

Last Updated | 25/02/2024



Churchfield Primary School

# Our Curriculum Overview



WATERTON  
ACADEMY TRUST

# Our Vision



## Grow. Achieve. Shine

These are much more than words or a motto. At Churchfield Primary School we enable all children to grow as independent learners, achieve more than they ever believe they could and shine as unique individuals. Our school is a very special place, having been the beating heart of our community for over 120 years, we respect the lessons of the past whilst looking to the difference we can make in the future. Preparing our pupils for life in an ever-changing world, developing curious, well-rounded individuals who are determined to succeed.

## Our Aims

Our school aims are underpinned by our values. Through our school values, we aim to:

1. Promote high standards of academic and vocational achievement for **every child, every time**, through a **highly-inclusive approach**.
2. Promote a **holistic view** of the whole child, supporting them to become well-rounded individuals and **members of society**.
3. Encourage all children to develop **positive relationships** with, and respect for, themselves, each other, our local **community** and the wider world.
4. Provide a **safe, welcoming and positive** environment for our children and families; acting as **a hub at the heart of our community**.

## Our Community

Bricks and mortar do not make a school, people do. We can achieve great things when we work together, and our community is at the heart of what we do. We are a hub of support for our families, and provide a safe and loving environment for our children to shine.



## Our Trust

Since December 2019 we have been a proud member of Waterton Academy Trust, providing even more opportunities for our pupils to shine. As part of the Waterton family, we ensure that success is a shared experience.

## Our Values

Our values are the lifeblood of our school - the golden threads that run throughout the curriculum, and every part of daily life at Churchfield. They underpin everything that we do, and represent everything that we aspire and challenge our children to be.



We are proud, and work hard to be the best that we can be



We are determined and resilient, embracing all challenges



We collaborate well, treating everyone as equals



We are honest, kind and show integrity



We respect all people, property and the environment



We believe in ourselves and strive for our goals

**Our Golden Rule: We keep ourselves, and each other, safe.**



# Respect

We respect all people, property, and the environment



We are determined and resilient, embracing all challenges

# Determination



# Passion

We are proud, and work hard to be the best that we can be



We believe in ourselves and strive for our goals

# Self-Belief



We collaborate well, treating everyone as equals

# Teamwork



# Honesty

We are honest and kind, showing integrity

# Our Leaders

The majority of our teaching staff (other than ECTs) have a responsibility for a key subject, and our curriculum in general is overseen by Mr Bean, Mrs Foster & SLT - drawing on a range of experience to create the best curriculum for our community. Our leaders all work with other leaders and networks to continue their own development.



## KS2 Reading

Mrs Foster



## Phonics & Early Reading

Mrs Bean



## Writing

Mrs Foster



## Maths

Mr Jewitt



## Science

Mrs Count



## Art

Mrs Newhall



## Computing

Miss Senior



## DT

Mrs Davies



## Geography

Mrs Garsden



## History

Miss Taylor



## MFL

Madame Stevens &  
Mrs Scattergood



## Music

Mrs Hughes



## PE

Mrs Perry



## PHSE

Mrs Hughes



## RE

Mrs Harris



## RfP

Mrs Kilner



## WAC

Mr White



# Our Curriculum



## Our Intent (Why?)

Our values are interwoven throughout our curriculum - a golden thread that underpins everything that we do. Through our curriculum, we aim to instil a **determination** to succeed into all children, regardless of barrier, to grow, achieve and shine through a relentless approach to the pursuit of knowledge. We plan for children to develop new skills and acquire new knowledge, built on the foundations of prior learning through a progressive and sequential approach. Our curriculum opens children's eyes to the wider world, developing **respect** and using real-life, hands-on experiences to bring learning to life. We aim for every child to reach their potential, develop a **passion** for learning and explore the breadth and depth of the national curriculum. High-quality books are at the centre of our curriculum, exposing children to range of texts and developing a love for reading. We aim to provide a broad and balanced curriculum, with an emphasis on core subjects throughout the curriculum supported by an outstanding extra-curricular and wider experiences offer.

