

Curriculum Statement 2020-21

Every year governing bodies are required to produce a whole school curriculum statement. This replaces the requirement under the School Framework and Standards Act 1998 for a curriculum plan.



Curriculum Rationale

At Carlton Junior and Infant School, we have designed our curriculum to offer a broad, balanced and meaningful education that allows pupils to acquire the skills needed for a rapidly changing world. The framework at Carlton incorporates the statutory requirements of the national curriculum, supported by other learning opportunities and experiences which meet the needs of each pupil.

Intent

Through a concrete, pictorial and abstract approach, we aim to ensure that learning is deeply embedded so that children not only acquire knowledge and skills but are able to apply, transfer and make connections in a range of situations.

In addition to gaining a sound academic understanding, the social, moral, cultural and spiritual development of our pupils permeates into every aspect of school life which is promoted consistently by all. By celebrating diversity and utilising the skills, knowledge and the cultural richness of the community we serve, we aim to provide our pupils with a sense of belonging, confidence in their own identity, respect for others and their responsibility to the wider world.

Our curriculum is therefore designed to advance our pupils through **3 key principles which are over arching by the school's core values and character drivers.**



Academic Competence

- Numerical fluency, application and reasoning
- Linguistic fluency and cohesion
- Technological understanding
- Critical, inquisitive and analytical Expressive, creative and artistic
- Use, apply, transfer and connect learning

