

# Curriculum Vision

A engaging school curriculum (wider than the national curriculum) which provides relevance, breadth, balance and continuity, enrichment and equality of opportunity for all.

# Curriculum Journey at Colmers Farm

## From Jan 2019

- Pupil conversations and staff/governor consultations;
- Curriculum drivers established – personal development, basic skills and linked thematic curriculum;
- Parent curriculum questionnaire.



## From Sept 2020

- 'No Outsiders' introduced;
- Themes developed and content amended for greater depth and enhanced skills;
- Audit staff skills in art and DT;
- Art and DT curriculum enhanced;
- Develop reading and writing links for topics
- Subject leaders established for all subjects;
- Subject leader training provided;
- Enrichment opportunities added to curriculum schedule – Big arts week, writing week, bike ability and trips/visitors/performances;
- Curriculum homework policy introduced;
- Curriculum intent, implementation and impact statements formulated;
- Introduction of subject portfolios;
- Enhance library area and additional teaching base environments;
- Personal development supported by the introduction of In-House SAGE award for KS2.

Milestone 2 achieved



## From Sept 2021

- Continue to keep the curriculum under review to ensure it remains 'fit for purpose' using the plan – do –review cycle;
- Develop core knowledge retrieval opportunities within topic lessons;
- Actively seek external accreditation awards to affirm curriculum development and rigor;
- Showcase improvements;
- Continue to build wider enrichment opportunities through residential and external competition to provide challenge;
- Compare expectations of challenge by moderating standards across the MAT schools for all subjects;
- Extend and improve challenge across all curriculum areas;
- Open new art/DT studio with specialist teacher;
- Review and develop art and DT planning;
- Professional growth focused on developing pedagogy (the use of the Rosenshine principles and Teaching Walk Thrus book);
- In's and the MAT PD site are used as part of staff CPD;
- Ensure topic planning reflects and promotes diversity within the curriculum;
- Gain silver RRS award.

Milestone 4 achieved

- Continue to develop subject leadership for planning and delivering high quality CPD;
- Develop links with secondary school for subject 'expert' support;
- Review the curriculum using parental and pupil questionnaires.



## From Sept 2019

- Thematic curriculum introduced – Continuous monitoring (schedule introduced) and review of quality of T&L;
- Introduction of knowledge organisers and topic homework;
- Develop the quality of curriculum displays;
- Progression maps introduced;
- Parental inspire sessions introduced;
- Curriculum newsletters introduced;
- Ongoing development of basic skills approach including maths mastery, talk 4 writing, RWI, close reading, reading plagues and oracy. Also aligned to foundation subject coverage;
- Developed inter school sports competition provision;
- Gained RR bronze award;
- Milestone 1 achieved
- Foundation subjects aligned to subject progression maps.

## From Feb 2021

- Focus of developing effective scaffolding techniques for closing the gap – English/SEND joint inset and follow up;
- Clarification of the talk for writing process to embed a shared understanding with the importance of high quality model texts;
- Website curriculum section enhanced;
- Use of data – Driven instruction techniques for improving the quality of T&L in writing;
- Audit of all foundation stage subjects (teacher confidence and skills) to target CPD;
- Widen Inset opportunities to include regular non-core subject development (matched to need);
- Curriculum reviewed and opportunities enhanced for the representation of different cultures;
- Extended range of wider curriculum opportunities developed;
- SRE consultation (moved from Sept 19);
- Enhance overall school environment;
- Review impact of new curriculum on writing.

Milestone 3 achieved

## From Sept 2022

- Further strengthen reading links for topics;
- Portfolios introduced for humanities and science;
- Regular curriculum workshops and workshare assemblies occur for parents;
- Ensure the curriculum meets the needs of all pupil groups through effective ATL;
- Introduce non-core curriculum drop-ins post review days to enhance teaching and learning;
- Broaden extension activities within the curriculum post Covid;
- Continue to develop subject leadership.

## From Feb 2023

- Progression maps finalised;
- Achieve the Arts Mark.

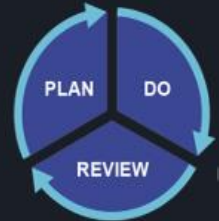
Milestone 5 achieved



## From Sept 2023

- Showcase outstanding aspects of our curriculum planning and delivery through model lessons, use of social media and by providing external CPD;
- Explore funding opportunities to create a specialist learning hub by employing subject specialist.