## Our Implementation (How?)

Our curriculum is taught in straight year group classes, through a mixture of weekly lessons and 'blocked' subjects. Some subjects are blocked in order to provide depth, and to develop vertical & horizontal connections, whereas other subjects like computing, RE, PHSE, Music, MFL & PE are taught weekly to provide pupils with a constant stream of new knowledge over the course of the year, through a 'little but often approach'. The glue that pulls our curriculum together is our values and big ideas. Big ideas enable children to be taught discrete subjects, whilst still making clear links between different aspects of their learning through a thematic approach. We employ a four-part lesson structure, based on the work of Alistair Smith and the Accelerated Learning Cycle to ensure that children make links, have opportunities for metacognition, and are actively engaged in learning. Our teachers implement the wider curriculum through a three-stage planning process (Engage, Develop, Innovate) to ensure that all children are involved in the learning journey, providing many opportunities for collaboration and **teamwork**. Staff use a range of assessment strategies to determine how to move learning forward. Building outstanding relationships with our children, rooted in **honesty** and professionalism, mutual respect is key - our staff know our children inside out.

## Our Impact (So What?)

Through our implementation, we aim for children to leave Churchfield with a full-suite of knowledge that they can apply to range of contexts, and are fully prepared for the next stage of their educational journey - wherever that make take them. We work towards all children leaving school as fluent readers with a love for literature, a healthy attitude to their own wellbeing and the **self-belief** that they can achieve anything. We aim for children to make accelerated progress both in academic terms, and as reflective, supportive and active members of the community.

# The Core Curriculum

Through our core curriculum offer, we aim to provide children with key knowledge and skills that can be applied across the curriculum and in every aspect of their lives.



## Phonics & Reading

We believe that learning to read is not a target, but a non-negotiable for all children. Learning to read fluently is the greatest gift that we can give any child. The ability to read opens up a world of possibilities for children. As a school, we have adopted the **Little Wandle Letters & Sounds Revised** Synthetic Systematic Phonics scheme. In KS2, we have a range of high-quality texts that are matched to each year group, and use PM Benchmarking to ensure that every child has a book matched specifically to them, whilst retaining choice and personal preference.

## Writing

Writing underpins every area of the curriculum. Our approach to writing at Churchfield is based on high quality, key texts as drivers that provide children with a real purpose and audience for writing. We promote and develop handwriting throughout school, whilst also recognising the need for children to develop typing skills to prepare them for life in a modern world. We deliver all our writing teaching through a three step process: **Explore - Build - Produce**, ensuring that children take a progressive approach and have a deep knowledge of the knowledge skills required to write with success.



## Maths

For maths, we use the NCETM Prioritisation Curriculum (Mastering Number in FS2) and aim to make maths as hand-on as possible. We have invested heavily in concrete resources to bring maths to life for all children and use Concrete - Pictorial - Abstract approach to provide children with a deep level of understanding. Our curriculum draws together the DfE guidance on curriculum prioritisation, with high quality professional development and classroom resources, with a clear focus on vocabulary.



# Our Wider Curriculum

In order to support the delivery of a high-quality, sequenced and progressive curriculum we use a variety of established and nationally recognised schemes as base models. All of our subjects are taught as discrete subjects to retain their integrity; however, some are taught weekly and some blocked with thematic links.

## Weekly

The following subjects are taught on a weekly/fortnightly basis:

- PE (Complete PE)
- Music (Charanga)\*
- PHSE (IDecision)
- RE (Barnsley Locally Agreed Syllabus)\*
- French (La Jolie Ronde)
- Computing (Purple Mash)

\*May be blocked when appropriate

## Blocked

The following subjects are taught as blocked units, all based on Cornerstones Curriculum 22 and inter-connected through the 'Big ideas':

- Geography
- Art
- DT
- History
- Science



## Curriculum 22

At Churchfield we have adopted the The Cornerstones Curriculum 22 as a base model for our curriculum. Curriculum 22 is a creative and thematic approach to learning that is mapped to the 2014 primary national curriculum to ensure comprehensive coverage of national expectations. It is based on a child-centred pedagogy called The Four Cornerstones and is delivered through Knowledge Rich Projects (KRPs), which provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of learning, whilst retaining the integrity of each discrete subject. We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum provides many learning challenges throughout the academic year that require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively. Curriculum 22 also provide a rigorous skills and knowledge framework that outlines the end of year expectations in all subjects, with clear progression throughout school. These skills and knowledge are tied to activities and are age-related so that staff can track children's progress and identify their individual learning needs.