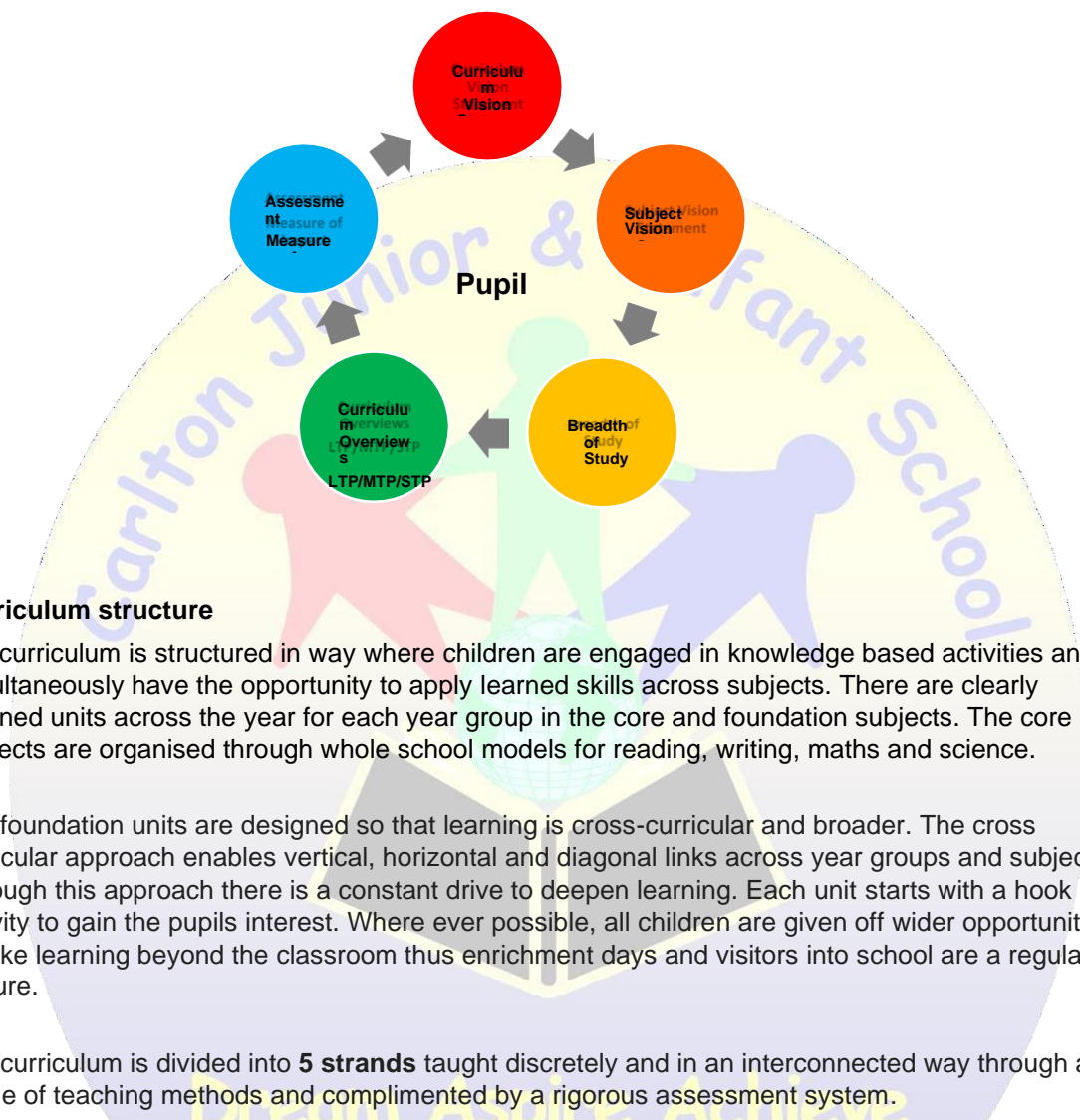
Emotional Grit

- Self aware
- Aware of others
- Optimistic
- Solution focused
- Resilient
- Diligent
- Independant
- Reflective
- Open minded
- C.JI Character drivers (See Behaviour Principles and LTPs)

Social Confidence

- Clear communication
- Good listening skills
- Connect with audience
- Courteousy and rules (See ettiquettes list, British Values and Behaviour Principles)
- Entrepreneursip

Implementation and structure



Curriculum structure

Our curriculum is structured in way where children are engaged in knowledge based activities and simultaneously have the opportunity to apply learned skills across subjects. There are clearly planned units across the year for each year group in the core and foundation subjects. The core subjects are organised through whole school models for reading, writing, maths and science.

The foundation units are designed so that learning is cross-curricular and broader. The cross curricular approach enables vertical, horizontal and diagonal links across year groups and subjects. Through this approach there is a constant drive to deepen learning. Each unit starts with a hook activity to gain the pupils interest. Where ever possible, all children are given off wider opportunities to take learning beyond the classroom thus enrichment days and visitors into school are a regular feature.

The curriculum is divided into **5 strands** taught discretely and in an interconnected way through a range of teaching methods and complimented by a rigorous assessment system.

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
Core Curriculum	Creative Curriculum	Precision Curriculum	Alternative Curriculum	Expand Curriculum
Reading, phonics, writing, grammar, maths and science (NC 2014) In Reception each strand is taught through continuous in/outdoor provision	Topic based approach through the arts, technology and cross curricular maths, reading, writing, computing, (NC 2014) Including RE (Kirklees agreed syllabus), PHCE, RSE	Interventions, catch up, recall, reboot, boost, stretch and secure sessions.	Personalised nurture, flexi schooling, counselling, art therapy, mindfulness, safety, relationships, social skills and outdoor learning	Split into further 3 strands: CHOICES 5a) life skills 5b) life consequences 5b) Life opportunities Extra-curricular After school clubs Inter/intra sports competitions. Expressive Arts P4C/Debates Enterprise programme Community contribution The above includes visits and residential.

Impact

Central to this is the unwavering high expectations and the measure of impact. All learners are tracked with the aim of ensuring that they reach their full potential and any differences are diminished. Where we see differences or gaps, actions are swiftly put in place to address them.

Subsequently, in 2019 we have been ranked as the number one school in the borough of Kirklees and amongst the top 3% in England.

We have attained recognition for best practice in a range of areas and have gained several awards and are now amongst the first to achieve some of these awards in the region of Yorkshire and Humber.

Throughout the pupils' journey the schools endeavours to add significant value to their starting points regardless of academic ability. Hence we continuously instil the school vision to **Dream, Aspire and Achieve.**

The above is a summative statement which is supported by the following policies:

- Teaching and Learning Policy
- Assessment Policy
- Subject Policies/statements
- Inclusion Policy
- Safeguarding policy

Reviewed and recompiled March
2019 Ratified by GB March 2019



Dream Aspire Achieve