

Our curriculum at Cirencester Primary and Nursery School supports children to grow into positive, responsible people who can communicate and co-operate with others, whilst developing their knowledge and skills in order to achieve their full potential. Core to planning are school values, communication skills and promoting health and well-being of all.

Our curriculum intent (refer to full policy)

What is the intent at CPS?	Why is this important?
A focus on human values with positive social relationships which promote children's spiritual, moral, social, cultural development.	Our expectation is for every child to leave CPS with a strong set of moral and ethical values, an inquisitive mind, high expectations of themselves and a healthy outlook. These are human values necessary for a working society. Carefully chosen by all stakeholders in the school and celebrated through values certificates.
Develop a love of learning by enriching the children's experiences and by modelling learning behaviours by enthusiastic and knowledgeable staff.	It is important to promote a natural desire for knowledge and understanding which will lead to life-long learners who achieve. We ensure staff leading the curriculum has a passion and expertise in their subject. This passion is emulated by all staff.
A communication rich environment.	In order to prepare children for life within and beyond CPS, we believe they need to be effective and confident communicators and therefore aim to develop strong communication skills. Our defined communication skills are: listening, being attentive, body language, eye contact, spoken and written accuracy, clarity and cohesions, reading for understanding, friendliness, open minded and begin respectful.
Knowledge and skills woven together.	Knowledge is the building blocks for developed learning and for deeper understanding, however an outcome cannot be reached by knowledge alone. There must be skills which are taught in a progressive scheme of learning which begins within EYFS. The two are connected, so when planning for learning both the developed CPS skills map and curriculum knowledge are incorporated.
Lead children to explore their own pathways and take responsibility for their own choices.	At CPS we have the 'hidden curriculum' - what the children learn from the way they are treated and expected to behave in society. By leading the children to take responsibility for choices and to explore their own interests and pathways, we enable personal growth and development.
Encourage our pupils to be inquisitive, confident and to make links with their learning.	Children must make links between areas of the curriculum. This is why the skills and knowledge are taught in a progressive way which enables children to build upon prior learning, deepening their understanding and make links with the world around them. In turn, this embeds knowledge into their long memory and allows for links to be developed into future life.
Providing a broad and balanced, enriched and extended curriculum.	Learning must be purposeful and meaningful to the children, meeting their own interests about the world they see. To do this, we teach a wide range of topics through the 'Big Questions'. These questions include a balance of all subjects within the National Curriculum, whilst incorporating experiences through trips, theme days and clubs to enrich their own personal experiences.
A curriculum which can be tailored to individual needs.	Every child deserves to thrive and have a sense of achievement. All children have different needs and these needs should not obstruct them from reaching their goals. Our curriculum looks to remove these obstacles.
Provide a curriculum which ensures children lead healthy, fulfilling, purposeful lives which will take them into adulthood.	We are a supportive school which ensures that children find purpose and fulfilment in what they do. As children grown into adults, they will be met with challenges which can be overcome with a healthy mind.









Our curriculum implementation (refer to full policy)

We strive for consistency across the school and within year groups, with agreed approaches using a range of teaching and learning strategies and styles which develop resilience and independence. At CPS, we believe in enquiry based learning that facilitates progression, inclusion and high standards, together with the development of wider personal skills to allow success as young people and adults. We are developing our thematic, enquiry-led curriculum with a focus on the development of key skills, in all subjects. We are also developing linked learning opportunities, thinking opportunities and sustained learning opportunities in a variety of learning environments that encourage links with writing and language development.

How is our intent and curriculum implemented?

We developed skills progression documents to ensure skills were built upon each year.

Focal:

Maths - CaB/NH Art - SH
Writing - SS DT - GDS
Reading - WB RWI - EB
Geography - GDS RE - MB
History - EJ Computing - KB

PSHE- SH PE - AA

Music- SA Science - CeB

French - SD

These skills progression documents are collated into **year group skills**.

Focal:

Mrs Foster/ Miss Bailey

Subject leaders use the skills, knowledge and passion of their subject to create **sequences of lessons** which are progressive and ensure each year group build upon the year before.