Milestone 6 achieved



## From Feb 2024

- Revise curriculum for English, science and geography/history.
- Progression maps to distinguish between substantial and disciplinary knowledge.
- Progression maps for History and Geography to be used to support lesson design.
- Disadvantage Review to support all pupils to access all parts of the curriculum.
- LTE and Just Read to be implemented into the Reading for Mastery curriculum.
- OPAL to encourage positive outdoor behaviours and promote creative play.

Milestone 7 achieved



## From Sept 2024

- Pathways provision to support pupil learning needs.
- Feedback from OFSTED report continues to improve the curriculum with a positive impact on teaching and learning.
- Achieve the Gold RRS Award.
- Apply for oracy Voice 21 accreditation.
- New approach to writing introduced. This will be matched to the geography/history curriculum.
- New MAT science curriculum introduced.
- New balanced geography and history curriculum launched.
- Arts marks maintained.
- RRS gold standard achieved.

Milestone 8 achieved

## From Sept 2025

- New approach to writing is now embedded and is closely matched to the geography/history curriculum.
- New maths LTP is being followed with teachers mastering the 'Explore phase'. Magma Maths is used weekly by all year groups in KS2.
- OPAL accreditation has been achieved.
- Wellbeing accreditation has also been awarded.
- Silver TIAAS accreditation has been secured.
- Gold RRS standard has been achieved.
- Improved provision for Pathways.
- Arts Mark has been maintained.
- Development of the EYFS outdoor provision is underway.
- The school continues to work on its Oracy accreditation.
- Slight changes to the geography curriculum are underway ready for the next academic year.
- CFPS are already responding to the February 2026 DfE white paper, *Every child achieving and thriving*, national curriculum changes to come in Sept 2028.

Milestone 9 achieved





## Milestone 1

### Impact

- Clarity of content to be delivered is secure;
- Improved pupil engagement and knowledge;
- Improved quality of teaching
- Creating the conditions for staff growth.

NB – Covid restrictions

## Milestone 2

### Impact

- Attitudes and understanding of diversity improved;
- Improved art and DT expectations;
- Introduction of MFL scheme to broaden curriculum;
- English links to geography/history topics are enhanced;
- Further improvement to pupil attitudes to learning with increased experiences and opportunities;
- Staff and subject leader confidence improved;
- Pupil work/displays showing improved outcomes.

## Milestone 3

### Impact

- Pupil progress and attainment improved in writing;
- Attainment gap narrowing;
- Upskilled staff;
- Staff have improved understanding of formative assessment techniques;
- A wider range of cultures are represented within our curriculum;
- Quality of teaching and learning further enhanced.

## Milestone 4

### Impact

- Clear subject progression and expectations of pupil outcome;
- Increased staff confidence with improved knowledge and skills across the curriculum and raised expectations;
- Improved quality of teaching and learning;
- Benchmarked curriculum against best practice;
- Quality of CPD has been enhanced further.

## Milestone 5

- Texts for reading are linked to geography/history topics and broaden knowledge;
- Portfolios provide exemplars for teachers to benchmark against;
- Clear progression maps are in place;
- Improved parental engagement;
- Learning is appropriately challenging for all ability groups;
- CPD opportunities are enhanced for the non-core subjects;
- Specific curriculum awards are attained;
- Enrichment activities are enhanced;
- Subject leaders' knowledge and skills are further enhanced.

## Milestone 6

### Impact

- School is seen as a centre of best practice for elements of the curriculum;
- Enhanced in school provision.



## Milestone 7

### Impact

- Themed Art Week Exhibition is displayed annually for parental viewing showcasing pupils' creative learning.
- Humanities curriculum has a balance of geography and history topics supporting greater opportunities for cross-curricular links.
- Open mornings allow parents to deepen their understanding of their child's learning in the core subjects.
- Outdoor breaktime and lunchtime behaviour has improved with pupils engaged in outdoor learning through play.

- There is lots of positive play during the OPAL lunch setup, with pupils developing their creative, physical and social play skills building greater resilience, confidence and decision-making abilities.
- Pupils continue to build on securing excellent oracy.
- Geography and history topics strengthen links with reading and English curriculum to create excitement, depth and develop the schemas with success.

## Milestone 8

### Impact

- Pupils are showing improvements in skills across all subjects.
- Oracy curriculum is embedded and impacting positively on literacy levels across all subjects, improving learning outcomes.
- RRA Gold has been attained and embedded in the school policies, practices and ethos, impacting positively on pupil learning and well-being.
- Revised English curriculum creates more independent learners with greater progress being made.

## Milestone 9

### Impact

- Pupils are increasingly acquiring the essential skills needed to plan and refine their work, enabling them to work with greater independence.
- Pupils are engaging with mathematics at a deeper level, strengthening their ability to explore, reason and think critically.