

## **Our Curriculum**

The staff, pupils and school community are working on areas identified in the May 2021 Ofsted inspection.

**‘Leaders are developing their plans to ensure that all areas of the curriculum are equally ambitious and well sequenced. Currently, they are focusing on science and history. Leaders should review existing wider curriculum planning to ensure that essential knowledge is explicitly identified and sequentially mapped out from Nursery to Year 6. For this reason, the transition arrangement has been applied in this case’.**

**Copperfield has an ambitious and aspirational curriculum designed to meet each individual’s needs and to give all learners the knowledge and cultural capital they need to succeed in life. Strong teachers have been appointed to key posts within the school. They are aware of national curriculum developments, pedagogical developments, and a range of strategies have been implemented to improve practice to meet the needs of pupils effectively’**

## **Ethical, informed Individuals.**

At Copperfield we aim to build confident, open-minded individuals who feel safe and secure within a caring environment based on mutual respect where everyone is valued and is able to maximise their individual potential. Children from our community may need to develop their self-esteem, confidence and communication skills. An example of this is our comprehensive PSHE curriculum, weekly Values Assembly, and expansive Wellbeing Programme, which all support with self-esteem, independence, perseverance and self-discipline. Our curriculum will also prepare our children to successfully engage with the wider community, as we educate the children on inclusivity and British values. Our ‘hands-on’ approach to learning in all areas of the curriculum will ensure the children have many opportunities to practice the traits and values they are learning on a daily basis.

## **Ambitious Capable Learners (Skills and Knowledge).**

Our aim is to make learning exciting, enjoyable, relevant and appropriately challenging to build upon what learners already know. Reading is at the heart of our curriculum, it is central to all that we do. Children will read and enjoy a range of books from a myriad of genres. Enriching the children’s vocabulary, knowledge and imagination. We also aim for every child to become confident and competent mathematicians, achievable through our maths mastery approach. Beyond the core subjects, the children’s knowledge and awareness of how the wider curriculum, such as the arts, humanities, and sports, can be applied in, and have an impact on, their community will be explored. The children will be able to recite key facts and demonstrate their learning of news skills through various forms of outcomes.

## **Experiences to Inspire**

Aware that children seldom explore beyond their very immediate community, our curriculum is designed to broaden the children’s horizon. To inspire. The curriculum will be brought alive through hands-on experiences designed to teach and link new skills and knowledge to prior learning. Where possible, the learning will happen beyond the classroom, either on the school grounds, local community or beyond. To enhance their learning for each topic, the children will meet knowledgeable and engaging individuals (virtually or physically) whilst also immerse themselves in the worlds of craft, art, food and sport – taking the learning of skills and knowledge beyond textbooks and into real life experiences. Reach2’s 11b411 has also been embedded into our curriculum, to help enrich the children’s learning even further.

## **Successful in Society**

Mindful that some challenges in the local community could have an impact on the children’s learning and progress, the school continues to be an outward looking school. Through using the curriculum and resources at our disposal, we openly encourage the parents to engage with, and learn from, the children’s curriculum and thus better place them to progress and prosper along with their children.

Termly invitations to curriculum days, parent & teacher curriculum conferences and parent workshops with keynote speakers all come together as a package of support, upskilling and development for parents. This level of support for the support network is designed to elevate the standing of education, increase parental engagement and drive progress in the community. Running throughout the curriculum are our values we embed the 6 values in everything we

### Learning Values, Learning Skills and Moral Attitudes



### Curriculum Implementation

The curriculum is based on good quality resources. English is taught through quality whole class texts via pathways, and Maths is taught through the adapted Reach2 curriculum, with concrete manipulative props used every lesson. The rest of the curriculum is based around the Reach2 curriculum, where immersive-based learning features highly and every half-term and lesson are built around a key focus. The school has adapted the curriculum to help reflect and represent the diversity of our pupils. Creativity and teacher expertise is woven into the curriculum with specialist teachers (in Art, PE and ICT) working with children, sharing good practice and ensuring that learners learn from the best.

Each subject area has a subject intent, implementation and impact handbook, and an annual action plan which outlines development opportunities and clearly links with the school development plan.

### Curriculum Impact

The impact of the curriculum is monitored through triangulation of outcomes: pupil voice, test/data outcomes, planning, monitoring of books and displays, lesson learning walks, discussions with teaching staff, pupils and parents.

Pupils, parents and staff are consistently and regularly consulted about the curriculum and the impact that it makes.

The desired outcomes of the curriculum will ensure that pupils are well rounded students, ready to embark on high school education. They will be equipped with the foundations and skills to achieve success in later education. Pupils will have an understanding of what they are good at and have developed skills to face their challenges.