Focal:

Maths - CaB/ NH Art - SH
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Geography - GDS RE - MB
History - EJ Computing - KB

PSHE- SH PE - AA Music- SA Science - CeB

French - SD

A long term framework ensures the curriculum coverage over the school year. Subject leaders consider if coverage meets all curriculum requirements. The quality book drives the curriculum.

Focal:

Mrs Foster/ Miss Bailey

Examples

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Sequence ovents in their life Bequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages	Sequence artefacts closer together in time -check with reference book. Sequence photographs etc. from different/periodsoffherifie Describememories ofkeyevents in lives.	Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	Place events from period studied on time tine Use terms related to the period and begin to date events Understandmorecomplexterms eg BC/AD	Know and sequence key events of time studied Use relevanterms and period labels Make comparisons between different times in the past	Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
Range and depth of historical knowledge	Recognise the difference Here is a second to the	Recognise why people did things, which is a second and what has period and what has period as a result is liderily of feenens between ways offer at different times.	Find out about every day lives of Find out about every day lives of Compare with our life today identify reason for and result of people's actions people's actions have wanted to dosomething	Use evidence to reconstructifie in learning to the construction of the construction of the construction of the second of time shaded of the construction of the c	Study different aspects of Study different aspects of between rise and women Exemine causes and results of great events and the impact on Compare life in early and late Times studied the cause of the with the same aspect in another period	Find out about beliefs, behaviour and second and secon
Interpretations of history	Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past - how reliable are their memories?	Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discus reliability of photosis accounts/stories	identify and give reasons for different ways in which the past is represented when different sources - compare different sources - compare different versions of the same story Look afterpresentations of the period - museum, cartoons etc.	Look at the evidence available Beginto-evaluate the usefulness of different sources Usetextbooks and historical knowledge	Compare accounts of events fromdifferentsources—factor fiction Offersomereasonsfordifferent versions of events	Linksources and work outhow conclusions were armed at Consider ways of checking the accuracy of interpretations – fact of fattor and opinion. It is also that the conclusions of the conclusions of the confidentity use the tibrary and intermet for research.
Historical enquiry	Find answers to simple questions about the past from sources of information e.g., artefacts, (see 4a)	Use a source – observe or handle sources to arraver questions about the past control basis of simple observations.	Use a range of sources to find out about a period Observermalidetails—artefacts, Observermalidetails—artefacts. Sielect and record information relevant to the study Begin to use the fibrary and internet for research	Use evidence to build up a picture of a past event . Choose relevant material to . Choose relevant material to . If the control of one aspect of life in time past . Ask a variety of questions . Usethetbraryand internetfor research	Begin to identify primary and secondary sources Use evidence to build up a Use evidence to build up a Select relevant sections of information Use the istrary and internet for research with increasing confidence	Recognise primary and secondary sources. Use a range of sources so find out. Use a range of sources so find out. Suggest crissions another means of finding out. Bring knowledge gathered from several sources together in a fluent account.

