

Edale Rise Primary and Nursery School

CURRICULUM CONTEXT



EDALE RISE
Primary & Nursery School

Edale Rise

The aim of this document is to provide information about our curriculum entitlement and an explanation as to how we have developed an inclusive curriculum tailored to the needs of our children

The Curriculum

At Edale Rise, we define the curriculum as the entirety of the provision we deliver to our children. All aspects of our curriculum improve outcomes for our children and increase life opportunities. Our intention is to provide profound personal development for every child in our school.

Our curriculum is inclusive and encapsulates our 'Take Care' ethos to ensure children are well-rounded pupils with strong moral and social values.

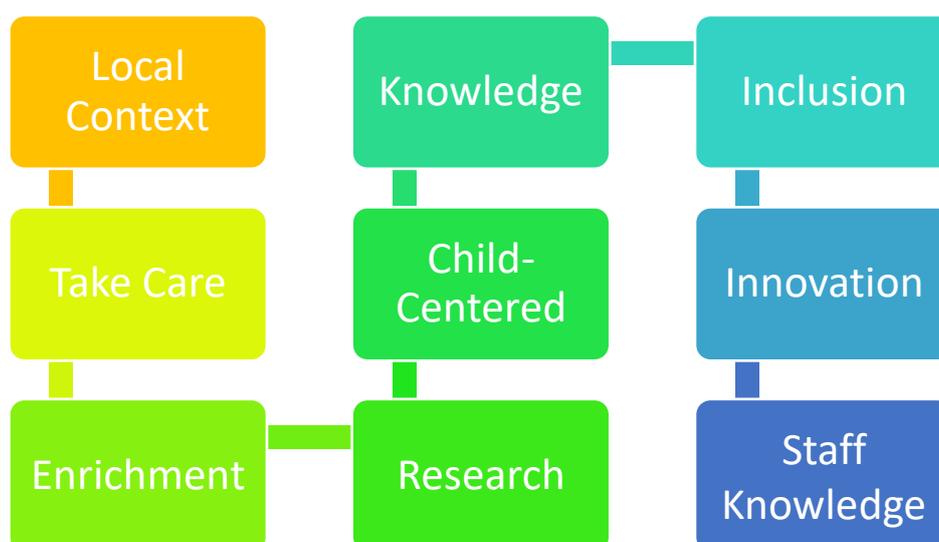
Our knowledge-rich curriculum ensures our children develop a broad, rich and powerful knowledge base that will empower them to have positive impact on their world.

What is our Curriculum?

It is important not to conceive the curriculum solely as the features of each subject children learn. The curriculum should encompass all aspects of provision.

Our curriculum design has taken into consideration the local context of our school, our ethos and the importance of knowledge acquisition. Our curriculum is child-centred, inclusive and enriched with numerous opportunities. In order to deliver a world-class curriculum, we are continuously interacting with the latest educational research to ensure our provision is constantly improving and teachers are equipped to deliver outstanding provision.

Our Model



<p><u>Local Context</u></p> <p>Our provision reflects the needs of children in the community</p>	<p><u>Knowledge</u></p> <p>Children develop broad, rich and powerful knowledge that empowers them to succeed</p>	<p><u>Inclusion</u></p> <p>We provide bespoke curriculums to ensure all can succeed</p>
<p><u>Take Care</u></p> <p>Our overriding ethos is reflective throughout each aspect of our curriculum</p>	<p><u>Child-Centred</u></p> <p>We place the needs of our children at the centre of everything we do.</p>	<p><u>Innovation</u></p> <p>We ensure our curriculum is continually adapted to ensure our children are equipped for their future careers and for adulthood</p>
<p><u>Enrichment</u></p> <p>The curriculum is exciting and stimulating and ensures knowledge is retained and learning is seen as a positive experience</p>	<p><u>Research</u></p> <p>We have a duty to interact with the latest educational research and adapt our provision to ensure the best possible outcomes</p>	<p><u>Staff Knowledge</u></p> <p>It is vital that we ensure all staff (including Teaching Assistants) have up-to-date knowledge in order for them to deliver an exceptional curriculum</p>

Children's Needs and Local Context

In order for our curriculum to equip our children to be ready for their current and future lives there needs to be clarity of purpose linked to the knowledge and skills taught.