# Big Ideas



We believe that children deserve a balanced curriculum that enables them to develop a deep understanding of all subjects and the interconnections between them. The rationale for the Cornerstones Curriculum 22 takes the form of **10 big ideas** that provide a purpose for the aspects, skills, knowledge and contexts chosen to form the substance of the curriculum. These big ideas form a series of multi-dimensional interconnected threads across the curriculum, allowing children to encounter and revisit their learning through a variety of subject lenses. Over time, these encounters help children to build conceptual frameworks that enable a better understanding of increasingly sophisticated information and ideas.



## Humankind

### **Understanding what it means to be human and the cause and effect of human behaviour.**

This big idea invites children to find out what it means to be human, including the workings of human anatomy and how to keep safe. They explore ways that the human race is interconnected and explore the human experience and identities through a range of subject lenses. They discover the cause and effect of human behaviour and develop an understanding of the relationships between individuals, societies, faiths and communities. Through this big idea, children discover the ancient secrets of past civilisations and see the multitude of ways in which they influence modern-day life.



## Processes

### **Understanding the many dynamic and physical processes that shape the world around us.**

This big idea invites children to find out about the diverse and dynamic physical processes that are present in, and have a significant impact on, places, the environment and the world around them. They explore the physics of force and movement and investigate the phenomena of electricity, light and sound. Through this big idea, children discover how physical processes such as weather and erosion can transform a place or landscape.



## Creativity

### **Understanding how everyday and exceptional creativity can inspire and change perceptions.**

This big idea invites children to discover the place of everyday and exceptional creativity, including the qualities of persistence, determination, originality and resilience that form the basis of the creative process. They explore different ways in which their ideas and imaginings can be realised and communicated, and pursue enquiry by asking questions and finding connections between seemingly separate ideas. Through this big idea, children develop an appreciation of the importance of experimentation, trial and error, original thought and self-expression.



## Investigation

### **Understanding the importance of asking questions, formulating hypotheses, gathering information and analysing evidence.**

This big idea invites children to be curious and search for answers in response to original, familiar and more complex questions. They explore ways to create hypotheses, gather evidence and begin to evaluate data. They experiment with different ways to present information and ideas and make informed choices to solve problems. Through this big idea, children start to think critically, make meaningful connections and reflect thoughtfully on evidence and ideas.



## Materials

### **Understanding the unique and physical properties of all matter and how we interact with them.**

This big idea invites children to explore the properties of all matter, including that which is living and non-living. It explores how materials are both formed and change. Through this big idea, children develop an understanding of the uses of materials and their unique, physical properties that make them fit for purpose.



## Nature

**Understanding the complexities and interdependence of the plant and animal species that inhabit the world's many ecosystems.**

This big idea invites children to find out about the diverse natural environments of the world and the plethora of species, both plant and animal, that live in them. They explore the characteristics and features of a range of habitats and study how living things interact within them. They examine the effects of economic and technological development on the natural world and consider the impact of human actions. Through this big idea, children discover the conditions needed for living things to thrive and survive.



## Place and Space

**Understanding the visual, cultural, social and environmental aspects of different places around the world.**

This big idea invites children to explore the visual, cultural, social, and environmental aspects of places in their locality and the wider world. They examine how human activity and social interactions shape places and enable them to discover the unique identities and features of towns, cities, countries and continents. Through this big idea, children develop an appreciation of both the natural and urban landscape and begin to understand the bond between people and place or setting.



## Comparison

**Understanding how and why things are the same or different.**

This big idea invites children to compare ways that things are the same or different. They identify simple and more complex patterns and make connections. Through this big idea, children develop an understanding of different ways to represent data using classification systems, comparison tables or charts and hierarchical taxonomies.



## Significance

**Understanding why significant people, places, events and inventions matter.**

This big idea invites children to explore the importance of significant people, places, events and inventions. They examine why things are meaningful to some and not to others, based on their values, beliefs and experiences. Through this big idea, children develop an understanding of key people, places, events and inventions that have changed their everyday lives and the world at large.



