

## Goldsbrough Sicklinghall Federation:

# Whole Curriculum Intention, Implementation and Impact Statement

### ETHOS CURRICULUM

This is the most vital part of the curriculum that envelops every area of learning with the children's Personal Development as the Golden Thread of everything that we do.

Christian Values and Collective Worship

**SMSC** – Spiritual, Moral, Social and Cultural development.

**SEMH** -Social, Emotional and Mental Health

Weekly Ethos Statement and half termly 'Big Learning Question'

Safeguarding Curriculum

PSHE

R.E

Self-awareness and Life skills / strategies, developing self motivation and self-regulation.

Embodiment of school values:

Friendship  
Kindness  
Happiness  
Resilience  
Perseverance  
Respect  
British Values

### CURRICULUM DRIVERS

**Topic** - History and Geography  
(alternated every half term)

**Science**



### CORE CURRICULUM

#### Maths

Number and the Number System, Data, Geometry, Reasoning and Problem Solving.

### CORE CURRICULUM

#### English

Reading (including Phonics), Writing, Spelling, Oracy, Vocabulary Development and Debate.

### CURRICULUM ENRICHMENT

Art  
D.T  
Music  
Computing  
Cooking Skills (D.T)  
P.E  
Bikeability (Cycling Proficiency)  
Modern Foreign Languages (French) and Language Enrichment Opportunities

#### Cultural Capital through visits and visitors:

e.g. Young Shakespeare  
Mighty Zulu Nation  
Indian Dance linked to festivals  
Link Schools Project – Victoria School in Keighley

Visit from Association of Harrogate Muslims  
Links with the church and community projects e.g. Crocheted poppies, Peace Doves and Remembrance Pebbles.

## 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.

Our **ETHOS** Curriculum is centred on Pupil Development; it is the most essential aspect which not only envelops the whole curriculum but is also a thread that is seamlessly integrated into all lessons and areas of school life. This results in children developing key personal characteristics and the learning behaviours required for success.

Across our federation, the curriculum is rooted in a whole school focus on **Christian Values (Happiness, Perseverance, Resilience, Kindness, Friendship and Respect)**, **SMSC (Spiritual, Moral, Social and Cultural)** and **SEMH learning (Social, Emotional and Mental Health)**.

**P.S.H.E, well-being lessons** and our **safeguarding curriculum offer** 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.

## 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. Each unit of work outlines inspirational Female and BAME figures to learn about as part of our curriculum offer.

## Inspirational Scientist Focus

BAME Scientist/Women in Science

Well-known Scientist

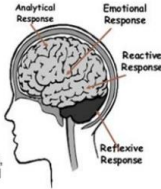
Useful Websites for Information on the Scientist / <https://www.famousscientists.org/popular/>  
<https://www.sciencebuddies.org/blog/black-history-month-scientists>

Curriculum Cycle A						
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1/2	Animals Including Humans Ernest Everest Just Charles Darwin		Plants Dr. Tanisha Williams Gregor Mendal		Materials Rosalind Franklin Robert Fulton	
3/4	Light Shuji Nakamura Arthur Compton	Forces-Friction Leonardo Da Vinci	Forces – Magnets Mary Somerville André-Marie Ampère	Everyday Materials – Rocks John T. Leftwich Mary Annings	Sound Shani Gandhi Lewis Howard Latimer Alexander Grahame Bell	Teeth and Digestion Leonidas Harris Berry Elizabeth Blackwell
5/6	Light C. V. Raman Allan J Bard	Electricity Granville T. Woods Nikola Tesla	Living Things and their Habitats Charles Henry Turner Jane Goodall		Animals Including Humans Percy Lavon Julian Marie Curie	Evolution and Inheritance Carl Linnaeus

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. We are a Trauma and Attachment informed school and have detailed knowledge and understanding of how the brain works when children are regulated and when they are dysregulated. Staff are trained to use Emotion Coaching strategies to support children when they are dysregulated. We use these terms with the children and teach them about their brain using child friendly language:

### UPSTAIRS/DOWNSTAIRS BRAIN

- ✦ Downstairs brain:
  - Brain stem and limbic region
  - Basic bodily functions, emotional reactivity, attachment, fight/flight/freeze
- ✦ Upstairs brain:
  - Cerebral cortex
  - Decision making, planning, self-understanding, control over emotions and body, empathy, morality, executive functioning



### Elephant (Hippocampus)

- My **Memories** and information are stored here.
- I remember how things made me feel. Good things **AND** bad things.
- It helps me learn about everything in my life such as, smells, sounds, places, people and so on.
- If I remember something that scared me, my Meerkat will wake up!

