

Be ambitious; Be curious; **Be you**



Our Curriculum Offer 2023-24

Our curriculum intent: As a result of a high quality and ambitious curriculum, children are courageous learners and lifelong readers. They have a deep love of others and their community. They are knowledgeable and prepared for learning and life beyond St Chad's.

Our curriculum is designed and planned with our curriculum intent at the core. Our curriculum is designed around our school context, community and life after St Chad's. Parts of our curriculum we share with other ATLP Schools and other parts are different to ensure that we meet the needs of school context. Decisions within our curriculum are carefully considered and researched based to incorporate retrieval of previous learning and development of new knowledge. We regularly monitor teaching and learning within our curriculum, making adjustments and changes when necessary to suit the needs of our learners.

See below which staff will lead particular subjects in September. We are now using a faculty model to lead subjects across the school. Teachers work in groups to develop subjects collaboratively. Each faculty has a lead staff member, who liaises with their faculty team regularly. This ensures that staff can work together to keep up-to-date with the latest subject developments and initiatives.

Faculty	Subjects	Faculty Leader
Humanities	English Reading/Writing English Phonics RE History Geography French	Miss Cornwell
Arts and Active	PE Music Art	Miss Board
STEM	Maths Science Computing DT	Mrs Brown
Personal Development	PSHE Forest School Children's University Enrichment Nurture	Jenny Bee
Subject		Leader

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Whole School Curriculum Leader	Mrs Litherland
SIAMS Leader	Mrs Aitken
RE Leader	Mrs. Prime
EYFS Leaders	Mrs. Prime/ Mrs. Litherland
Learning Futures Lead	Mr Doyle

ATLP Curriculum

Some subjects will be taught using the ATLP curriculum as the basis. This curriculum is designed and written collaboratively with expert staff from primary and secondary settings. This is continually evolving and developing as new curriculum guidance is released. It is evaluated and developed by subject leaders, headteachers and MAT leaders, ensuring that it is designed with the core skills and knowledge at the heart so that children know and remember more. The collaboration of staff provides opportunities to plan for children to move beyond primary years and to be prepared for the next phases of their education.

We adapt the curriculum to suit our school setting, so that pupils know and remember more. As with every approach we use across the curriculum, lessons are planned by your child's class teacher and adapted to suit the needs of the class, whilst considering and ensuring core knowledge and skills and not only taught but embedded and revisited when needed.

Schemes / Approaches

We take the decision to implement an approach very seriously and this is only done with careful consideration, research and trials to ensure this is the best fit model for our school. Whole school approaches provide consistency and progression to ensure that learning can flow and be built on each year as children move through St Chad's. No scheme or approach is perfect, which is why teachers use approaches for core learning and skills and make adaptations when necessary.

Detailed below are curriculum outlines for academic year 2023-24:

English:

- **Daily reading for pleasure** – Every day there will be an allocated slot for whole class reading for pleasure. These texts are carefully selected and planned for in our reading for pleasure reading spine. They are inclusive, diverse, age appropriate and designed to expose children to a range of texts and authors.
- **Daily whole class reading Y2 to Y6** – The reading sessions focus on reading skills and comprehension, particularly the reading domains set out in the national curriculum. The texts studied are the focus text for English writing. These are planned for progressively within our reading spine and are also inclusive and diverse.
- **Talk 4 Writing approach Y2 to Y6** – We will be using the Talk4Writing approach to teach the skills of writing to develop fiction and non-fiction writing. This approach follows a cycle of imitate, innovate and intent for the writing process which means children have the chance to imitate a story, change it and re-draft it into a new version.

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- **Handwriting** – We will be developing our handwriting through the use of Oxford Owl Handwriting, which has been carefully selected to follow on from our phonics handwriting and gradually introduces cursive writing.

Phonics:

- **Read Write Inc approach** – We will be continuing with the Read Write Inc approach to teach phonics in EYFS and Year 1. We will also deliver phonics interventions throughout the school, where needed. In the next academic year, parents/carers will be invited to join our phonics sessions.

