The Camps Hill Curriculum

We will:

Be kind, be respectful and strive to be the best we can be...

INTENT

Golden threads

KINDNESS	RESPECTFULNESS	ASPIRATION

Camps Hill Can Do Skills

Preschool:	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Separate from my carers Feed myself Wash my hands	Put my coat on independently Change my shoes Use the toilet	Do zips/ buttons on my coat Express whether I feel happy or sad Use my manners	Organise my belongings Cross a road safely Brush my teeth	Tell you what a stranger is Use a knife and fork correctly Use basic first aid, such as a plaster	Protect my privacy online Make an emergency phone call Tie my own shoelaces	Read a timetable Keep myself safe in and around trains Report/block when issues occur online	Find pathways for future carers Perform the recovery position Set a secure password	Budget money more effectively Look after my own mental wellbeing Order a meal at a restaurant

SCHOOL AIMS

100% of children to enjoy their learning	EQ taught alongside IQ	100% of children, parents and staff to feel safe at Camps Hill.	Outstanding teaching develops a love of learning and the confidence to make mistakes.	Ambitious, strategic and inspirational leadership	Commitment to support families	Inclusive environment and curriculum	Positive wellbeing is achieved for all Staff by effectively managing workload	Working effectively with outside agencies to ensure all needs are met and intervention is early	Therapeutic and nurturing approach	Enriched curriculum opportunities beyond the classroom.	Technology is use to innovate and inspire,	Working beyond the school- Civic duty

TRUST AIMS

Building Better Futures	Our children will lead happy and fulfilling lives	Growing a collaborative community	Extending the boundaries of learning

IMPLEMENTATION

SAFEGUARDING

KEEPING SAFE online and in the local community	ANTI-BULLYING	ANTI-RACISM	PROTECTIVE BEHAVIOURS	MENTAL HEALTH AWARENESS- CLANG	PREVENT ANTI RADICALISM	DIVERISTY EDUCATION	RELATIONSHIP AND SEX EDUCATION	ANTI PREDJUDICE

PPERSONAL DEVELOPMENT

Inclusion, equity, and inspiration at the centre	Celebration of individual achievement and success	Timely intervention and reasonable adjustment	Equal rights, equitable access	Exposure to a wide vary of cultures and experiences across the Arts and sports.	Connected with local, national and global communities	Equipped for a dynamic future	Ecological awareness	Development of Character

WHOLE SCHOOL

Theme 'WOW' days First-hand opportunities	Community links	READING is the key to unlocking learning	Connecting with our environment	Active learning	Pupils as Leaders School Council, Anti-Bullying ambassadors, Reading Champions, Eco Councillors Houses	Working with other schools, and across the Trust	Transition projects

GREAT TEACHING

Teaching is based on an understanding of the latest research cognition and learning	Adults have a deep subject knowledge and provide sequential lessons. Pupils' interests are used to engage and develop curiosity	Adults monitor learning and provide effective feedback	The learning environment is safe, supportive, inspiring and celebrates children's effort and progress	High quality texts are used to inspire a love of learning and broaden horizons EVERY CHILD A READER	Pupil groupings are flexible and interventions are personalised to narrow or close gaps quickly	All staff have regular attachment, behaviour management and SEND training to understand how barriers to learning can be broken down	Children have the opportunity to apply skills and be active learners resulting in deep learning	Adults model a growth mind-set and engage in life-long learning.

BREADTH AND BALANCE

Communication and language		Physical development		Personal, social and Emotional Development			Literacy		Mathematics		Understanding the world		Expressive arts and design	
ENGLISH *HFL Units, VIPERs Little Wandle, Spelling Shed. Letter Join*	MATHS *HFL Essential Maths*	SCIENCE *HFL Science Curriculum*	HISTORY *Kapow*	GEOGRAPHY *Kapow*	D & T *Kapow*	ART *Kapow*	COMPUTING *Kapow*	MUSIC *Charanga music*	PE *Complete PE, Jumpstart Jonny, Daily Mile*	FRENCH *Rachel Hawkes*	PSHE/RSE *Nurture Principles, Jigsaw & Protective Behaviours*	BRITISH VALUES *Forest School Association*	RE *Jigsaw RE*	CURRENT AFFAIRS *Newsround, First News, Assemblies*

IMPACT

GREAT OUTCOMES

Impact 1: Outstanding quality of Education	Impact 2: Behaviour, Attitudes and Personal Development	Impact 3: Leadership and Management	Impact 4: Early Years
All children have the ability to be the best. Interventions are targeted and evaluated. Pupils have the ability to make connections and apply skills within a range of contexts. *Children will make progress across a wide curriculum and their work is consistently of high quality. All pupil groups, including those who are disadvantaged, vulnerable or have SEND achieve the best possible outcomes.*	*Pupils will have equal access to an enriched curriculum including a wide variety of extra-curricular opportunities. Children will be responsible, respectful and active citizens who have a secure understanding of key British Values and their importance in our communities.* *Pupils are intrinsically motivated to behave well. They have a highly positive attitude and commitment to learning.*	*Teachers' subject knowledge, and pedagogical content knowledge consistently builds and develops over time.* *All Governors, Staff and children have high expectations of themselves and work towards an ambitious vision.* Staff retention will be high. All stakeholders will have access to high quality CPD Safeguarding will be highly effective.	*The curriculum provides no limits or barriers to the children's achievements. It gives an opportunity for pupils to develop basic skills and integrate new knowledge into larger concepts.* *Adults will enable children to develop vocabulary, read daily and create the necessary foundations for the rest of their schooling.*

EVALUATION

Data is compared with national, local and trust information	Internal /external self-evaluation and monitoring	Listening to a range of pupils read	Pupil voice	Staff voice	Parent voice	Governor voice	Trustees voice