### Owl (PFC -Pre-Frontal Cortex)

- My **Thinking** part of my brain - creating, organising, problem solving, imagination and language.
- This part of my brain is not fully developed until I am about **25!!** (Wow that is old.)
- My Meerkat (Amygdala) must be **calm** if I want to use my Owl brain.
- If I am stressed, upset, and feel threatened I cannot access this part of my brain and learning and listening might be hard for me.

### Meerkat (Amygdala)

- My **Internal Alarm** system!
- It keeps me safe, tells me when there is danger, known as **FIGHT (stay and fight), FLIGHT (run away) or FREEZE (stop completely)**.
- **BUT!** it also reacts to imagined threat or our worries even though we may not actually be in danger. Got butterflies in your tummy? that's Meerkat!
- When I am in Meerkat brain, I cannot think clearly, I am only thinking of survival.

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. We know that Relationships are vital for children to feel safe and secure, and that when SEMH needs are met, academic success can be achieved. The Executive Headteacher and Assistant Headteacher trained Senior Mental Health Leads.

**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). See Policy on the website for further information.*

"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*



## **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 milestones are taught discreetly when necessary, with the aim of these aspects being applied in class challenges or STEM projects; **English** Work (including **Oracy and Debate**, using progressive language structures to ensure high standards 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 Den Building 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. In EYFS, high quality teaching to develop an understanding of the world, which is backed up through opportunities for the children to learn through provision and enhancement. 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 the **SMSC thread, 'Big Thinking Question' and school values.**

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. For example, children participate in an annual **Enterprise Project** as well as an **'Art and Other Faiths'** project amongst other things.

**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 focus about Keeping Safe, and our Safeguarding Curriculum (along with relevant communication for families) 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 offer is that we prepare 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 occurs 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 Curriculum Drivers and Enrichment Curriculum:**

In these 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:**

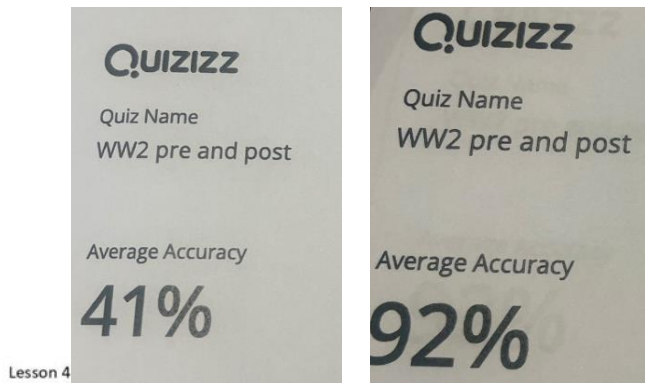
- \*Describe some of the ways in which Christians Hindus and Muslims describe God
- \*Ask questions and suggest some of their own responses to ideas about God
- \*Suggest why having a faith or belief in something can be hard
- \*Identify how and say why it makes a difference in people's lives to believe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

## Pre and Post Assessments and Exit Cards:

Pre and post unit assessments and quizzes (Quizzes and Kahoot) are used to Exit Cards are used on this day and in lessons throughout each unit of work to assess knowledge and understanding – the aim is to check that children know more than they previously did and when assessed throughout the Learning Journey, that they are remembering more. **Examples of these are below and will be evident in books:**



Put a circle around the animals you would find in the Arctic



- Can you draw the equator, the Tropic of Cancer and the Tropic of Capricorn on this map?
- Can you identify the continents of Africa and Europe?
- Can you label France, Germany, Russia, Australia and Mexico?
- Can you name and label 3 countries in Asia?

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 provides opportunities for children to succeed – working in teams collaboratively, they learn from each other while also developing their 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.

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 the **Goldsborough Sicklinghall 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 Policy and **Feedback Five** process (September 2022) 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?'