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Year 1 Term 4	Big Question: Is Home Sweet Home Really the Best?									
Topic: Plants	Objectives (from NC2014) (see progression grids for WS skills mapping): P1 libertify and name a variety of common wild and parties plants, jugi deciclaous and evergreen trees P2 libertify and describe the basis structure of a variety of common flowering plants, including trees.									
	Question/WS Skill	Lesson Ideas/Resources	WTS	EXS	GDS					
1	P1: What plants would we find on a bear hunt? WS4 identifying and classifying WS2 observing closely using simple equipment.	Books or gods for identifying. School flett/fhedgerows/forest school. Magnifying glasses and cameras to research back at school.								
2	P1: What plants would we find when we got back home? W54 identifying and classifying W56 gethering and recording data to help in answering quisitors.	As above but focused on garden plants. Could use forest school time to plant, make labels and watch growth – do NOT carry out what plants need experiment as this happens in Y2. Collect numbers of different plants (e.g. from one flower bed) and record, answering questions								
3	P1: Which trees could a bear hide behind beat? WSS using their observations and ideas to suggest answers to questions	Research and identify deciduous and evergreen (depending on spring time you may need videos etc as exidence). Ask and answer questions such as which tree would be best for a bear? When would it be best to carry out a bear hunt? When are we most likely to be well hidden etc.								
4	92: What are the parts of a plant? WiS2 observing closely using simple equipment. Extension: using their observations and ideas to suggest answers to questions.	Identifying main features of plants and trees. Compare and continue. Extension (potentially a separate lesson if time): purpose of parts—bright leaves, strong trunks ext Do the tallest trees always have the widest trunk, do all yolden plants have 5 petals, do all plants have an odd number of petals, do leaves come in parts.								
Scientist/ 30b Activity – can be included any time in this module	Learn about Joseph Barris Curriculum edinis 'uses and implications of societies' School Infraid Statement: to learn about inspirational scientists (peet and present) and their influence in our to develop a peason for leaseing 'usfor and have resilience when pursuing answers to their questions' to be exposed to everyday Science (e.g.,	Learn Boud, Joseph Barkin Dotanier, part of Captain Cock's yeaper, Octoberd plains from awound the world for Kew Gardenn) https://www.nhm.cc.ak/discover/pareght-backs-scenetis-captain-backs-scenetis-captain-backs-scenetis-captain-backs-scenetis-captain-backs-scenetis-captain-backs-scenetis-captain-captain-backs-scenetis-captain-captain-backs-scenetis-captain-captain-backs-scenetis-captain-captain-backs-scenetis-captain-captain-backs-scenetis-captain-plain-backs-scenetis-captain-plain-backs-scenetis-captain-backs-scenetis-c								

Subject	AUTUMN	AUTUMN TERM		RING TERM	SUMMER	TERM
Books chosen as the driver for learning	Stone Oirl, Bone Oirl Queen Victoria's bathing Machine	Alice in Wonderland A Christmas Carol	The journey home The great kogac tree	Frog Belly Rat Bone Secret Garden	Robin Hood	
The Big Question	How did certain individual Shape Britain?	of the Victorian Era	Is it too late for our	lanet?	Do humans have what it takes to survi skills , second term Romans)	re! (1" half wilderness and shelter
Year group specific enhancemen tactivities		Play to the school - A Christmas Carol		Walk to the park to research the importance of a place for calm and wellness		Explore Cirencester's Roman Heritage
English writing genzes	Link to Mary Anning Soone Ord, Bone girl (description writing, diary, non-phron) Book to end the term and introduce QV Queen Victoria's Bathing Machine (poetry)	Victorian Authors - Lews Carol Alice in Wonderland (descriptive working, storywriting) Charles Dickins A Christianas Carol (diary, speaking and listening for play)	Journey home The great Kores Tre	Froy Belly Rat Bone e Secret Gunden	Robin Heed https://usborne.com/browse- books/catalogue/product/1/509 9/adventures-of-robin-hood/	
Накогу	Introduction. Who was Mary Anning and when dad she line? What is the Victorian well (Groupping that lots of different emissions in left from the past). LLW Max were the main ewors of Mary Annings life? (understand ewors happened in a particular coders) similarizes Schifference between highests). LL: What squipment did Mary Anning we? (sequencing artiface); LJ: Why dissemina	Ld. What do pietures all us about what a Queen Victoria's life was life. Got of different evidence is left from the past – parentge and phene, look days or Winney). L5: What was life like for other Victorian (Versens (recognise that loss of different evidence is left from the past). Moreover, Moreover, Moreover, Moreover, Weens, Ween				Introduction: Here have human curved in the para- nerwed in the para- crement. Was life different remained dubliers that different ears have different vays to LL: What would passiple naviveg in Renan Crements LL: What would have happened in the amphibastes? LL: What would have happened to the way to be a comparation of the What would different have done in Roman Crements LL: What would different have done in Roman Crements Crements.