## Change

**Understanding why and how things have changed over time.**

This big idea invites children to find out about the causes and consequences of change and evolution. They investigate and explore how events unfold and develop an understanding of timelines and chronology. Through this big idea, children begin to make meaningful connections between past, present and future and begin to appreciate the unique position of their place in time.





National Curriculum Programmes of Study

**Subjects**  
(Disciplinary concepts and aspects)

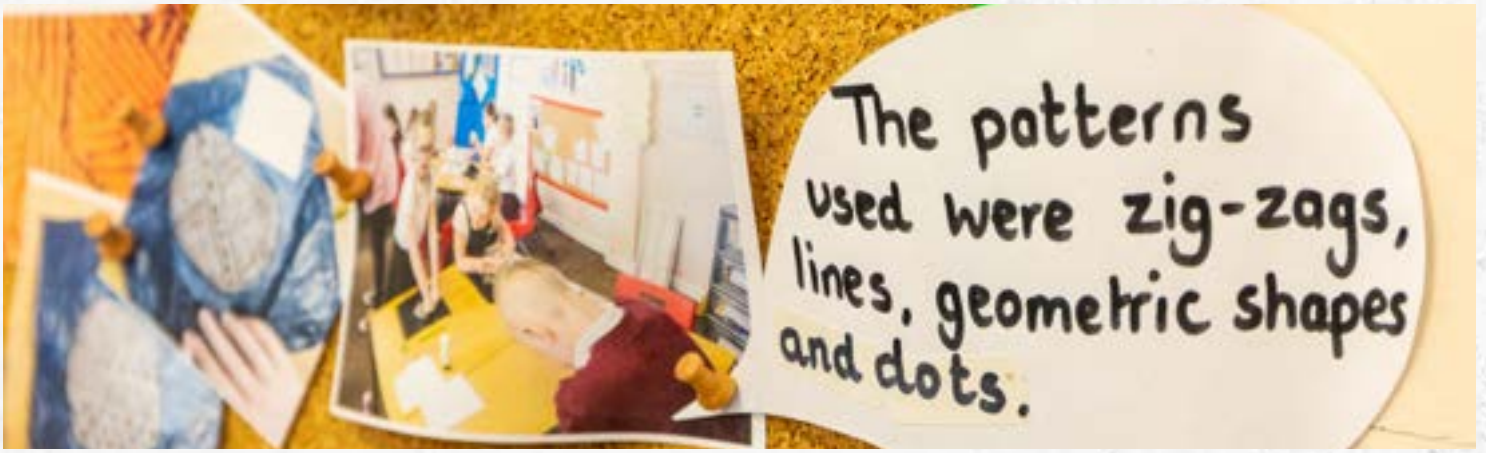
**Progression framework**  
(Knowledge and skills statements)

**Sequence of Projects**  
(Yearly overview)

**Sequenced Lessons**  
(Medium & short term planning)

**Activities & Resources**  
(Including knowledge organisers, quizzes and tests)





# The Planning Sequence

## Engage

Engage is a short stage in which children take part in a memorable experience to stimulate their curiosity, ask questions and make links to their prior learning. It provides an opportunity for cultural and real-world experiences and promotes discussion about the concepts introduced in each lesson or project.



## Develop

Develop is a longer stage of learning, where children delve more deeply into the knowledge and skills required to understand and build their conceptual understanding. Learning is well-sequenced and interconnected.



## Express

Express gives children a structured opportunity to reflect on their learning, test their knowledge and celebrate their achievements.



## Innovate

The Innovate stage provides crucial opportunities for children to retrieve previous knowledge and skills in order to apply them in new contexts.

# The Teaching Sequence

Most learning sequences (a lesson or number of lessons) at Churchfield follow our teaching sequence. Once a project has been planned and adapted through the planning sequence, our teaching sequence is used to deliver the actual content. This sequence gives a structure to lessons, and provides children with opportunities to be in control of their own learning, to think about how to think, and how they learn. Our sequence is rooted in research and based on the work of Alistair Smith and the Accelerated Learning Cycle, with engagement at its heart. Engagement is a key focus at Churchfield – we aim for every child to be actively engaging in learning, using a range of strategies to light the spark that develops a love of learning.

