



Edleston Primary School

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Our Curriculum Intent

The child is at the centre of everything we do at Edleston.

At Edleston Primary School we value each child as an individual with a unique potential for learning. Our aim is to enable each child to become confident, resilient, tolerant and responsible citizens now and in the future. We want our pupils to have their own unique ambitions, hopes and dreams and to feel happy and safe. We promote the spiritual, moral, social and cultural development in our pupils alongside an emphasis on developing mental health and wellbeing. We also want our pupils to respect themselves, the global community and the environment and celebrate differences.

Our curriculum offers the knowledge, skills and understanding which is personalised and reflects the varied background and experiences of our pupils.

Curriculum Design

Working together we have addressed the following;

- Developing sequential learning where pupils know more and can do more.
- Using the local context to make learning meaningful.
- Filling the gaps from pupils' background using the school pledge.
- Ensuring oracy and vocabulary are at the heart of the curriculum.

- The need to focus on or younger children and our EAL children having secure phonological knowledge and comprehension of language.
- Reading is given a high priority in our curriculum as it is the ability to read and understand which opens up learning for children.
- We use the read to write scheme as our curriculum driver so that our children are exposed to high quality texts and language.
- Using a progressive model so that skills and knowledge are built upon and revisited.
- Listening to pupil voice.
- Clear curriculum leadership and ownership.
- Clear end points which are used for assessment purposes.
- Improving characteristic traits to develop the whole child to equip them with the skills for the next stage of learning.
- Our curriculum is designed flexibly to meet the needs of all groups of children.

Knowledge underpins and enables the application of skill. We strive for children to learn skills alongside knowledge, ensuring that both are explicitly developed. Children are given opportunities to transfer skills and make links across the curriculum to embed their learning alongside opportunities to revisit; consolidating key concepts in their long term memories.

The content is taught in a progressive way, building on previous learning. The curriculum is relevant and meaningful to pupils and helps them to put knowledge into context. We have carefully selected the sequence of when, what and how knowledge is taught and subject leaders work actively to review this aspect regularly.

In their first year at school our reception children follow the Early Years Curriculum and develop their knowledge, skills and understanding through a combination of both play-based learning and more focused teacher led sessions.

At Edleston primary we strive to enrich the curriculum wherever possible. Our pupils are taught in classes, small groups or individually, according to their needs, within the framework of the National Curriculum. A variety of teaching styles are used in school. Lessons are flexible to allow teachers to adapt to the needs of the child.

Pupils are well supported in school with extra support and / or resources deployed where necessary to help close individual learning gaps. Assessment is used to identify pupils' progress and identify gaps in learning.