



CLARENDON PRIMARY SCHOOL

Together we shine



Clarendon Curriculum Statement

As a school community, we believe our children possess unique gifts and qualities; as such they have the right to succeed, recognise their own greatness, and develop who they are in a respectful and caring environment. Our school ethos is firmly rooted in our values with a 'love of learning' being the foundation of everything we do...so that 'Together We Shine.' Clarendon's bespoke curriculum is broad and balanced taking into account our school's unique characteristics. Our curriculum is co-designed by teachers and children, where an enquiry based approach enables children to lead and teachers to facilitate the learning. We build children's aspirations demonstrating possibilities for their future lives. Clarendon's Values underpin all that we do in school fostering independence and resilience. High expectations in speech, language and communication strengthen the children's ability to learn at a deeper level, allowing them to articulate their learning; demonstrating quality thinking and application of skills and knowledge. Physical and mental wellbeing are prioritised within our curriculum design allowing children opportunities to exhibit spiritual, moral, social and cultural understanding.

Our carefully crafted curriculum balances the national expectations and an all-encompassing range of experiences allowing our children to flourish. Clear strategic planning allows the curriculum to be dynamic and adapt to the context of the school and children's needs. Age related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. The curriculum has high expectations to combine transferable skills, demonstrate a breadth of vocabulary and develop strong cross curricular links. Outstanding classroom environments stimulate and engage quality thinking and reasoning. Explicit weekly and medium term planning is responsive to children's needs; incorporating holistic approaches to teaching and learning. Peer coaching supports all staff to further develop curriculum pedagogy. Our marking policy is an opportunity for children to reflect on their learning and think deeply in their feedback.

Clarendon uses rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Curriculum teams monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching trajectories are changed. Our whole school team strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps. We don't confuse coverage with progress when assessing. Learning is measured through careful analysis of application of skills across the curriculum; showing how acquisition of knowledge is enhanced dramatically by expectations to evidence quality thinking and demonstrate individual understanding. Class teachers and curriculum teams conduct performance analysis linked to triangulated monitoring measuring performance against individual and school targets.