Our teaching sequence adds structure and a clear path for learning. The Accelerated Learning Cycle provides Early Career Teachers with a clear route for lessons, whilst still allowing our most experienced staff the creativity to explore.

*Adapted from Accelerated Learning: A User's Guide (Alistair Smith, Mark Lovatt, Derek Wise)*



## Links

The links phase is all about helping children to see the big picture. What do they already know? What have they already experienced? It's also about creating a moment for children to connect with the learning environment, and make clear links to prior learning.



## Activation

In the activation phase we help children begin their journey with their new knowledge. This is where the 'explicit teaching' happens. In our model, however, the aim is for children to be challenged to 'activate' their thinking through a range of activities and delivery methods.



## Activity

The activity phase is where children have the chance to work independently, collaboratively or closely with an adult. It's the moment where children have activated ideas in their minds. It's where they start to share their new knowledge and help each other to improve and develop it.



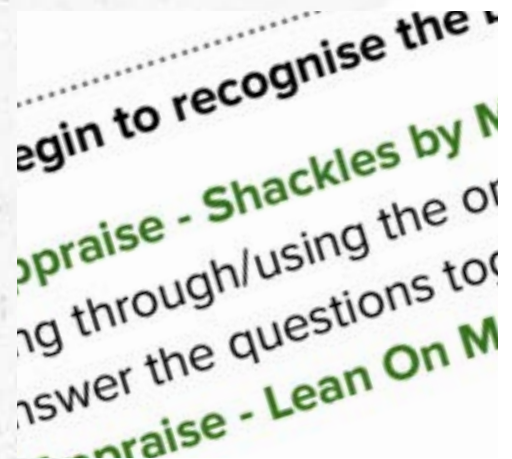
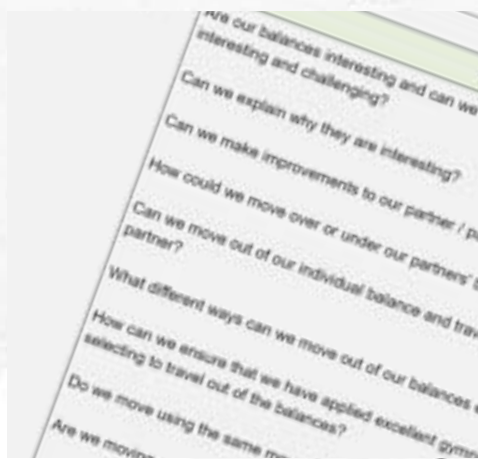
## Prove It/ Consolidation

This is the phase where children reflect on what they've learnt. It's where we give them more time to look at their new knowledge and evaluate it, a chance to 'prove it' and consolidate their learning.

# Lesson Sequences



Through Curriculum 22, and our other partner schemes, teachers are provided with a lesson-by-lesson sequence of learning. However, we know our children best - and staff adapt these sequences based on assessment and their knowledge of children to enable all children to grow, achieve & shine.



# The Environment

We believe that the learning environment is a key tool in the acquisition of new knowledge and skills, but also in helping children to remember more from previous learning. Every part of our environment is purposeful, and designed to maximise learning opportunities.

## Internal

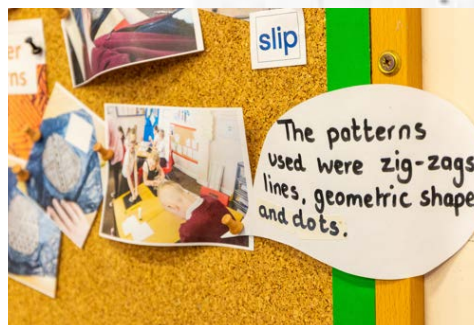
All of our internal displays (in classrooms) are used daily as working walls. These are designed to showcase the learning journey through a project - highlighting key vocabulary, tasks, images and developing as the project develops. The idea behind our working walls is that items can quickly and easily be added and removed.

We spoke to our children, and thought how we could make working walls even more accessible - so all borders of internal displays directly match the colour of the exercise book that project belongs to.

## External

Our external displays around communal areas are designed to showcase children's work in eye-catching and engaging ways! External displays all showcase work from the previous term's topics - acting as a constant reminder to children about what they have learnt previously.