Aspects to Consider

- Local context/community
- Inclusion
- Future needs – further education/careers
- Future needs- secondary schooling
- Future needs – model citizens

Aspect of local context	Ramifications for Curriculum Design	Curriculum Aspect
<p>We have a vibrant multi-cultural community</p>	<ul style="list-style-type: none"> * Our curriculum needs to be accessible to all cultures * Our curriculum needs to celebrate and utilize the diversity of cultures * Our curriculum needs to ensure aspects of each culture are threaded through the curriculum 	<p>Our provision focusses on diversity and inclusion in all elements ensuring all children feel represented and the culture of the school is of understanding and celebration of diversity</p> <p>Our curriculum has opportunities to celebrate festivals and culture such as Eid and Christmas</p> <p>Our RE curriculum focusses on key aspects of main religions and those in which our children belong. There are regular trips to places of worship. Children have opportunities to look at global and community aspects of topic work and our topics are diverse in nature (see future section). Children are given opportunities to discuss similarities and differences between religions and cultures. Parents are invited in to school to talk to children about their cultures and religions.</p> <p>Recently, we have set up a multi-faith and no faith discussion and action group. This was taken from an idea put forward by children.</p>

		We have also just begun collaborate work with another school with the aim to develop children's understanding of children from different backgrounds
Our school is situated in the inner city of Nottingham	<ul style="list-style-type: none"> * Our curriculum needs to provide profound personal development in order to increase life chances * Many children begin in nursery with low baselines. Our curriculum in the Early Years unit needs to focus on speaking and listening and social skills such as sharing 	<p>Our immersive curriculum approach enables children to access key skills with understanding and context. For example, in Year two a topic on rainforests will thread through all lessons taught through the day including English and science sessions. This gives children a deep understanding of key threads, vocabulary and concepts, which enables them to produce informed written work.</p> <p>In our Early Years setting, work is based on books and topics that interest the children. It is heavily focused on verbal communication and giving children vocabulary linked to everyday life.</p>
In general, our families have a high regard for education	<ul style="list-style-type: none"> * Our parents can help to support and promote a positive attitude to learning * Our parents can enhance curriculum opportunities by helping with enrichment and coming in to talk about their careers and cultures 	<p>Our curriculum includes opportunities for parents to take part in curriculum projects with their child at home. Parents are invited in to take part in workshops and lessons to enable links to be made between learning at home and school</p> <p>Parents come in to school to provide support with understanding aspects of our curriculum linked to culture and community. In addition, we have parents who come to speak about gender equality and children with special needs. Our Take Care approach focusses on acceptance and understanding of everyone. This can only happen if children are exposed to a diversity of experiences such as our special days – National Women's day and autism awareness week for example</p> <p>During Lockdown and class isolations we ensured parents were supported in helping their child to access our remote education package.</p>
Our school is relatively small	<ul style="list-style-type: none"> * Our curriculum needs to be fit for purpose in terms of expectations on staff linked to time management and integration of traditional subjects in to an immersive approach 	<p>Our Knowledge- based immersive curriculum has been intentionally designed to enable lessons to cover more than one academic field at a time. This means that our small staff team can work creatively to ensure children are exposed to a broad and balanced curriculum. For example, children might focus on a text about Romans in shared reading and then follow this up with a more practical lesson linked to Roman Culture.</p>
Many families are newly arrived in to the country or first generation	<ul style="list-style-type: none"> * Our curriculum needs to be fully inclusive * Our curriculum needs to accommodate for children who are New to English * Our curriculum needs to ensure all elements are immersive in nature to give children a context to their learning 	<p>We have a flexible approach to our provision and curriculum for children arriving to our school who are new to English. These children spend the morning learning basic words and focusing on developing sentences. Their curriculum is language rich and practical in nature. Their maths sessions are also designed to cover key concepts without being heavily reliant on verbal and written tasks.</p> <p>The immersive approach also means that all lessons have a link and a focus on vocabulary and understanding. Teachers design a knowledge organizer (see future section) which gives visual aids to explain new words.</p> <p>Our Take Care approach means that children are welcomed to Team Edale and cherished. Each week, for example, in our reception class, children learn words from another language taken from the diversity of languages spoken by pupils in the class. Our curriculum, resources and environment reflect our values linked to culture, diversity and inclusion</p>
Our community has a high deprivation factor with many children in households with low incomes	<ul style="list-style-type: none"> * We need an aspirational curriculum which ensures children are able to access higher education * Our curriculum needs to ensure our children have equality of life chances * Our additional funding needs to enhance the curriculum and ensure it meets individual needs 	<p>Our curriculum and enrichment opportunities are varied in order for all children to discover their strengths and interests. For instance, children visit a local high school and take part in engineering days.</p> <p>We have links to the local Secondary school and Universities and children visit or have sessions in school by staff from these settings. This is an intentional curriculum choice to enable our children to be aware of their future options. Our curriculum makes</p>

