

Whole School Intent

The curriculum intends to promote Christian values

Clearwell CofE Primary school is a church school that prides itself on teaching Christian values throughout its curriculum and the wider life of school. As a church school, the children learn about Christian values, as well as those of other faiths, in order to prepare them as caring and considerate members of society. All values are nurtured and highlighted throughout all teaching and are fundamental to the children's attitudes towards learning. They help support a growth mindset and also help build relationships and attitudes beyond the curriculum. Periods of reflection and worship support learning attitudes and the ability for children to understand how Christian Values can aid learning new skills; acquiring new knowledge and supporting others to do the same.

Children are also given the opportunity to listen to Bible stories during our weekly assemblies. They are provided with opportunities to appreciate the beauty of language e.g. through poetry, respond to literature and have empathy with characters. By reading non-fiction texts, children can appreciate how people felt in real life events. We hope that as their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions, using their reading to support this.

The curriculum intends to be experience based

It is recognised that children start school with a wide range of different experiences. The curriculum is planned to extend and enhance these experiences. An in-depth knowledge of each child allows staff to plan individual programmes and experiences to fill in any gaps in developmental progress. Staff ensure children's learning, where possible, is based on hands-on experiences; meeting visitors who can inspire children and visiting places of interest which ensure children have first-hand experiences.

On top of the taught reading sessions, the school prioritises class novel time. This is an opportunity to experience reading in a safe and supportive environment. Children are exposed to texts that inspire and engage them which they may not yet have the capacity to decode for themselves. In addition, there is an annual Poetry Day event where pupils are immersed in a classic or modern poem and engage in related activities to foster an awareness of and love for poetry. World Book Day offers another opportunity to engage in activities linked to a text or range of texts across the whole school.

The curriculum intends to use technology to enhance learning

We recognise that in a society that relies so heavily on technology, we have a duty to prepare our pupils to operate effectively and safely in the modern world. We aim to provide opportunities for pupils to learn about how technology can be used to enhance learning and awaken interest in the possibilities that exist now and those that might follow in the future.

The ability to access and read online material and engage with it safely is a key element of all areas of our curriculum. It is used to promote learning and the acquisition of skills and knowledge in all subjects.

The curriculum intends to raise self-esteem and self-confidence

Throughout all aspects of school life staff promote a can-do attitude and celebrate the successes, resilience, perseverance and progress of all children. This is particularly apparent at Clearwell as, due to our small numbers, all children are given the opportunity to develop their self-esteem and self-confidence. Clearwell recognises the opportunities that small school teaching can provide and promotes mixed age learning to support and challenge all pupils. The curriculum is structured to provide the children with the opportunity to experience their full entitlement in a supportive environment that celebrates perseverance and resilience to challenge. We recognise that some children may need support to maintain their well-being and we will seek to do this in a nurturing and positive learning environment.

Whole class novel and guided reading sessions ensure that all children have the opportunity to thrive and learn from one another. Children work together to analyse texts and do not feel that tasks are made more simplistic. Support is given via teacher/teaching assistant intervention and children are challenged through questioning and the expectation that they can support others or fully explain their thinking. Through accessing the same text, no "ceiling" is put upon a child's reading experience.

The curriculum focusses on the core skills of Reading, Writing and Maths

Staff recognise that for children to succeed beyond the classroom the skills of reading, writing and maths are crucial. Children start school with a range of levels of understanding and development for their age group. The school recognises some children will need extra support in order to close these gaps. Staff work closely with parents and carers to help children succeed.

Children are also expected to answer questions verbally in full sentences when asked and are encouraged to write in full sentences where necessary. Spellings are also identified in children's guided comprehension books through marking.

The curriculum has a clearly mapped out progression of skills and knowledge

Staff recognise that in order for children to learn effectively, it is important that the taught curriculum is carefully mapped out. The rolling programme of three and four-year curriculum cycles allow children to acquire and develop these skills, revisiting them and reinforcing them continually. This ensures that long term acquisition of skills and knowledge is embedded. Each curriculum area has been considered to ensure that the benefits of mixed age teaching can be maximised whilst still providing adequate challenge and progression within each key phase of primary education.

The adoption of the Read, Write, Inc. synthetic phonics scheme means that there is a systematic structure to the teaching of reading. The use of reading schemes and guided reading material further up the school ensures that pupils access reading material which is appropriate to their age and stage of development.

Pupils are encouraged to use their reading skills in all subject areas to deepen their knowledge and enhance the skills they are developing.

Reading

Curriculum Intent

The curriculum has a focus on developing Speech and Language

Some children enter school with Speech and Language development below the expected level. As such, staff tailor the curriculum to prioritise this aspect and utilise opportunities both within formal and informal learning. From the first weeks at Clearwell, children are encouraged to develop their speaking and listening skills through performance, stories, singing, rhymes and role play. The unique set up of multi-age classes means that the children have role models to imitate and learn from. The development of oracy skills is key in developing the ability to communicate in writing.

Daily phonics sessions in EYFS/KS1 focus on speech and language development in terms of their ability to articulate sounds and speak clearly. In guided comprehension sessions, children are expected to respond orally in full sentences. There is also a focus on the acquisition and understanding of new vocabulary. The acquisition of fluency and related prosody understanding ensures that pupils develop an awareness of the importance of intonation, stress and rhythm when speaking.