Our curriculum implementation (refer to full policy)

Examples How is it implementated? We identify children's needs Mar Vulnerable Learners Log – Greece class through pupil progress meetings, ECHP, My Plan, assessment data, Record of pupil progress m class contexts and vulnerable learner es- My Pla Year Group: 2 Class: Greece Term:December 2019 logs. Focal: Yes - My EYFS Lead - Mrs Ellis KS1 Lead - Mrs Baggus KS2 Lead - Mrs Smith W: 1.3 (2.3) M: 1.3 (2.3) R: 1.2 (2.3) Pr not me No, QFT and RW M small group Our outcome planning gives teachers a clear plan of coverage in the term so links can be made. Here teachers have autonomy to create lessons which use their own talents and the talents of the class. Teachers consider the pupil's needs and ensure the Big Question is purposeful and instils a love of learning. Children will work through their enquiry questions towards their outcomes. Focal: Mrs Foster/ Miss Bailey An overview is sent home so parents and carers can engage with curriculum and support children's learning. Focal: Mrs Foster/ Miss Bailey Weekly reading and writing plans English and reading Planning GENRE SUCCESS CRITERIA SPAG focus for discrete lesson (phase 6 spellings rules) Text type: Purpose of writing which set out the objectives for each lesson and consider the needs of individual pupils. The quality book chosen is a driver of the reading and Guided Reading Input/Differentiated group tasks writing lessons. WAL: To predict a book using the front cover. be shown a WAGOLL. This WAGOLL Focal: Mrs Scott Target Mrs Berrell Mathematics Planning is through 'Can Do Maths'. The sequences of lessons are built into units to create small achievable steps. Maths Focal: Miss Black/ Miss Hardy

Linger Longer

Longer Lasting

Examples How is our intent and curriculum implemented? Option 1 (best) - class teacher and 2 TAs RWI planning for early readers Term 1: 20 minutes teaching per group follows a systematic approach and First four weeks Whole class: 5 minutes (teacher and TAs team-teach at the front) Teach Set 1 Sounds gives all children the chance to hree progress groups: 15 minutes each letter formation, Word Time reading and spelling at tables Ditties (one per day). Read single letter Set 1 sounds at speed. succeed in smaller groups. The Read all Set 1 sounds at speed. Read 2 and 3 sound words using Fred Talk. Read 3 and 4 sound words containing interventions and adapted books Read 3 sound nonsense words. Read 4 and 5 sound words accurately Read Set 1 'special friends'. supports all children's needs Slowest progress group - carousel teaching in 4s and/or daily one-to-one tutoring for 5 Read 3 and 4 sound Green and no words containing 'special friends'. ead nonsense words with 3 and 4 xunds, including 'special friends'. supporting their decoding skills and NB Once children begin the Ditty Group, teach a 30-minute sessio Set 1 Speed Sounds Lesson – 'special friends' See Handbook 1 p. 36. Once reading these confidently, consolida all Set 1 'special friends' and review Set 1 single sounds as required. Tocus on Read the sound, Review the sounds and Speed Consolidate all Set 1 'special friends' an eview Set 1 single sounds as required; ocus on Read the sound, Review the sounds and Speed write. Term 2: 30 minutes teaching per group Three progress groups Teach Speed Sounds Lesson (10 minutes), Ditties/ Storybooks (20 minutes). Slowest progress group - carousel teaching in 4s and/or daily one-to-one tutoring for 5 minutes enabling them to access a wide range of reading material in our impressive write. Read the Phonic Green Word Cards ('special friends', Fred Talk, read the Term 3: 40 – 60 minutes teaching per group Three progress groups Teach Speed Sounds Lesson (10 minutes), Ditties/ Storybooks (at least 30 minutes) Read the ('special friends', Fred raword) Green Words WT 1.5 -1.6. library. rd) een Words WT 1.6 - 1.7 Focal: Use Carousel 4 and daily one-to-one tutoring for 5 minutes if any children learning Set 1 sounds and blending. WT 1.7 has different types of wor Progress through in this order: 1. words with double consonants 2. 4 sound words 3. 5 sound words Review the words 1. 'special friends', Fred Talk, read the Mrs Bowden word' 2. 'Fred in your Head' to speedy reading Green Words WT 1.1 - 1.4 Add 1.5 - 1.6 words once taught What is the Carousel 4? Slowest progress group of 4 children (no more) Teach Speed Sounds Lesson (10 mins) to whole group Teach blending one-to-one (5 mins per child) Organise independent play activities for the other three Reading Assessment Read 3 sound nonsense w Sport Provision supports a healthy body and healthy mind and allows Colour my magi children to explore their own pathways while developing SMSC and our school values. (running, jumping and throwing) Focal: Athletics activities Mr Archer Term Spring 2 Summer 1 Core Task Net/Wall Summer 2 Athletics activities Colour Match Cirencester Primary School Enhancement Timetable An enhancement event develops SPRING TERM children's love for learning and creates a well-balanced curriculum. Reading Theatre Visit A World Book Day Science Throughout the year enhancement History events or activities are planned including: forest school, educational visits, whole school learning (for Computing example E-safety, world book day, An community engagement) DT Focal: RE Key Stage leaders PSHE Mr Johnson PE Miss Bailey Clubs Autumn Clubs At CPS we strive to extend the Teacher Who is the Day of the curriculum and provide a variety of club for? We will be looking at different ways that we can fundraise. Mrs Bowden Fundraisina Years 5.6 Tuesday lunchtime and after school clubs. unchtime Club We will make posters and look at how to organise an event. Music Mrs Alvarez Years 1,2,3 A beginning course in how to play the recorder and read Focal: lunchtime Mr Archer Mr Archer Year 5,6 Years 5,6 Monday You will be learning passing, shooting and dribbling skills. 3:15 - 4:15 Mr Archer Nethall Years 5.6 Wednesday In this club you will be learning the skills needed to play 3:15 - 4:15 netball. Mr Archer Years 4,5,6 We will be learning how to move in different ways, listening Monday 3:15 - 4:15 to the tempo of the music. Miss Hardy Get ready for Christmas! We will learn lots of Christmas Singing Reception 3:15 - 4:00 songs. A clubfull of stories! You will listen and join in with a range Mrs Foster Storytelling Years 1,2,3 Tuesday 3:15 - 4:15 of stories using drama Thursday 3:15 - 4:15 Mr. Johnson Venn 3.4 Years 3.4 You will be learning passing, shooting and dribbling skills. Football

