

Carlton Junior and Infant School Curriculum Statement

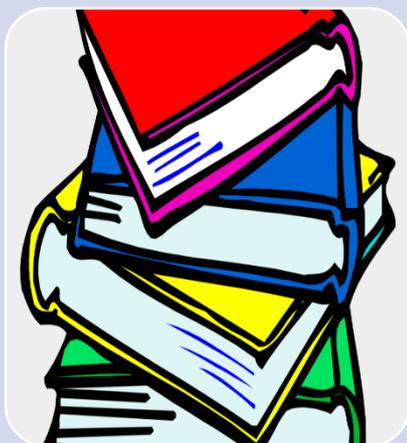
2021-2022

Intent

The Carlton Junior and Infant School (CJI) curriculum is designed to provide a broad and balanced education that addresses all children's needs. It offers opportunities for children to develop, with high expectations, as independent, confident and active learners who know how to make a positive contribution to their community and the broader society. The programmes of study are designed to ensure high academic, innovative and pro-academic achievement. The framework at CJI incorporates the statutory requirements of the National Curriculum 2014, supported by broader learning opportunities and experiences which meet the needs of each pupil in a rapidly changing world.

We seek to ensure that learning is deeply integrated through concrete, pictorial and abstract approach, so that children not only gain knowledge and skills, but can experience, apply, move and create connections in a number of circumstances. The social, moral, cultural and spiritual growth of our students permeates every aspect of the school, in addition to obtaining a sound academic understanding. This is further complimented through the philosophy for children framework and a range of pedagogical approaches to deeply embed learning experiences and understanding.

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



Academic Competence

1. Numerical fluency
2. Linguistic fluency (verbal and written)
3. Technological understanding
4. Critical thinking
5. Problem solving
6. Agility and Adaptability
7. Scientific inquiry, hypothesising, testing and analysing
8. Use and apply learning
9. Connect and transfer learning
10. Entrepreneurial and innovative thinking



Emotional Grit

1. Self awareness
2. Awareness of others
3. Self regulation
4. Growth mindset
5. Resilient
6. Diligent
7. Independent
8. Reflective
9. Proactive
9. Competitive
10. Hobbies and interests



Social Confidence

1. Confident body language and communication
2. Good listening skills
3. Connect with audience
4. Courtesy and adherence to rules
5. Worldly knowledgeable
6. Environmentally compassionate
5. Authenticity and integrity
6. Decisiveness
7. Collaboration and cooperation
8. Decision making and risk taking
9. Moving beyond comfort zones
10. Safety of self and others including online.

Curriculum structure

In order to ensure good coverage and progression, our curriculum is structured in a manner 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 in a manner where the content and depth become increasingly progressive as the children move from Infants to Juniors. A topic-based approach further enables cross curricular learning which helps to connect and consolidate core learning vertically, horizontally and diagonally. Through this approach there is a constant drive to deepen learning in all areas of the curriculum. Each unit starts with a hook activity to gain the pupils interest.

The Programs of Study (PoS) show a consistent development direction from reception through to year 6 in each subject area. The learning objectives are seamlessly corroborated with our whole school assessment system -Target Tracker.

At the end of each school year, we expect pupils to meet age-related standards as specified in the National Curriculum. At all levels, children are encouraged to attain their potential. Those that are most talented are challenged and assisted by offering tasks that provide opportunities for greater depth and supported and personalised support for embedding skills, developing at their own pace, or simply learning in a style that best suits their individual needs. Our inclusive practice means that pupils with varying needs will have accessed broad learning experiences which should equip them for their next stage in learning.

Implementation

To fulfil the Intent, the CJI curriculum framework is implemented through **5 strands** taught discretely and in an interconnected manner. Timetables are consistent and clear and accommodate every subject.

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 prov	Topic based approach through the arts, technology and cross curricular maths, reading, writing, computing, (NC 2014) Including RE (Kirklees agreed syllabus), PHCE, RSE,P4C	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/Debate s Enterprise programme Community contribution The above includes visits and residential.

The CJI curriculum framework provides children with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. The use of advanced technology such as VR glasses, virtual partnerships, visitors and workshops at school, further stimulate thinking and enrich children's experiences. This is particularly advantageous when children are unable to experience life beyond their homes and their immediate community. The children's own community, its heritage and traditions are frequently used as a starting point for engaging interest.

We offer a wide and varied selection of enrichment learning for our students outside of the core curriculum which further broadens learning experiences. Varied timetables for extra-curricular and enrichment activities are organised throughout school and they include a full range of sporting, cultural and artistic activities, regular clubs and activities related to specific subjects. In addition, trips and visits during the school day and over longer periods involving overnight stays all serve to add value to the taught curriculum. Music and performance have a high profile in the school and the school has a specialist music teacher, with each child receiving a weekly music lesson. Additional and singing opportunities take place during assemblies, performances and choir practise.

The development of the international dimension of the curriculum is recognised by its achievement of the British Council's 'International School Award'. The CJI curriculum has gained further recognition through the DFE's Teaching for Maths Mastery approach, One Education Reading Gems approach, Phonics RWI program, the NACE Challenge approach and Philosophy for Children. Our strong nurture program quickly identifies and addresses needs helping children to settle and learn confidently with their peers.

Overall the school's curriculum is broad and balanced with a focus on raising aspirations, engendering a sense of personal pride and achievement and ensuring relevance in learning.

Impact

The school is proud to provide a highly inclusive atmosphere, where learners display high levels of enjoyment in their education, and in most subjects and areas of learning, most make very good progress. Children are encouraged to attain their ability at all stages. Those who are most capable are challenged and supported through learning tasks that offer opportunities for greater depth and mastery. . Innovative practice across the school provides a strong foundation and opportunities for children to work together indoors and outdoors and develop social skills. This curriculum design ensures that the needs of individuals and small groups of children can be met within the environment of first wave teaching of high quality, supported, where appropriate, by targeted, proven interventions.

Central to this is the unwavering high expectations and the measure of impact. Thus, subject leaders play an important role in the curriculum's success by leading a regular monitoring, evaluation and review program. The celebration of good practice contributes to the ongoing commitment for further development and improvement. Training and the chance to continue to improve their own subject knowledge, skills and understanding are offered to all subject leaders, so that they can stay abreast of current research and recommendations for best practice. Subsequently, we have attained recognition for best practice in a range of areas and have gained several awards. We are amongst the first to achieve some of these awards in the region of Yorkshire and Humber. We are currently ranked as the highest performing school within the borough and amongst the top 1% in the country for core learning. The school oversubscribed and a popular parental choice.

Our children love being pupils at CJI and due to quality learning experiences, they leave as confident numerate and articulate individuals who end up joining reputable higher and further education institutions. We strive to add tremendous value to our children's learning journey, regardless of academic capacity, and we constantly instil the vision of the school to **Dream, Aspire and Achieve... beyond excellence.**

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 January 2021 Ratified by GB January 2021.