



CURRICULUM TOPIC FOCUS

History / Geography (Alternated each half term)

Science

Computing

ETHOS

Christian Values and Collective Worship

Weekly Ethos Statements

Spiritual Moral Social Cultural Development.

Self-Awareness and Life Strategies:

building the following –

Resilience

Self-Awareness

Perseverance

Self-Motivation

Self-Regulation

SEMH – Social, Emotional and Mental Health Lessons

PSHE

RE



CURRICULUM ENRICHMENT

P.E

Music

Art

Cooking Skills

Design Technology

Cycling Proficiency

French

Outdoor Learning

Residential

(Y2/3, Y4, Y6)

Modern Foreign Languages → French Curriculum

Spanish Culture Enrichment

Cultural Capital:

Link Schools – Thailand and Bradford

Young Shakespeare
Mighty Zulu Nation

Association of Harrogate
Muslims

Links with the local Church

CORE CURRICULUM SKILLS: MATHS

Number and the Number system, Data, Geometry, Reasoning, Problem Solving

CORE CURRICULUM SKILLS: ENGLISH

Reading, Writing, Oracy, Vocabulary, Debate

Curriculum Intention

In the **Goldsborough Sicklinghall Federation**, we provide a clear and progressive sequence of learning that encourages pupils to aspire to be the best that they can be in all areas of the curriculum. The curriculum is designed so that it is ambitious for all learners, each can demonstrate progress from their individual starting points. As a **distinctive Church school**, the **Christian ETHOS** at **Goldsborough C.E Primary School (VC)** is the most essential aspect which not only envelops the whole curriculum but is also a thread that is seamlessly integrated into all areas of school life. This results in children developing key personal characteristics and the learning behaviours required for success. Those outlined by stakeholders as being the most important characteristics developed in our Federation are: **Happiness, Perseverance, Resilience, Kindness, Friendship and Respect**.

The curriculum is rooted in a whole school focus on **Christian Values**, SMSC (Spiritual, Moral, Social and Cultural) and SEMH learning (Social, Emotional and Mental Health). Our P.S.H.E and Well-being Lessons

ensure that children understand themselves and how to keep their body and mind healthy. They develop a deep understanding of those with differences to them and demonstrate tolerance and respect for other cultures which will help them to make the world a better place as they grow up.

The curriculum is planned in a mindful way to promote equality for all children so that they feel safe and can flourish. See '*Valuing All God's Children*' document.

Knowledge and Understanding is mapped out in an age-appropriate and progressive way across a two-year cycle. Lessons are taught in a spiral format so that concepts previously taught are revisited, linking prior learning to their current objectives so that the children's understanding is extended, year upon year in our mixed-age classes. Our children are also provided with opportunities to develop life skills based on their individual strengths and weaknesses.

In each topic, children begin with a Departure Day, where something exciting ignites their inquisitive nature and allows them to engage with enquiry-based topic learning. During subsequent weeks, children continue their learning journey before reaching the Arrival Day: this is a key point of the curriculum as it provides children with time to reflect, draw conclusions, evaluate the knowledge and understanding gained during the topic and make links to prior learning that has occurred over a greater period of time. Teachers are able to use this day to assess each child's individual progress.

Children are given the opportunity to investigate principles and ideas before using their knowledge to explore challenging problems and applying it within their own innovative projects e.g. in DT. Learning in this way allows *groups of children* to succeed – they learn from each other while also developing their own collaborative attributes. A curriculum implemented in this way also allows our *individual* children to develop vital life skills: self-motivation, perseverance, resilience and the determination to succeed no matter what the task is. Developing each child's individual character is another cornerstone of our curriculum.

Contextual Information:

Both schools in our federation are small rural village schools. It is our duty to provide children with experiences throughout the curriculum that span beyond these settings, offering cultural enrichment and an understanding of more cosmopolitan, urban settings locally, nationally and globally.

In the **Goldsborough Sicklinghall Federation**, we understand that what a child experiences from birth as they grow up has an impact not only on their ability to learn and style of learning, but also on the people that they become. In order to provide the best curriculum for the children, we have replaced a standard behaviour policy with: A Relationship Approach to Positive Behaviour and Anti-bullying. This underpins everything that we do and all language used in school is based on 'Emotion Coaching'. When SEMH needs are met, academic success can be achieved.

The guiding principles outlined in this policy are in place to ensure the **Goldsborough Sicklinghall Federation** is an Attachment and Trauma Aware setting. The policy is influenced by, and draws upon aspects of the following documents:

Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools September 2018

The Ladder of Intervention: Supporting children and young people with Social, Emotional and Mental health difficulties in schools September 2019 (NYCC)

"No significant learning can take place without a significant relationship".

James Comer

"Great teachers focus not on compliance, but on connections and relationships".

PJ Caposey in *Education Week Teacher*



[See Policy for further information.](#)

Curriculum Implementation

Progressive skills and knowledge milestones for each subject area have been divided into a two-year cycle to meet the needs of our mixed age classes. These are taught discreetly when necessary, with the aim of these aspects being applied in class challenges or STEM projects; **English** Work (including **Oracy skills** and progressive language structures / high expectations of spoken language); and cross curricular **Maths** challenges. **Reading** skills are taught explicitly in a weekly lesson, but exposure to a daily class story embeds a love of reading for all children. Opportunities for application of reading skills are embedded into the whole curriculum with retrieval and vocabulary being explicitly taught and applied across all subjects.

Each Term, relevant **ENRICHMENT** opportunities are integrated so that children are captivated by their learning. **Outdoor opportunities (including Forest School lessons), visits and visitors, P.E, Music, Art and Computing** all provide a platform for children to express their individual talents and personality.