Planning within EYFS is vital to give the children the best start and access the curriculum throughout their upcoming years.

Focal: Mrs Ellis

						Monday	The set one contact the species was a set of the set of
	Hendey	Teastry	Verterity	Threshy	Riday	Read Jack and the Beenstelk. Introduce making our own versions of the book. Show example. Writing for first page.	
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- CONTRACTOR	Making our sent afterly back.	-				- Who is the person? - Why is the person weating one key around their neut? - Why are there keys havings from this transit? - Why are the keys growing?	Magis beam Jack her magic beam Jack her magic beam ill giard
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Our curriculum implementation (refer to full policy)

How is our intent and curriculum implemented?

Home learning and parental engagement

It's really important that children are supported and support others. Our community consists of many different people and our 'tree of support' ensures that we are all included in the CPS community

Focal: Mrs Foster Miss Bailey

Inclusion support focuses on those 'human values' and encourages communication for those children for whom communication may be a barrier. At CPS we provide a team around the family working closely with agencies, and incorporate into our own nurture support.

Focal:

Nurture - Mrs Jarrett SENCo- Mrs Ellis

Safeguarding lead - Mrs Baggus

Interventions are evident within the vulnerable log and intervention document. Small steps have been created by the SENCo team and resources have been suggested and/or made for use. These small steps are provided on the My Plan and recorded in the vulnerable intervention log.