Maths:

- **Maths No Problem approach** – We will use the updated version of maths no problem, which incorporates learning to close gaps and provide more opportunities for problem solving and progression into the next year group. We have seen improvements in maths outcomes for pupils during our time of using maths no problem. We will continue to supplement the Maths No Problem approach with other challenges and opportunities for problem solving as we do currently.
- **Daily Fluency** – Children will take part in daily fluency tasks to improve their accuracy in recall of core mathematical concepts.
- **Times Table Rockstars & Numbots** – We will be continuing with both of these into the new academic year. This has had a positive impact on children's recall of number facts and fluency in the maths curriculum.

RE:

- **Children Leading Collective Worship** – We will be working closely with Lichfield Diocese to grow children in leading worship confidently.
- **Understanding Christianity and Discovery RE** – We will continue to use these approaches to ensure consistency and depth in our RE teaching and learning. As a faith school, currently approximately 2/3 of our RE curriculum is Christianity and 1/3 other faiths, which at the moment is Islam. In September, we will be introducing a new religion to our RE teaching of other faiths and will be teaching Hinduism in some year groups.

Science, History, Geography, French, DT, Computing and Art:

- These subjects will be taught using the ATLP curriculum. Teachers will continue to plan individual lesson for all subjects and adapt to suit the needs of learners. E-safety is taught every half term in all classes, we also celebrate e-safety week. (See ATLP information above)

Music:

- **Charanga** - Music will be taught through the use of Charanga and Miss Board will continue to lead singing worship where she will embed and teach some key concepts to the whole school.
- We offer peripatetic music lessons for drums, guitar, keyboard/piano, flute, recorder, clarinet and brass instruments. Please contact the office for costs.

PSHE:

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- **PSHE Jigsaw approach** – We have used this throughout this academic year. Monitoring and pupil voice has shown this is having a positive impact on PSHE teaching and learning. We will be continuing with the PSHE approach in September. Whilst we use the approach, teachers use it as a basis for learning and adapt it as necessary for pupils in their class.

PE and Forest School:

- **PE Teaching** – Some teachers teach PE alongside a sports coach from Aston Villa. They will have inside and outside PE sessions throughout the school year. Teachers plan and deliver all other PE lessons.
- **Forest School** – Classes will each take it in turns to participate in Forest School; this takes place during Friday afternoon and is by our trained Forest School lead, Miss Gough. This runs half termly for an hour and a half and classes will have an allocated half term in which they complete a forest school block.

Enrichment and Children's University:

- **Children University** - The Children's University is a charity that works in partnership with schools to develop a love of learning in children. This is achieved by encouraging and celebrating participation in extra-curricular activities in and outside of school. Children collect stamps online, which enable children to earn certificates and badges.
- **Community** – Across the year, classes undertake community projects, providing an opportunity for children to embrace their local community.

Extra-Curricular Activities:

- **Clubs** – We aim to continue to deliver a range of enrichment after school clubs delivered by teachers and external providers, increasing our sports provision for extra-curricular activities.

Other Provision:

Other provisions are accessible to children based on their individual learning needs.

- Mrs. Rowley (our family support worker) and Mrs. Hillman are ELSA trained (Emotional Literacy Support Assistant). This intervention is accessed through an internal referral system based on pupil need.
- Nurture groups take place with Mrs. Rowley and Mrs Hillman for referred groups of pupils, based on individual need.
- Children who access speech and language, play therapy, autism outreach, communication support work as part of their SEND provision continue to have access to this depending on their learning plan.
- Various members of the teaching team and learning support assistants will continue to deliver Read Write Inc Phonics interventions and fast tracking.

Inclusion, Community and Charity days/weeks:

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- We will continue to celebrate various special days/weeks throughout our school year, for example Black History Month, Chinese New Year, Career and Aspiration Week, Sports Day, Safe Internet Day
- **Picture News** - We will continue to hold a Picture News worship weekly. This promotes diversity, inclusion and educates children about current events in the news. For example, this year we have learned about body image, dwarfism, autism, hearing disabilities, recycling, climate change, war and road safety.

From our reading spines to worship, we aim for diversity and inclusion permeates throughout the whole curriculum. This is part of our school mission of be ambitious; be curious; be *you*.