



Chapel Street
Community Primary School

Curriculum Strategy

“A curriculum worth coming to school for.”

2021 - 2026

Making a difference and achieving excellence for every child



Our Mission

Making a difference and achieving excellence for every child.

Our purpose, our WHY...

To facilitate an exciting, diverse and holistic curriculum which aims to provide the best outcomes for all children.

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Our purpose, our WHY...

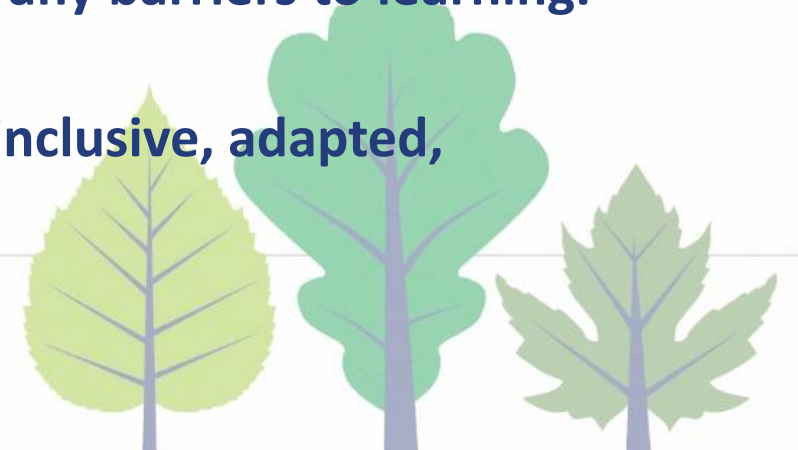
- **EXCITING – FUN, ENGAGING, HOOKS CHILDREN INTO LEARNING, MAKES KNOWLEDGE MEANINGFUL AND “STICKY”.**
- **DIVERSE – INCLUSIVE, CELEBRATES THE MULTI-CULTURAL SOCIETY IN WHICH OUR SCHOOL IS SET, HIGHLY RELEVANT TO OUR COMMUNITY.**
- **HOLISTIC – EDUCATES THE “WHOLE CHILD”, ACADEMIC, MORAL, SOCIAL, CULTURAL. ENABLES CHILDREN TO BE A CITIZEN OF THE WORLD AND REALISE THEIR IMPORTANCE.**
- **OUTCOMES – NO CEILING ON LEARNING, ALL CHILDREN ACHIEVE TO THE BEST OF THEIR ABILITY, INDEPENDENT AND RESILIENT CITIZENS, ABLE TO COMMUNICATE EFFECTIVELY AND TO SUPPORT THOSE AROUND THEM.**

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The AIMS of our curriculum are that...

- all children will achieve high standards and outcomes, regardless of their starting point.
- learning will be valued by all at the school – everyone is a “learner”.
- trusting relationships will be fostered; everyone will thrive.
- the learning experience on offer to will be adapted to meet the needs of the children within our community and will strive to remove any barriers to learning.
- the planned learning experience for our children will be inclusive, adapted, responsive and child-centred.



Meeting the needs of the children at Chapel Street Community Primary School:

Language development and acquisition.

- 81% of children have English as an additional language (National 20.9%).
- 12% of children have a recognised barrier to learning. 13 applications for an EHCP are pending.
- Children below age related expectations on entry to the school.

Community

- Community demographic – IDACI (Income Deprivation Affecting Children Index) within the highest 30% - 10% index in England.
- Long term impact of COVID-19 on both the school and the community.

Preparation for the future

- Income and employment – in our local area, 1 in 5 young people are out of work.
- Health outcomes – life expectancy of men and women in Manchester is the lowest in the UK. Men and women can live up to 20 years less than those in other areas.

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Curriculum Threads.

HOW do we meet the needs of the children within our community?

ORACY

To have a voice

- Language development
- Opportunities to talk, speak and listen
- Promotion of talk
- Language rich environments
- Vocabulary – taught, modelled, displayed, received, used and learned.
- Planned experiences which are responsive to the needs of the children within our school

RIGHTS

To know the power of their voice

- To ensure that children know that they are important and valued.
- To understand their rights as a child.
- Threaded through all parts of the curriculum (relational approach, books, learning behaviours, learning opportunities, assemblies etc.)