Monitoring of the taught curriculum through books looks, discussions with the children and learning walks ensure the curriculum is delivered to the highest standard and that there is consistency. A monitoring timetable gives the subject expert and SLT time so no area is missed. Focal:

Key Stage leaders Mrs Foster Miss Bailey





Examples

Nurtu	e support referral form			Inclusion Support
Date of referral:			Area of support	How is support given
Name of child:	Lass:	Teacher of referral:	Attendance	 Attendance is monitored by the attendance officer. For children
Stage on pathway:				who have reached an AIM, support may be given to collect the
	ferral (include what is concern	ning you / behaviours being demonstrated / what		child.
is holding the child back?				Support within an AIM
				 For children whose their whereabouts has not been ascertained by
				9:30am, a home visit will be made.
What strategies have been impl	emented already?		SMSC	 Lunchtime club to support those struggling to communicate and
				make friends
NO: (If support needed with activities from SJ, please detail here) Rosie could do with talking to an adult – about life at home, friendships,				 1:1 sessions on a particular barrier linked to SMSC and
Rosie could do with talking to an	adult – about life at nome, fr	endships,		communication
Parental involvement				Group sessions with a focus on SMSC and communication
			Support around the family	 Attend family and agency meetings, forwarding information and supporting with actions in school.
Office use only			Supporting SEND	Providing support to class teachers and children in consultation with the SENCo, including resourcing
Initial assessment & recommendat	ions			Supporting the My Plan, My Plan + and ECHP process alongside the
				SENCo
SLT decision				Liaise with agencies to ensure children with SEND
			Behaviour	 Provide a safe and engaging place for children if needed
REVIEW (if applicable)				Support with behaviour and support group meetings where children need support outside of the behaviour policy

Child/Young Person's Name:	Date of Birth: P	srenti <u>Carer</u> /Young Person's Signa	dure;	Date of Signature:
Parent/Carer's Name:	this plan to child'y	nt to attach electronic copy of bung person's details held by sunty Council YES/NO	Parent/Cares/Young person consent to share this My Plan: YES/NO	People contributing to My Plan: Melody Balley,
My Needs	My Outcomes	Actions	Resources	Berlew
Reading I need to improve the fuency of word reading, increasing my speed.	Know my blue RMI I will go to my small Read White inc sessions with my group for the year. I will go to my small Read White Inc sessions with my group 4x a week for 30 minutes.		Flashcards RWI scheme RWI yellow books RWI Bale books Crange reading book	Choose in item. Netes of outcome jone outcome sentence of authorisement against target) Week 2: Week 3: Week 5: Week 6:
Writing I need to improve my handwriting	I will begin to learn the round lead ins. o a d g q o	I will watch an adult write the letters, then copy it next to their example:	Handwriting book	Choose on from Notes of outcome (one outcome sentence of achievement against target): Week 1:

imervention type and person	Valuesable	Easeful accessores	fortunes soccessors results	100	Impact & next steps	
delivering BEAGING BWA	riament.	(Oct 2015)	Dec 2015	-		
decoding		FMC				
SK a week						
zeda						
bey noning at				-		
8:40 – Som (Marie)						
tvery elemen						
jectuding friday) at 2:45 – 2:90						
(Marie)						
MERCHAN 1:1-						
SKe week						
Shec:						
afternoon Decode)						
Tuesday during TS (Marie)						
-Wed afternoon						
(Karen)						
READING _ comprehension						
IX a week						
Sher						

	Cirencester Primary School Monitoring timetable						
Subject	AUTUM	IN TERM	SPRING	O TERM	SUMMER TERM		
Writing	SS learning walk and book look R - Ye 6 supported by SLT	SS learning walk and book look R - Ye 6 supported by SLT	SS learning walk and book look R - Ye 6 supported by SLT	SS learning walk and book look R - Ye 6 supported by SLT	SS learning walk and book look R - Ye 6 supported by SLT	SS learning walk and book look R - Ye 6 supported by SLT	
Reading	WB learning walk and book look R - Ye 6 supported by SLT	WB learning walk and book look R - Ye 6 supported by SLT	WB learning walk and book look R - Ye 6 supported by SLT	WB learning walk and book look R - Ye 6 supported by SLT	WB learning walk and book look R - Ye 6 supported by SLT	WB learning walk and book look R - Ye 6 supported by SLT	
Maths	CB, NH learning welk and book look R - Ye 6 supported by SLT	CB, NH learning walk and book look R - Ye 6 supported by SLT	CB, NH learning walk and book look R - Ye 6 supported by SLT	CB, NH learning walk and book look R - Ye 6 supported by SLT	CB, NH learning walk and book look R - Ye 6 supported by SLT	CB, NH learning walk and book look R - Ye 6 supported by SLT	
Science		CB learning walk and book look. Supported by SLT		CB learning walk and book look. Supported by SLT		CB learning walk and book look. Supported by SLT	
History	EJ learning walk and book look. Supported by SLT		EJ learning welk and book look. Supported by SLT		EJ learning walk and book look. Supported by SLT		
Geography		ODS learning walk and book look. Supported by SLT		ODS learning walk and book look. Supported by SLT		ODS learning walk and book look. Supported by SLT	
Computing							
Music							
Art							
DT							
RE		MB to collect RE folders for book look		MB to collect RE folders for book look		MB to collect RE folders for book look	
PSHE							
PE						700	
Well-being	Child class survey SJ and class TA follow up meetings	Child class survey SJ and class TA follow up meetings	Child class survey SJ and class TA follow up meetings	Child class survey SJ an			