We also encourage handwriting wherever possible on displays, even down to our Golden Award & Value Award displays; children hand-write their own name on their card and hang it with pride each week!



# Every Child, Every Time



Inclusion is central to everything we do at Churchfield. We offer a whole-school, Quality-First Teaching approach guided by our Special Educational Needs policy and Code of Practice. We aim to empower all of our children and recognise and celebrate all successes. Our experienced class teachers and support staff ensure that all our pupils with Special Educational Needs are given access to the curriculum as well as accessing the specialist-level provision provided within our school; ensuring our pupils are educated alongside their peers within the mainstream classroom, applying strategies from our wider provision. We offer a range of curriculum adaptations, and where applicable, personalised provision including a range of pathways for progression: informal, semi-formal and a formal curriculum. We are an ELKLAN Communication Friendly school, and use this as well as TEACCH techniques as part of everyday practice in classroom.

## Quality First Teaching & Interventions

We firmly believe that Quality first teaching is the most powerful tool to facilitate progress for our children. Quality First Teaching ensures that all children are provided with opportunities to grow, achieve and shine. A number of our children require additional to, and different, provision to enable them access to a range of learning opportunities in order to make progress. This includes an Elklan Communication Friendly Environment using highly focused and visual supports, and a range of interventions: Lexia Core 5, Beat Dyslexia, Nessy, Nessy Fingers WELLCOMM, Jump Ahead, Narrative Therapy KS1 & KS2, Little Wandle Keep Up, Little Wandle Catch up, Launchpad for Literacy, Same Day Intervention Maths, counselling (HEY!) COMPASS (SEMH support) and ELSA (Emotional Literacy Support). In addition to this we have a range of provision to meet specific areas of need, that are detailed below.

### TEACCH

TEACCH is a specialised approach supporting pupils with a wide range of need. We offer a dedicated area with a fully trained TEACCH practitioner and support staff. The provision offers support to our children who require a low arousal environment in order to access learning. Children access a highly structured session with learning broken into small, manageable steps with the aim of children developing independence and an ability to transfer and generalise skills. TEACCH is a whole school approach. As all our interventions, the ultimate aim is for children to access mainstream Quality First Teaching. The TEACCH approach is also replicated in classrooms at workstations where appropriate.

### Nurture & Wellbeing

Our Nurture provision provides a safe place for our children. It offers a short-term, focused intervention for children with social, emotional and behavioural challenges which create a barrier to learning within a mainstream class. Our Nurture provision is led by our Nurture Practitioner and Learning Mentor who also offer a specialist level resource including group intervention, individualised & personalised support for general mental health and well-being, bereavement and understanding and managing emotions. Our aim is for our children to develop the skills in order to access mainstream Quality First teaching.

### S.A.L.T

At Churchfield we have two full time SALT Practitioners who are ELKLAN Level 3 trained with additional Speech and Language Therapy Training. Children access a range of provision from personalised programmes set by Speech and Language Therapists to the delivery of Infant Language Link - an innovative programme used to identify and support children with mild to moderate SLCN and those new to English. The assessment also identifies children who may have more severe language needs, such as Developmental Language Disorder (DLD), so that these children can be considered for further investigations and diagnostic assessment with the speech and language therapy team. All programmes are monitored with all teaching staff informed and included with the therapy to ensure the children transfer and generalising skills learnt.

# Memorable Experiences



We aim to make all learning memorable, and this is supported by a wide-range of what we call 'Memorable Experiences' for our children. These may be trips out of school, visitors in school or other events to give learning a real-life context. All experiences are either heavily or fully funded by school. We run a one night residential in Y3 to Castleton in the Peak District and then a four day experience for our Y6 children to Tower Wood in the Lake District. We also run an annual visit to London for our School Council to visit the Houses of Parliament.

## Extra-Curricular Provision

We believe that learning doesn't start at 8:45am and finish at 3:20pm! We are immensely proud to offer an incredible range of after and before school activities for our children. These activities provide them with the opportunity to extend learning, or to further develop their interests. Every term we run an average of 23 different clubs, catering for up to 450 children! All clubs are either free, or heavily subsidised by school, particularly for our disadvantaged children.