21st CENTURY LEARNING

To be able to use their voice with confidence

- Learning behaviours
- Language for learning
- Resilience/Growth mind-set
- Self-regulation
- Collaboration
- Problem Solving
- Metacognition
- Digital preparedness
- Health and well-being

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What is a curriculum?



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How do OUR children learn best?

(Cognitive load and retrieval theory)

How do we organise and deliver learning to capitalise on the way that children learn best?

Curriculum implications for teaching and learning:

Is there a clear rationale behind the teaching and learning policy in school? Is this clear within the curriculum statement?

How do we deliver the curriculum in class? Is this consistent across the school?



OUTCOMES

SUCCESSFUL LEARNERS

Our children will...

- be fluent and articulate communicators – great listeners.
- be at least at age related standards in reading, writing and mathematics
- be knowledgeable, skilful and have the understanding needed to be successful in the next stage of their learning
- have a passion for learning
- be resilient
- be curious about the world around them

EMPOWERED INDIVIDUALS

Our children will...

- be confident, have self-belief and have high self-esteem.
- know that they have a voice and deserve to be heard.
- know that they are valued as an individual.
- know how to ask for help and where to seek help from.
- understand and empathise with others
- be leaders and change-makers.
- celebrate differences and value unique strengths.

21st CENTURY CITIZENS

Our children will...

- have curiosity and the ability to question.
- be critical thinkers.
- be problem solvers.
- take risks and learn from mistakes.
- have a worldwide view beyond their own experience.
- want to make a difference and know how to.
- be global citizens.
- be effective communicators.
- be able to work collaboratively.

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How do we know if our curriculum has been successful?

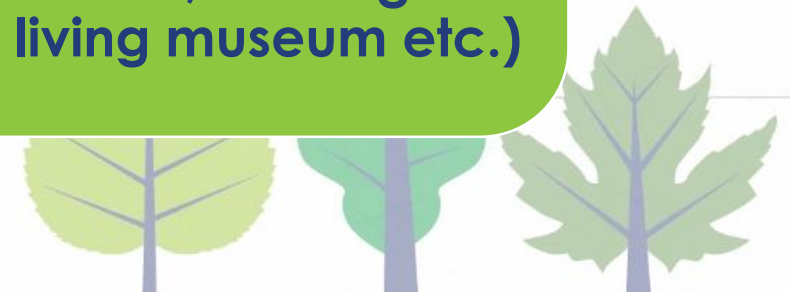
1. What evidence do we have regarding the success of the curriculum and the impact of teaching and learning?

2. How is that evidence tested and validated? Is it moderated and scrutinised?

Curriculum implications for assessment.

3. How does that evidence drive further progress for ALL learners?
Can this be accelerated?

4. How is our learning celebrated?
(Class blog, prepare presentations for parents/Governors, making a TV documentary, living museum etc.)



Curriculum Strategy 5 year Plan

Target	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
To ensure that all staff understand the need for a revised whole school curriculum and support its implementation.	Preparing and implementing	Developing	Embedding	Exceeding	Exceeding
To ensure that all staff have a full understanding of the requirements of the National Curriculum.	Preparing and implementing	Developing	Embedding	Exceeding	Exceeding
To enable staff to assess their own practice against the requirements of the National Curriculum to ensure that pitch and expectation is accurate across the school.	Preparing	Implementing and developing	Developing	Embedding	Exceeding
To invest in a curriculum model that best suits the needs of the school community at Chapel Street Community Primary School.	Preparing and implementing	Developing	Embedding	Embedding	Exceeding
To ensure that staff have a full and comprehensive understanding of the curriculum model in place within the school.	Preparing and implementing	Developing	Embedding	Embedding	Exceeding
To ensure that the curriculum model is implemented effectively and consistently across the school.	Preparing (measures for monitoring – measures for success)	Preparing and implementing (SLT developing)	Developing (whole school)	Embedding	Exceeding
To adapt the curriculum model in place at the school to ensure that it meets the needs of all pupils in full.	Preparing	Developing and implementing	Developing	Embedding	Excellence
To ensure that all staff have the knowledge to deliver the bespoke curriculum model consistently across the school.	Preparing	Developing and implementing	Developing	Embedding	Excellence
To assess the impact of the curriculum on learning outcomes across the school.	Preparing	Developing and implementing	Developing	Embedding	Excellence