We celebrate achievements and values daily which build confidence.



Enhancements such as forest school and visitors teach children life skills and knowledge.



We are performers, both at school and in the wider community. Encouraging communication skills and confidence.



Our curriculum impact (refer to full policy)

The Curriculum Team will further develop the alignment of the curriculum led by the Head teacher and supported by staff and the governor Curriculum and Standards Committee. At Cirencester Primary, we acknowledge the importance of learning from mistakes, encouraging resilience and positive attitude to meeting challenges and learning from them.

When implemented, what is the impact of our	How is this measured or monitored?
curriculum	
Teaching is consistent across the classes and year groups.	 Monitoring of effective and consistent classroom teaching through drop ins Subject leaders review the way the subject is taught and plan for improvement linked to whole school objectives Subject leaders reviews curriculum plans Observations by SLT Book looks from subject leaders and SLT
Planning is systematic and progressive	 Learning objectives, coverage and skills are allocated to year groups Curriculum team monitor outcome planning and yearly overviews Subject leaders monitor progression within their subject
Levels of attainment in Reading, Writing and Maths are improving.	 Using SIMs to input data and HelloData to analyse the improvements at assessment points. Comparison to National Standards to ensure CPS remains in line. Use of banding systems to track small steps of improvement (RWI, Book-banding, Accelerated reader) Use of writing assessments against end of year expectations to determine WTS, EXS, GDS Use of NFER papers, Can Do Maths assessments Use of moderation between classes supports the raise in attainment
Children are supported to reach GDS standard.	 GDS activities and extensions are planned using the outcome planning Use of 'deepen it' activities in maths and differentiated levels of challenge in reading provide children with open ended discussion points Use of precision teaching targets GDS children to extend their writing.
Children with SEND have the support needed to succeed	 Precision teaching in writing enables all learners to have independence and to achieve a target at their level. SENCo supports all teachers to use the My Plan as a working document. SENCo supports families requiring a ECHP for their child. Additional resources are provided to children who require it (For example recording buttons, additional adult support)
Communication skills are developed so that children are able to confidently discuss ideas.	 The school council enables children to have a voice and impact larger school decisions Fundraising clubs support children to communicate ideas Open discussion and debate are encouraged in class Pupil voice questionnaires Opportunities for school performances to audiences
Children gain both knowledge and skills across curriculum areas.	 Subject leaders question time with children A progressive skills document Outcome planning which follows a cross-curricular approach, linking skills and knowledge across subjects Knowledge organisers
A love of learning and aspiration is clear among pupils.	 Pupil Voice questionnaires Children enjoy coming to school Children have many experiences which shape a love of learning.

How will monitoring be purposeful? We need to ensure that our monitoring is manageable, purposeful and allows for future improvement.

Curriculum leads and SLT will meet with faculty leads to discuss school improvement actions. The faculty leaders will meet with the experts and identify no more than three areas which are a focus to be monitored.

Experts will conduct learning walks and book looks, considering the three areas. Consider what is going well and next steps and bring this to the faculty meetings.

Faculty leaders will repo findings back to SLT.

SLT will review what is going well and what improvements have been identified. SLT will discuss next steps with all experts