

## **CEE Trust - Curriculum and Rationale**

CEE is committed to meeting the requirements of the primary National Curriculum whilst incorporating our Vision and Cooperative values as part of a broader curriculum offer. The curriculum will be taught with the consideration of the needs of all learners including those with SEND. Our curriculum will be exciting and will inspire children to nurture a passion for learning. Our curriculum incorporates regular Forest Schools sessions for all pupils as we believe that Forest School sessions allow children the opportunity to develop social and language skills, confidence as well as independence and resilience which in turn supports the whole curriculum.

The intent of our curriculum, or knowledge to be taught, can be found within the curriculum booklets that we have developed which provide the details relating to the specific knowledge and skills progression within each subject. Children are assessed through regular formative and summative methods which will in turn be used to inform any future curriculum developments.

### **Our Vision**

Our curriculum is underpinned by our aims and objectives for every child which are encapsulated in our school vision. The curriculum is the means by which the schools achieve their objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. As a Trust we ensure we **C.A.R.E.** and that our children will be **Confident, Able to meet future challenges, Responsible members of the community and Effective Learners.**

### **Curriculum Design**

To meet our aims and objectives for our children as described in our school vision, our curriculum is developed beyond the aims of the National Curriculum using a knowledge engaged approach.

We plan our curriculum in three phases.

We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term. We employ a topic orientated but subject led, integrated curriculum.

Central to this is the belief that children and families bring with them to school considerable and varied backgrounds of knowledge and experience, which is not initially differentiated in the child's mind into specific subject areas.

These experiences differ between our school cohorts and in order to cater for, and indeed, celebrate these differences, each school will teach the curriculum with its own local nuance where appropriate.

Topic work provides a means of building on such experiences and for introducing children to important areas contained within separate subjects in an integrated way, where the subjects have a direct synergy between them.



We review our long-term plans on a regular basis to provide a rolling 2 year rolling programme and the curriculum map is available on our individual school websites.

The medium-term plans/ curriculum booklets provide clear objectives, vocabulary and subject knowledge to be covered within the topic.

Our short-term plans are those that our teachers write on/ annotate on a weekly or daily basis. We use these to set out the learning objectives for each session including any adaptations for specific learners where appropriate, and to identify what resources and activities we are going to use in the lesson.

Our curriculum and rationale should be read and understood alongside our shared Teaching and Learning policy which sets out how our curriculum is evidenced through its implementation.

### **Curriculum Rationale**

Within CEE we currently have three primary schools who teach within the structure of mixed age classes with each school teaching across 4 classrooms; EYFS, KS1 and lower KS2 and upper KS2.

There are many benefits to working within mixed age classes and research has evidenced that children benefit socially and emotionally, as well as academically from working with and alongside older peers. This supports the socio-constructivist approach to learning theories such as Vygotsky and works very well alongside the Cooperative Values shared within our Trust.

There are often additional challenges faced by teachers within mixed age classes due to the increased levels of diversity between learners with high quality teaching and learning successfully addresses the full range of diversity. It must be acknowledged also that most curriculum schemes of work/ documents/ plans are specifically aimed towards single year groups.

There is a very real dearth of information, research and understanding into curriculum planning for mixed ages within Primary Schools. This has recently been recognised by Ofsted who have been commissioning research into this area over the last few years which has yet to be published or disseminated.

Careful consideration has been given to designing our curriculum by our senior leadership team which has drawn upon relevant research where possible.

We will work on a rolling programme of topics and themes. This is monitored and tracked by subject coordinators to ensure full coverage is achieved. Foundation subject expectations are set out over a Key Stage, with the additional flexibility to deliver content earlier or later, based on the learners' needs. The content taught is aligned fully with the National Curriculum for each age group, so where the National Curriculum gives single year group objectives, these will be covered by the correct year group. This ensures that learning is progressive for all learners.



In order to ensure that we cover a broad and balanced curriculum we use schemes of work to support our teaching as these ensure that we have a clear progression of skills and knowledge across each subject as well as enabling a consistent approach to be taken by our teaching and support staff.

We have carefully considered these schemes of work when developing our long-term plans and teachers skilfully weave the curricula together to cater for all learners, creating a bespoke experience that is tailored to the class and the individuals within it.

Foundation subject expectations are set out over a key stage and we aim to ensure that subject derived knowledge is made accessible to all learners.

In order to achieve this aim our plans are adapted creatively to ensure that pupils are taught what they need in the way that will help them best whilst maintaining high expectations for all learners and that progressive subject derived knowledge is available for all of our children.

We currently use the following schemes of work, which are reviewed frequently:

Phonics - Monster Phonics.

English - The Write Stuff, Whole Class Reading

Mathematics - White Rose Maths supported by the Angles Maths Hub

Science- Developing Experts,

PE - Get Set for PE,

PSHE - Jigsaw

History/Geography/Computing/Art/DT/RE/music/ French - Plan Bee & Kapow

### **The role of the subject coordinator**

The role of the subject coordinator is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

This year we have begun to implement a Trust wide approach to the role of subject coordinator across all three schools in order to promote a consistent approach to our shared curriculum across the schools and in recognition of teacher workloads.

Traditionally within small primary schools' teachers have typically led 3 or more subjects within their individual school in addition to their teaching responsibilities.

A collaborative approach to the curriculum allows for a greater degree of focus from individual coordinators.

The Trust provides subject coordinators time each term, so that they can carry out the necessary duties involved with their role.

It is the role of each subject coordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught across the trust and plan



for future improvements. This subject development planning links to whole-school objectives when required.

Each subject coordinator reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The subject coordinator may also keep a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment. The subject coordinator works closely with the headteacher in each school in order to ensure a consistent approach.

**References and research links:**

<https://www.gov.uk/government/publications/education-inspection-framework-overview-of-research>

[https://dera.ioe.ac.uk/id/eprint/4564/1/Curriculum%20in%20successful%20primary%20schools%20\(The\)%20\(PDF%20format\).pdf](https://dera.ioe.ac.uk/id/eprint/4564/1/Curriculum%20in%20successful%20primary%20schools%20(The)%20(PDF%20format).pdf)

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<https://www.cambridgeassessment.org.uk/Images/overcoming-the-crisis-in-curriculum-theory-a-knowledge-based-approach.pdf>

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<https://cerj.educ.cam.ac.uk/archive/v62019/CORERJ-Journal-Volume6-10-ToMixOrNotToMix.pdf>

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