## PE & Sport

On a daily basis, we see first hand the power that PE & Sport can have on children and families. Across school we promote the benefits of an active lifestyle for both physical and mental health. We have close working relationships with The Daily Mile, Totally Runable and Yorkshire Sport. Over the last few years Churchfield has been recognised as a Yorkshire Sport Centre for Excellence and PE Premium Award winner. We currently run over 100 extra-curricular sports events for all children, every year through our partnerships with Pro-Active School Performance, Grassroots Sports and Waterton Academy Trust. There's something for everyone!

## The Arts

We see The Arts as a form of communication that is essential for all children. Everything from our assembly music to the music taught in school is carefully curated. We offer music tuition in a wide range of instruments for all children in school, heavily subsidising this for disadvantaged children, as well as the opportunity for whole-classes to learn an instrument in Y4, and after-school clubs. We're always looking for ways to offer even more to our children, and have even had bands in school!





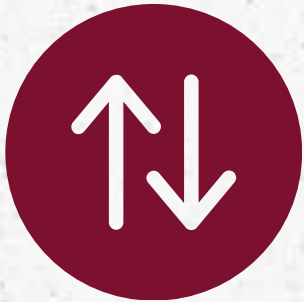
# Making Connections

Connections between knowledge is key to children knowing more, and remembering more. Our values and 'Big Ideas' enable children to build these connections, and we aim for children to form relationships between ideas within subjects.



## Horizontal

Horizontal connections are links made between ideas/ concepts/ knowledge in a range of subjects, but all within the same curriculum year – the links stretch across the curriculum. For example, applying knowledge of measurement when studying contour lines in geography.



## Vertical

Vertical connections are links made within the same subject, and linked to prior and future learning, moving 'up and down' the curriculum. For example, using knowledge basic spreadsheets to create a database in Computing.



## Diagonal

Diagonal connections stretch the length and breadth of the curriculum. They are oinks that are forged over a number of curriculum years, and over a range of subjects. For example, learning from a Y1 PE lesson that can then be applied in a Y4 science lesson.



*Adapted from Responsive Teaching: Cognitive Science and Formative Assessment in Practice (Harry Fletcher-Wood)*



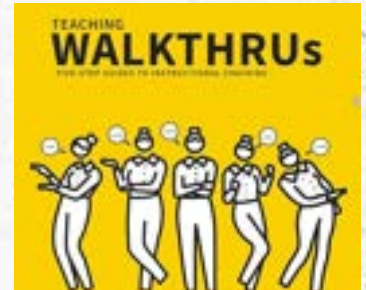
# Monitoring & Evaluation

As part of our culture of school improvement, monitoring & evaluation is a key aspect and tells us what is working well, what can be developed further and how we can continue to develop marginal gains to provide sustainable improvement and ensure every penny we spend as a school has impact. We take a tiered approach to monitoring, always starting with a line of inquiry and the question 'is this working for our children?'



## Coaching

From 2023-24 we are developing our approach to instruction coaching, through the use of Steplab and Teaching Walkthrus. This will form a significant part of our approach to staff CPD and developing staff, and tie in directly to our monitoring process.



1

## Preparation

Our monitoring process starts with our Monitoring & Evaluation calendar, and linking monitoring to our teaching calendar to ensure it is the most beneficial time. Staff have a range of tools to monitor, with a base sequence of planning checks, lesson drop-ins, books looks and pupil voice.

2

## Activity

Staff decide on their lines of inquiry, area of school (if applicable) and carry out a monitoring activity, before discussing their findings with SLT, and then communicating these to staff via a SEF Evidence form and individual feedback. Staff look for a golden thread through all monitoring activities.

3

## So What?

Leaders identify where practice is strong, identify where there are areas for improvement and offer support for staff to further develop and put improvements into place. Leaders then work with SLT to analyse where more in depth support may be required.

4

## Evaluate

Where no individual support or specific follow-up is required, staff evaluate their monitoring process and continue the cycle, all whilst offering continuous support and check-ins with staff.

## Ind. Support

Where it is identified that a member of staff may require some support to further develop, the subject leader is supported by SLT in delivering individual monitoring and support with set actions, all in a supportive way with our children at heart.