	<p>* Our curriculum needs to provide accelerated progress</p>	<p>links to future careers such as our year four project on creating a business that leads to building robots. The funding we receive for pupil premium pupils is linked to children's needs. This year some has been spent on staffing to ensure those who are New To English or have special needs receive a bespoke curriculum. The money is also used to enrich the curriculum with additional experiences such as events and trips During Lockdowns and bubble isolation children receiving PP funding were all offered places in school or I pads to enable them to access learning from home</p>
<p>The majority of future careers in our city are reliant on IT skills</p>	<p>* Our curriculum needs to ensure children have IT skills which are transferrable and our IT equipment needs to be kept up to date</p>	<p>Children have opportunities to work with IT equipment regularly. In the Early Years, there is a planned IT package for children alongside computers children can access independently with programs linked to all aspects of the curriculum. Children are taught basic computing skills throughout the school and there are sessions on coding using the I-pads Many aspects of the curriculum are enhanced using IT. Maths is supported by the whole school use of TT Rocks both in school and at home Recently, digital education has been at the forefront of our provision during lockdowns. Children were trained in using online systems to access their work, send in completed work, converse with teachers and participate in live lessons</p>

At Edale, we value our community and our families. Our locality means there are many barriers that children and their families face. School staff, governors, parents and carers are proud of our community and do not accept that our children's future is decided by the area they are born in and our curriculum aims to promote positivity, confidence and a high level of Knowledge and skills.

Inclusion

Our curriculum reflects our inclusive approach and our whole school Team Edale ethos. We are a team and everyone belongs in our team.

Our curriculum is inclusive because –

- It is designed to be immersive and therefore all children are able to access the content because it is threaded through all subjects
- We have curriculum support and alternative approaches for children who are New To English and those with Special needs
- There are opportunities for children to discuss their feelings and work well-being is integral
- Wherever possible, children access all aspects of the curriculum, tailored to needs
- Enrichment activities enhance our curriculum and provide children with contexts to learning
- We understand differing needs of children and have resources and practices to ensure curriculum access

Future needs

At Edale, we are aware that we need our curriculum to equip children for their future.

Aspect of future need	Curriculum implication
Secondary education	<ul style="list-style-type: none"> * Our curriculum has a rigor and challenge in English and maths. High expectations and a mastery approach ensure accelerated progress * Our curriculum is broad and balanced to ensure children experience all subjects which will be built on in year seven * Our curriculum is inclusive and aspirational for all children * Our PHSE curriculum and focus on values enables children to acquire personal and social skills
Further education/career	<ul style="list-style-type: none"> * Our curriculum is aimed to make University accessible to as many children as possible * Our curriculum has elements linked to future careers and learning * Our curriculum includes links with local Universities * Our curriculum is designed to build confidence in order to instil aspiration in children
Adulthood	<ul style="list-style-type: none"> * Our curriculum has a focus on respect for all communities, cultures and religions * Our curriculum equips children with skills (such as handling money) which they will require in later life * Our curriculum and ethos is linked to a 'Take Care' approach which fosters an understanding of needs of others and self * Our curriculum emphasizes values linked to morality to ensure children have a strength in their moral outlook

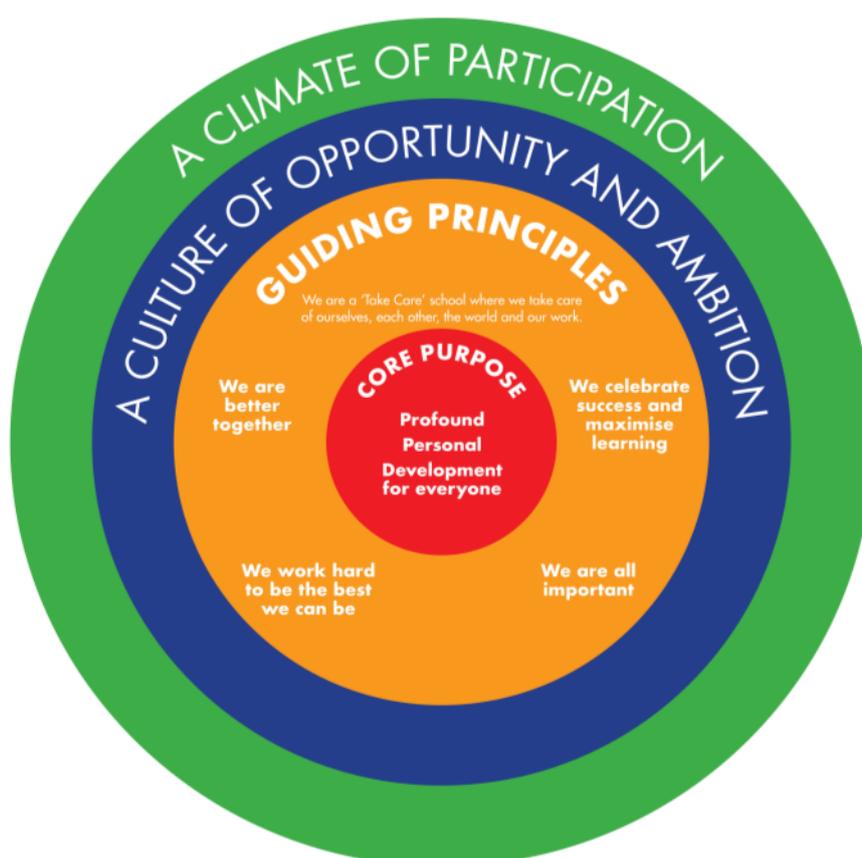
Our Whole-School Ethos

Our school ethos embodies the key approach we take to education and who we are as a school community.

