



WATERTON

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CHURCHFIELD CURRICULUM

CHURCHFIELD PRIMARY SCHOOL



Introduction & Curriculum Vision

Our curriculum is unique, in that we have developed something that is modern and broadens our children's horizons to look beyond Barnsley. We cover a range of issues, sometimes controversial, but all relevant and chosen specifically to engage children in the world in which we live. Moving away from 'traditional topics' whilst still respecting the requirements of the National Curriculum, we develop our pupils as individuals that can contribute to a fairer society and world. At Churchfield Primary School, we are committed to achieving the highest possible outcomes for our pupils, and aim to develop confident, happy, self-motivated learners who enjoy learning and see it as a life-long adventure.

We aim to deliver a 21st Century curriculum that both inspires and challenges all of our pupils: academically, creatively and morally. We aim to equip our pupils with the skills and knowledge to further develop their understanding of the world around them in an ever-changing society. We aim to ensure our curriculum is **current, relevant, engaging** and incisive to all pupils, taking account of the British Values of democracy, tolerance, mutual respect and individual liberty.

Our bespoke curriculum has been designed around the theme of Global Citizenship, with a core focus on the three Churchfield R's: **Resilience, Respect & Responsibility**. Teachers always start with these three words in mind, and work backwards when developing topics from a 'final product' that pupils aim towards.

We look to the future and what our children can all achieve, whilst respecting the past and our heritage that is important to us all. Focussing on learning lessons from the past to create a better future. Our curriculum prepares pupils for jobs that have not yet been created, for technologies that have not yet been invented and provides them with the skills & knowledge to solve problems that have not yet been anticipated. To navigate through such uncertainty, our curriculum develops curiosity, imagination, resilience and self-regulation; we teach our children to respect and appreciate their own and others' ideas, perspectives and values; and we empower them to develop the skills to cope with failure and rejection, and to move forward in the face of adversity. Our curriculum connects to real life, real situations and in some cases controversial topics – that have been chosen specifically to provide our pupils with alternative viewpoints so that they can make informed choices. We promote critical thinking as global citizens and develop character skills so that our pupils can make meaningful contributions to society.

Curriculum Design

When designing our new curriculum, we purposely started from the ground up. A year of intense research and evaluation of our old curriculum led to the article we have today. Taking inspiration from successful curricula around the country, we created something specific for our children. It provides what children at Churchfield need, it is not something that could be implemented anywhere. By opting to follow a knowledge-engaged approach to our curriculum, we echo the sentiments of OFSTED in that skills and knowledge cannot be seen as separate entities which must be chosen between.

Our curriculum is built upon four main strands:

Theme: Our curriculum is split into three themes (The Churchfield R's). Each theme links to a wider global citizenship issues. Respect (Peace & Conflict), Responsibility (Sustainable Development) and Resilience (Identity & Relationships). Each theme also has its own specific set of skills that we believe our pupils need.

Aspect: The aspect in half-term relates to the specific part of the Global Theme that a cohort will focus on. These are broad and well-balanced across all year groups, and address real world issues and concepts that we feel our pupils need to have a deep knowledge of.

Focus: The focus of a half-term is the context that an aspect will be delivered through. On LTP & MTP this is then broken down into even more specific areas of the curriculum and examples.

Core Text(s): The Core Text is the main stimulus for that term's learning. These texts are chosen specifically to link to the Theme, Aspect and Focus and provide our pupils with engaging and thought-provoking texts, that also have a focus on widening vocabulary and provide many opportunities for reflection and extended writing.

Our curriculum is designed so that whilst the Global Themes & Aspects covered will remain broadly the same year-on-year, the focus and specific content may change and adapt to suit the specific needs of a cohort and reflect what is happening in the world at that point.

Information Stations

Information stations are used in each classroom to provide a window to aspects of learning that may to be discretely covered in the curriculum. They are also used to compliment current learning. Info stations are unique to each year group. Each year group will have a set of basic elements that will be present on each station. These form an essential part of day-to-day learning and time is allocated within the timetable to access these.

Curriculum Enrichment

Our curriculum is not limited to or bound by the four walls of a classroom. A large emphasis is placed upon active learning, and we have been a leading school, along with our research partners at Yorkshire Sport and Leeds Beckett University, into the impact of exercise such as the Daily Mile into the attainment and concentration of pupils. Our curriculum is enriched by, but not limited to:

- Engaging hooks for every half-term
- Interventions to support learning.
- End products to provide pupils with a goal to work towards
- In-school visitors and guests: topic-related visitors, Barnsley Music Service
- Two trips or visits per year as a minimum per year group
- A rigorous extra-curricular programme run purely by teaching staff.
- A residential experience in Y6 to the Lake District
- A House Captain system to with alongside our reward system
- Recorder lessons provided by Barnsley Music Services in Y4
- Flute & guitar tuition provided by Barnsley Music Services
- Regular inter & Intra school sports: Intra-trust sport competitions, Churchfield Sports Day, Waterton Academy Trust Olympics
- Opportunities for children to celebrate and learn about religious and cultural differences and diversity in modern life (Global Celebrations Day).
- Outdoor learning opportunities: AstroTurf, gardening area.
- Themed days/weeks: Harvest, Mental Health, Parliament, Children in Need, Finance Night, Safer Internet Day, World Book Day, Sport Relief, Eat Them To Defeat Them, Beat The Street, Local History Day, Healthy Living Week, World Music Day, French Day.
- School exhibitions/performances: War Museum, War Concert, Christmas carol concert, Annual Sports Awards presentation evening,
- Leadership opportunities: House captains (Y6), School Council representatives, Y6 Lunchtime Zone Leaders, Y5 Personal Challenge Activity Leaders.
- Personal Challenge activities
- Trips to sporting events (Barnsley FC, Sheffield Sharks).
- Opportunity to participate in Waterton Academy Trust music festival.
- Choir.
- House Point reward system.
- Attendance and punctuality rewards.
- Opportunity to share achievements and/or certificated from out of school.
- Golden Award/ Behaviour All-star assembly.

- School values/competition award assembly.
- Showcasing student achievement online (Twitter, Seesaw).

Highly Differentiated Curriculum

Pupils who find it difficult to access our curriculum due to individual needs have access to a personalised curriculum through consultation with class teacher, SENDCo and other relevant agencies.

Monitoring and Evaluation

- The coverage of skills is highlighted by staff in a specific folder to ensure a broad and balanced curriculum
- Pupil voice is regularly used to evaluate themes and topics
- Our curriculum is a standing item in our half-termly parents' forums
- All staff have a subject area responsibility, and are part of curriculum teams
- Our curriculum is regularly evaluated by staff to ensure it is **current, relevant and engaging** and allows staff to plan for the three Churchfield R's: **Resilience, Respect & Responsibility**.

Subject Design

Our pupils engage with the National Curriculum, in a way that is natural as subjects are not forced into untenable links. Subjects are taught discretely, with the specific subject being easily identifiable through a simple note on the top of all learning objective stickers. Whilst they are taught discretely, in most cases subjects will share a common underlying theme that also employs aspects of a thematic approach; however, we believe it is essential that children know the subject they are participating in and what skills link to that specific area. We see our curriculum as a vehicle for connecting with the bigger cause. This means we enable children to form meaningful relationships with their learning, see patterns and apply skills into a context where learning can make a difference. Children see that their learning has human significance. They understand that their global learning is relevant to future decisions and the active contribution they can make to the world. Year groups work on a two-week timetable that ensures every subject is covered over a two-week period, which is also regularly monitored by subject leaders, who are also split into the curriculum teams below:

Curriculum leader		
STEM	Personal Development	Communication & Interaction
Computing Manager DT Manager Finance & Enterprise Manager KS1 Maths Manager Maths Leader Science Leader	Extra-Curricular Manager Geography Manager History Manager PE & Sport Manager PHSCE Manager RE Manager	Art Manager English Leader MFL Manager Music Manager Phonics Manager

Year Group Structure

Traditionally, our school has worked on a two-year rolling programme. These 'topics' have each lasted a full term, and have been 'tweaked' over time. We felt that this was an opportunity to start again on our curriculum approach, and thus have moved to a 1-year programme, with year groups planning and delivering as sole year groups, opposed to phases. This eliminates the risk of content being repeated, as well as making differentiation a key focus. Our pupil voice research suggested that the cycle of topics had become tiresome and predictable, with some topics working much better than others. By moving to a one-year cycle, teachers can become 'experts' in what they are delivering, and by changing topics to half-termly themes, themes will not become stale. This will be continually evaluated over the year to ensure it is **current, relevant and engaging** and promotes the three Churchfield R's: **Resilience, Respect & Responsibility**.

Vocabulary

Vocabulary development is a key driver for our curriculum and something that as a school, we place a great deal of emphasis on. We use our 'Progression in vocabulary' document to provide differentiated language stems for different purposes. We aim to develop pupils' independence in using these stems in both the written and oral form. Pupils are encouraged to reflect and evaluate what they have done and why, using these stems.

High-Quality Texts

The high-quality texts that we use as drivers for our curriculum aid pupils' vocabulary development. Every topic has been built around a core text/texts, with the focus at KS1 being multiple shorter texts to develop pupils' love for reading and knowledge of different books. In KS2 classes generally focus on a longer novel as their core text. These texts have been specifically chosen to provoke children's thinking and curiosity, whilst exposing them to high-level vocabulary.

Assessment

Wider curriculum subjects are assessed twice per year: at the mid-point (end of Spring HT1) and end of year. Staff log this on an online tracking system and subject leaders use this to analyse progress (from September 2020) and attainment. Teachers use a simple range of statements to provide a best fit of a pupil's attainment in wider curriculum subjects. Core subjects are assessed using the trust-agreed method.