History and **Geography** skills are alternated each half-term and integrated into a Topic which is further led by the children's interests for EYFS. Explicit subject knowledge and skills are taught and applied in a rich and meaningful context. Key **Science** knowledge and skills are developed each half term through rigorous and challenging knowledge-rich lessons. The skills in other subjects such as **Art, R.E, P.S.H.E** and **P.E** are taught discreetly, with a key link to **SMSC**. Whole Federation 'projects' inspired by **STEM (Science, Technology, Engineering and Maths)** or **Art**, provide children with a meaningful platform to showcase the depth of their understanding.

Computing skills are embedded in fun and interesting ways. When developing **Computer Science** skills, 'unplugged' activities (for example, in P.E or cooking lessons) are used to highlight importance of precise commands which they will later understand as 'algorithms', while discussions around errors in tasks across the curriculum helps children to understand and develop their 'debugging' skills. These activities are used alongside Programming software such as **Espresso Coding** and **Scratch Animation**.

Children apply **I.T** skills in creative ways to demonstrate learning in other curriculum areas; this focus on promoting their own creativity allows **all children** to make progress.

Ensuring that **all children** in the **Goldsborough Sicklinghall Federation** become **Digitally Literate** is a key focus of our curriculum. Children understand how Technology has an impact on their life in the real world now compared to times gone by – our primary focus is to ensure that children reap the benefits of technology whilst also applying the tools that they are taught in school to help them stay safe in their virtual world. Regular **Online Safety** lessons, a half termly Collective Worship / Assembly focus about Keeping Safe, and a child-friendly Online Safety Policy, means that pupils and parents understand both possible online dangers and a range of appropriate and necessary safety measures to action in order to maintain high standards of safeguarding at home.

Curriculum Impact

An integral aspect of our curriculum is that we prepared our children for the future – during their time in the **Goldsborough Sicklinghall Federation**, they become fantastic role models and the very best version of themselves. Their individual identity is valued, and our children are kind and caring while also aspiring to be the best that they can be in whatever area they choose to pursue. Every **child** is unique – they each have the potential to achieve; and our broad, varied curriculum allows **every child** to excel now and in their future, based upon their own personal strengths, interests and core **Christian** values.

Monitoring Impact of the core curriculum:

Core subjects are assessed in a summative way each term and data is analysed. Internal Maths and Writing moderation also occur each term and external moderation is based on the North Yorkshire Education Service monitoring calendar.

Attainment and Progress is tracked termly for **Reading**, **Writing** and **Maths** so that teachers can appropriately deploy support staff and plan appropriate interventions, support and challenge to meet the needs of their class. Progress is shared with parents in several ways, for example Parent Consultations, End of Year Reports and planned Cultural Enrichment days e.g. a Spanish influenced Bastille Day.

Monitoring Impact of the non-core curriculum:

In **non-core** subject areas, curriculum impact is quantified by end of unit / year assessment data where children are assessed as **Emerging**, **Meeting** or **Exceeding** based on their understanding of knowledge and application of skills in each curriculum area. In subject area, children have been taught progressive skills alongside the expected **Knowledge Milestones** required for children to demonstrate their level of knowledge and understanding at an **Emerging**, **Meeting** or **Exceeding** level.

An example of this from an R.E Unit based on Mixed Religions is below:

Emerging:

- *Identify beliefs about God that are held by Christians, Hindus and Muslims
- *Retell and suggest the meanings of stories from sacred texts about people who encountered God

Expected – a pupil will meet all prior unit objectives, and:

- *Describe some of the ways in which Christians Hindus and Muslims describe God
- *Ask questions and suggest some of their own responses to ideas about God
- *Suggest why having a faith or belief in something can be hard
- *Identify how and say why it makes a difference in people's lives to believe in God

Exceeding - a pupil will meet all prior unit objectives, and:

- *Identify some similarities and differences between ideas about what God is like in different religions
- *Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts

Each term, planning analysis, lesson observations, learning walks, pupil conversations, staff conversations and visible progress in books provide evidence of the learning journey for each child. The findings are moderated against our federation subject progression and knowledge milestone documents to ensure that our team are reactive to the needs of each child. This results in children having further opportunities to achieve provided, ensuring that that reach the expected standard based upon their individual stage of learning.

Whole school areas for development are identified as a result of rigorous and ongoing analysis – these areas may be specific to one or both schools. From this, an effective CPD programme is implemented to upskill staff members in order to '*close the gap*' in any curriculum area for **all** children in **all** year groups.

Monitoring the number of children across the children who are **Emerging**, **Meeting** or **Exceeding** also means that further support to be provided for teachers as necessary to meet the needs of children with SEND or those who are consistently working at a Greater Depth level year on year.

Feedback for Progress:

The impact of both the core and non-core curriculum is monitored during and after each lesson through ongoing formative assessment; our newly implemented **Feedback Five** process helps children to make immediate progress. There is no expectation for a specific amount of marking, other than the immediacy required for pupils to react there and then in the lesson or immediately in the following lesson – what is given as feedback by staff members must be constructed with progress in mind.

The **Question**, **Action**, or **Challenge** aspect of the Marking and Feedback Policy **should** be used in all subjects, *where appropriate*, in order to further a child's understanding. For example, it could be used to

support Greater Depth children accessing challenges while those children who have found a particular concept tricky are provided with another opportunity to demonstrate their understanding.

This can be presented in one of 3 ways:

A question –

'Can you explain what impact the word _____ has on the reader?'

'Can you find all the common multiples of 9 and 36?'

An action –

'Re-write your opening paragraph using _____.'

'Add labels to the diagram.'

A challenge –

'Can you explain how herbs were used throughout history?'

'Can you explain how adaptation in one animal of your choice has helped it to survive?'