It affects curriculum delivery and design and is threaded through all aspects of school life.



A 'Take Care' Model For Excellence

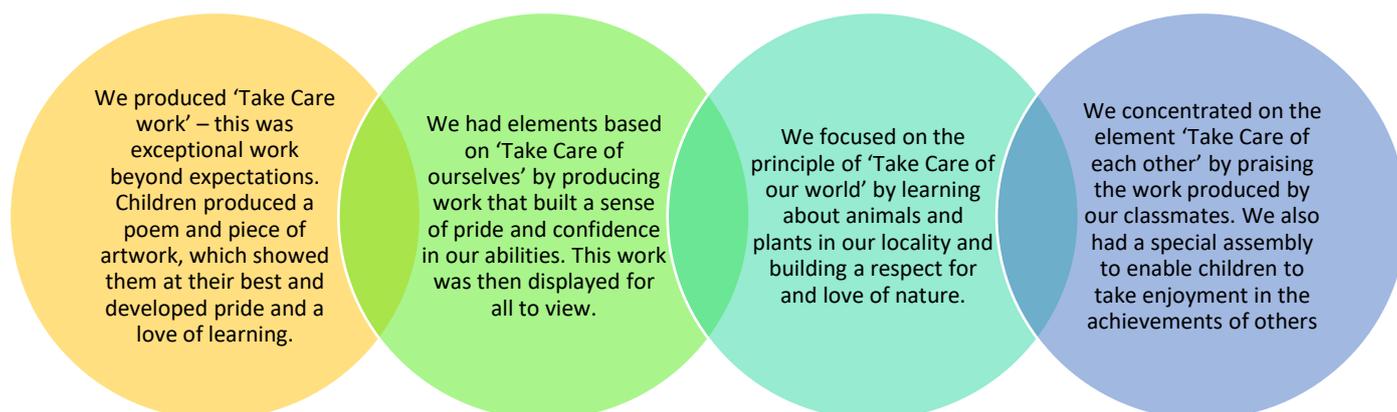


Our ethos is, at first glance, simplistic and this is intentional, as we want all children to be able to access the approach. Our mission statement consists of two words – Take Care. Our curriculum follows four key principles –

- Take care of ourselves
- Take care of each other
- Take care of our work
- Take care of our school and our world

This means that our curriculum design includes aspects of these principles in each lesson. A current example was our whole school project based on the 'Lost Words' book by Robert Macfarlane. The book of poems includes inspiring artwork interwoven throughout. It is a magical book based on British flora and fauna. Each class spent a week working on the poems. The expectation was that all children would have produced a poem and a piece of artwork by the end of the week.

So, how does the 'Take Care' approach thread through the curriculum?



Our ethos means that children have a sense of belonging and a consistent approach to their learning. The curriculum is consistent and this increases learning potential for all children.

Children also have an ownership of their learning and become more involved in curriculum opportunities. Children design and lead events and clubs within school alongside staff.

Leadership is an important skill to develop and our ethos enables children to have opportunities to learn how to lead by taking care of each other. The curriculum enhances this by including leadership sessions particularly in upper school.

Our 'Take Care' approach also includes behaviours for learning. There are no school rules at Edale as we encourage children to develop exemplary behaviours and an intrinsic understanding of how to behave in school and society. This enables children to be able to focus on their learning without disruption.

Edale Curriculum – The magical formula

To summarise the contents of this document our curriculum focuses on three key elements

The magical formula.....

- A purposeful, well designed curriculum which has impact on children's outcomes and is tailored to suit the needs of children

- A culture of opportunity where all children have the chance to participate in a variety of enrichment opportunities

A safe environment which nurtures a sense of belonging and encourages children to be the best version of themselves. To include development of personal and social skills and a culture of respect and understanding

Our curriculum is reliant on all three elements working together to ensure the curriculum we provide our children is fit for purpose and aspirational, inspirational, progressive, innovative and fun!

The final say goes to our children and parents

'I nearly missed my dinner time because I was loving me learning so much' YR 5 child

'I love this school, I learn so much and I feel like it is part of my family' YR4 child

'I want to thank you as my son's behaviour has changed so much at school and home' YR3 parent

'I had the chance to move to a better house but I turned it down as it was out of catchment' YR5 parent

'I have been bringing my children to this school for nine years and you are part of my family' YR5 parent