* by working to make positive changes and learn that pupils have a voice in the world.





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We have developed an allotment area where children grow produce that is harvested and used in recipes as ingredients in our cookery programme of learning for Design Technology. Where we recognise challenges, we aim to reduce barriers so that children can achieve in all areas of their lives; swimming was difficult for our children to access and so we sourced a portable pool for a month during the summer term so that every child can swim every year. This has impacted significantly upon the high proportion of pupils who leave Christ Church as competent swimmers (96% in 2022). We also invest in bike riding lessons for our year three and year five pupils so that they are safe and confident in the locality.



As part of their education, children undertake visits around the locality to benefit from the wide range of experiences and cultural learning available. We have chosen to teach French as our Modern Foreign Language (MfL) and this is in the form of songs, rhymes and learning simple words with younger children. When children reach KS2, they learn the four elements of languages; reading, speaking, listening and writing so that pupils can master an understanding of French and feel confident to communicate on familiar topics. Children also learn about the culture in France which broadens their knowledge of the world and extends their cultural capital.

In year four pupils participate in a local residential outdoor pursuit centre, in year five the ethos group share a weekend away with other local schools and in year six their residential links cultural opportunities with adventurous activities on a longer residential visit. All of these wider curriculum enhancements are provided with the aim of preparing our children personally, socially, emotionally and academically for leaving us and beginning successful journeys to secondary school.





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Christ Church Curriculum Impact

To make sure our curriculum achieves what we intended, we:

Monitor

- Subject leaders check books to make sure learning matches the sequence of what has been planned
- Pupil groups regularly talk with subject leaders and wider school leaders about their learning, to give feedback and for school to check their understanding of what they have learnt
- Senior leaders cross match subject plans with the National Curriculum to ensure our curriculum is at least as ambitious, if not more so!
- Classroom drop-ins form part of teacher development, where leaders observe parts of lessons, talk with children and look at books. Successes are celebrated and areas to develop further are identified
- External data is analysed by school leaders and used to form plans for school development
- An internal data drop is completed termly and teachers meet with the SENCO and senior leaders to discuss the progress of individual pupils and pupil groups. From this, school resources are allocated to provide additional academic or pastoral support to remove barriers to learning, or teachers are coached to better understand and meet pupil needs so we are continuously striving for progress
- All school staff are part of a well-structured appraisal system with clear targets, a midpoint review, end of year evaluation and next step planning. The Trust leads the Headteacher appraisal with Governors to ensure whole school targets are aspirational.
- Link Governors visit to meet with subject leaders and feedback to the Local Governing Body

Develop Teachers

- Following Pupil Progress meetings and drop ins, areas for teacher support and development are identified
- Experienced staff support with peer coaching and mentoring
- Teachers have accessed National Professional Qualifications; a NPQ Leading Teacher Development teacher supports with mentoring colleagues, an Assistant Headteacher has been trained as an NPQ coach and these skills also benefit our school staff. Two further teachers are completing NPQ for Senior Leadership and a third NPQ Leading Behaviour and Culture. The Headteacher is a facilitator for NPQSL and NPQLBC in the North West region. This support team meet to allocate their time to ensure all staff are supported and continuously developing so that pupils receive our best offer.
- The school works with a network of subject leaders at School Improvement Liverpool and SarahSquared consultants to keep up to date on curriculum developments
- We are members of networks & cluster groups that are subject specific or across our MAT or Diocese
- Moderate across CDAT and the LA to ensure consistent, accurate teacher judgements
- CDAT provide bespoke training and support for subject leaders



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Develop Curriculum

- Subject leaders evaluate their subjects and take feedback from colleagues, pupils and parents. They then produce action plans which have long term and termly areas to develop and drive their subjects.
- CDAT review curriculum plans and talk with subject leaders and senior leaders about curriculum choices and design
- Each curriculum area is reviewed and updated annually. Subject leaders have regular allocated release time to focus on subject development and support colleagues in delivery. Staff meeting time is planned to share updates and moderate across the school so teachers can ensure progression is clear and address any areas identified for development
- Curriculum displays are a reference point for progression where children and families can see expectations for year groups in each subject
- Following our termly pupil reviews cohort action plans are produced to focus on enabling pupil progress and meet needs
- Subjects have knowledge overviews to ensure the curriculum is progressive and there is clarity of coverage
- Subjects have vocabulary links to develop language and give children breadth of vocabulary across the full curriculum

Seek Feedback from and involve Pupils and their Families in Teaching & Learning:

- Extended transition into school at F2 so pupils and families have many opportunities to visit and get to know staff, environment and ethos
- Full hand up of pupil information each year and opportunities for children and families to get to know new teachers
- Autumn and Spring term parent teacher meetings where children complete a self-review with teacher in advance and next steps are shared with families
- Summer term book look for families to see progress and written end of year report
- Rota of coffee mornings every Thursday where children share their books with parents and class teachers chat informally over the learning
- Members of SLT, SENCO and family worker available on gates every day for queries
- Parent questionnaires
- Staff feedback and self-review
- School leadership council and pupil responsibilities such as Reading, Art, Sports, Languages Ambassadors, Ethos Group and Head Boys and Girls
- Pupil questionnaires
- Subject leader monitoring includes pupil group feedback in every curriculum subject

Provide Closing the Gap and Catch Up Opportunities

- Termly cohort reviews with Headteacher to identify children or groups that may be slipping behind or need further challenge; production of cohort action plans or interventions put in place in response
- Tutoring for identified small groups or 1:1 support
- Pupil premium intervention group support monitored by Assistant Headteacher
- SEND interventions specific to pupil additional needs monitored by SENCO
- Phonics catch up and keep up interventions monitored by Assistant Headteacher
- PEPs for looked after children are reviewed termly



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Assessment & Data Analysis

- We analyse external data at end of Reception, KS1 and KS2 as well as phonics and multiplication checks; we analyse overall achievement and attainment, and those of groups and individuals
- Termly pupil progress meetings with Headteacher to review assessments and allocate actions
- Impact statements for learning interventions
- Analysis of test data to identify school trends and adapt teaching in response
- WELLCOMM screening of infant pupils for early identification and allocation any speech, language and communication support that may be needed
 - Use of NFER Verbal and Non Verbal reasoning from Y3 – Y6 and BPVS for F2 – Y2 to compare intellectual assessment with academic progress and ensure any barriers to learning are unpicked
- Pupil Premium strategy evaluations
- Diagnostic testing to identify next steps for specific individual needs
- Assess, plan, do, review cycle for SEND pupils
- Catch up premium and impact of external and school-led tutoring
- Rigorous monitoring of attendance
- Year group social media and email accounts to share learning and enhancements
- Evolve educational visit evaluation



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