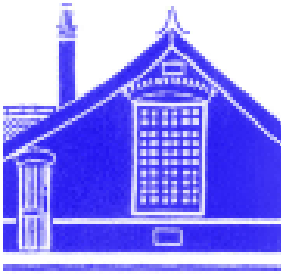


# Chipping Hill Primary School Curriculum Vision



*“Going further than I thought  
Reaching higher than I imagined  
Success beyond my hopes and dreams  
Becoming the person I need to be”*

## Curriculum Intent:

At Chipping Hill Primary School we believe 'a highly effective education must promote life in all its fullness'. We hope to offer this for all children and be true to our inclusive vision and values. Through our curriculum, we aim to educate the whole child for 'wisdom, knowledge and skills; for hope and aspiration; for community and living well together; and for dignity and respect'.

We offer all our pupils a broad, rich and ambitious curriculum covering all National Curriculum subjects and which is built around powerful knowledge and cultural capital alongside meaningful, engaging learning experiences. We bring learning alive and build a sense of reason and purpose to equip our pupils with the skills they will need along their educational journey and into the real world. Our curriculum is designed to be accessible to all, to include the most disadvantaged, SEND and high needs pupils and it is monitored and adapted to meet the changing needs of our school community.

Our pupils are taught to recognise the discrete subjects and there is a clear and seamless progression of skills from EYFS through to Year 6. We have adopted a mastery approach to learning, teaching from the top using a cascade model of delivery. Pupils have the opportunity to move beyond binary learning into Limitless Learning. Memory strategies are widely used to embed the core knowledge and allow pupils to make meaningful links in their learning across the different year groups and the subjects or concepts studied. We will strive to ensure that all our pupils will receive an education second to none.

We want our pupils to go beyond their own experiences and to dream big, to be inspired to think "Why can't I?" and to be empowered to take control of their own learning.

## Curriculum Implementation:

We successfully incorporate 'Dive in Deeper' experiences to allow for depth of coverage and to promote purposeful application of key knowledge and skills. Learning is ignited through intriguing Big Questions. Pupils have the opportunity to experience a wide range of written

and practical tasks alongside a range of stimuli to engage and inspire them and to make learning memorable within meaningful contexts. Tasks are scaffolded to enable all pupils to access the learning and concrete, pictorial and abstract resources support the delivery of the curriculum. Limitless Learning tasks provide ambition and challenge and can be accessed by all pupils. Quizzing and other strategies, including knowledge organisers, are employed for retrieval of knowledge and prior learning so as to ensure knowledge and skills are retained and revisited.

Subject leaders undertake regular subject monitoring to ensure that each curriculum subject is up to date and meets the needs of all our pupils.

### Curriculum Impact:

AfL is embedded into our school culture with a clear, structured assessment system in place. Children's progress is tracked by class teachers, subject leaders and SLT. Key Performance Indicators are used to assess and measure the impact of the curriculum. Subject leaders use a range of strategies including planning and book scrutiny, lesson drop-ins and observations. Pupils are regularly invited to discuss and articulate their learning across the different subjects.

Our pupils typically achieve significantly above national measures across the core curriculum. This also transfers into the foundation curriculum via cross-curricular links.