# Assessment


Assessment is another aspect of our approach to quality first teaching. Assessment helps us to ensure that our teaching is appropriate and that our children are making progress against key curriculum concepts and knowledge. Assessment is a key focus for us, and in 2023-24, all teaching staff are further developing their knowledge of and skills in assessment through the Evidence Based Education 'Assessment Essentials' programme.

## In-Class

Assessment is used all day, every day in class through various means - questions, tasks, discussions, independent work, and formal assessments. In 2023-24, we are developing entry and exit quizzes for wider curriculum subjects that show the acquisition of knowledge and skills over a projects. Teachers also use their knowledge of children to continuously adapt their teaching, and to provide valuable data in relation to pupil performance.

## Flashback Friday

Introduced in 2023-24, every Friday afternoon children access a 'Flashback Friday session. This recall-based session focuses on children discussing and recalling key knowledge from recent and past projects - all in engaging and creative ways. This may be a quiz, an individual activity, discussion, group-based activity, practical task and more.




## Environment

We use our environment as an assessment tool. All displays in classes are 'Working Walls' and used to assist in questioning pupil, promoting independence and referencing current knowledge. All of our external displays are based on the previous term's topic - giving children a constant refresher of previous learning and staff use these to ask questions and promote recall.

## Parents

Staff communicate all children's development to parents at two parents' evenings per year, and through their annual report. This includes how well children are doing in relation to the taught content and national curriculum objectives, as well as what parents can do to support at home.



# Support for Staff



Our motto of Grow, Achieve, Shine is not limited to our children. We believe that in order to provide the very best for our children and community, we need to invest in developing the best teachers in the world. Like our children, our staff are learners too and through a range of CPD and support, further develop their skills and knowledge of teaching history to ensure every child can succeed. We don't believe in standing still - our staff are always looking forward to find new, exciting and research-driven methods to improve teaching & learning.

## In-School Support

We believe that support starts in school - using our staff expertise to support and develop each other. Our school is using StepLab & WalkThrus to support the development of instructional coaching to create a culture of improvement. Our 1-year curriculum cycle also ensures that staff can reflect and review each year, and constantly improve the offer for our children. We provide teachers with the means to become experts in their year group and subject, as well as leaders at all levels delivering regular CPD.

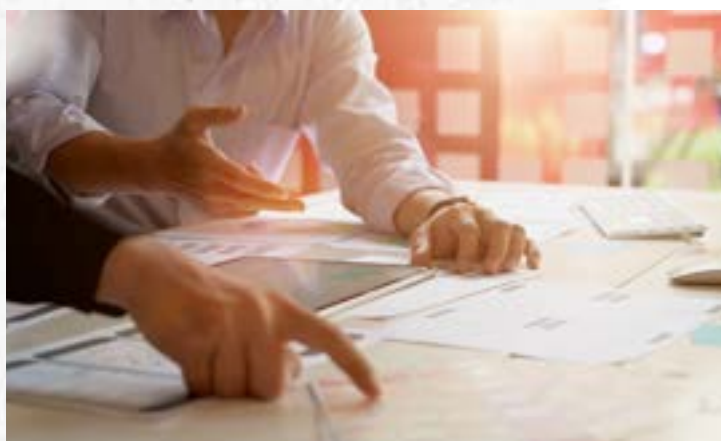


## Networks

Our teachers and leaders are all part of a range of networks, designed to enable them to work closely with colleagues in other settings and share best practice. We work with both our academy trust, local collaboration and wider local authority. We also have strong relationships with a number of settings nationwide, and we use these relationships to make Churchfield the best place to learn and work.

## Other Support

Our leaders are part of multiple professional organisations to further support them - whether that be AfPE, Historical Association or the IOL. We also work towards a range of national awards such as the PSQM, Arts Mark and many more. Being a school open to all development, we also take part in a number of supportive external reviews and peer reviews to ensure that everything we do is the best it can be for our children.



## External CPD

We also value external CPD, and see the benefits this can have on our staff. We have a significant number of staff who have either completed, are ongoing or soon to start National Professional Qualifications, as well as accessing history-specific CPD when appropriate.



Scan or click the QR code to see our curriculum in action!



Visit our X to see photos from our curriculum almost every day



@ChurchfieldPrim

