

# CHESTERTON SCHOOL CURRICULUM STATEMENT



## Our Curriculum

At Chesterton we believe in the need for an engaging, skills led curriculum, which encourages and nurtures children's self belief, enthusiasm, independence, curiosity, resilience and emotional intelligence. We want our pupils to think creatively and with increasing independence, developing the learning skills, self-reliance and adaptability they will need to meet the challenges of the 21<sup>st</sup> Century.

To this end we plan for learning using the Creative Learning Journey – a creative, skills based curriculum tool, focussed on a cross-curricular approach, with seven essential areas of learning:

- Personal Social and Emotional Development
- Communication and Language
- Literacy
- Mathematics and Computing
- Understanding of the World
- Physical Education
- Expressive Arts and Design

From Reception through to Year 6 children's learning is fostered through age appropriate 'thematic' units (usually lasting for a term), with subjects and skills being integrated in a meaningful way.

Children receive discrete English (including specific phonics teaching) and maths (including specific counting skills) sessions during the morning, where teachers plan and assess learning with reference to the 2014 National Curriculum orders and the EYFS Development Matters guidance in reception, though where possible they seek to integrate learning with that term's topic.

Staff plan and assess children's learning in all other subjects against a continuum of skills, progressing from the Foundation Stage to Year 6. This 'topic-type' approach to planning also allows staff to develop flexible learning opportunities and activities, which respond to, and inspire children's interests.

We aim to engage children's interest in each topic with a 'wow' activity. This could be a visit out of school, a specialist visiting or an 'activity day'. Also, we very much welcome the contributions of parents, carers and the wider community and we hope to draw on their knowledge and experience whenever possible. Sometimes topics lend themselves

more to a particular subject focus, for example science or history. Where this is the case, the range of topics selected over that year is chosen to enable adequate coverage of all subjects over the school year. Throughout the topic children are working towards some form of presentation which will allow them to share some of their learning. Presentations have included assemblies, classroom galleries or exhibitions, drama productions and open afternoons.

## **Our Aims**

### **Teaching:**

- Learning is vivid and real and actively engages students in their learning.
- Understanding is developed through enquiry, creativity, e-learning and group problem solving.
- Learning is an enjoyable and challenging experience:
- Learning is stimulated through matching teaching techniques and strategies to a range of learning styles. Work is well matched to the needs and abilities of individuals, providing variety, pace and challenge.
- Learning experience is enriched by topic based approach and skills learnt are transferable across the curriculum.
- Assessment for learning is promoted in all areas and makes children partners in their learning.
- Interactive ICT enriches and supports learning opportunities.
- Time and resources are used effectively. TA's support learning and progress.

### **Learning:**

- All children make good progress in their learning.
- Pupils know the expected outcomes and the progress they are making. They evaluate their work against agreed criteria and identify areas for improvement.
- Pupils actively seek feedback to enable them to improve on their previous performance.
- Pupils have positive attitudes and behaviour is good. They collaborate well with each other.
- Children use independent learning and thinking skills.