

THE CURRICULUM AT ETCHING HILL



OUR CURRICULUM:

We have embedded a personalised, carefully planned knowledge-based, vocabulary-rich and engaging curriculum with clear intent, that is focused on meeting the needs of ALL children at Etching Hill, providing an ambitious, broad and balanced curriculum. It is based on the NC and enhanced with elements which reflect the context of Etching Hill School community and values our local, as well as wider community. It has been designed to ensure that the children know, remember and do more - preparing them well for their next stage.

We started the full redesign of our full curriculum in 2018 and since then, leaders have evaluated and refined both the what and the how we teach, using research and best practice; the intent and implementation of our curriculum is now firmly embedded across the school and matches the needs of our pupils.

Our curriculum drivers underpin all that we do, to support effective learning across all phases of the school, including cultural, emotional and social development. Reading underpins and is at the heart of our curriculum reading is valued as a tool for learning and links ensure a love of reading is interwoven into all curriculum areas.

Our curriculum starts by creating excellent foundations within the early years, our children are confident and secure learners as they make the transition in to year 1. On leaving, at the end of key stage 2, our children are well prepared for their next stage in school life. Our school 'Let Your Light Shine' ethos is ambitious for all and especially our disadvantaged children: it supports children in becoming articulate, confident and able to make links between their experiences, the school and the wider world.

CONTENT AND SEQUENCING

- Leaders have structured the curriculum so that it is coherently planned and sequenced to ensure that pupils build knowledge (including vocabulary) and skills incrementally over time.
- In Maths we use the White Rose to ensure that all children 'master' the key concepts of the maths curriculum.
- Following Covid, time was given to identifying gaps and priorities through robust assessment and strong teacher knowledge. Assessment of maths and English is an embedded strength and more recently these skills have been transferred to the other subjects to ensure that teaching time is effectively used so that tasks and lessons planned are progressive and build upon prior learning. Leaders have worked hard to ensure a consistency across the school which supports children in being able to make connections and be challenged in their learning.

AN INCLUSIVE CURRICULUM

- The design of the curriculum incorporates our knowledge of our families and communities, particularly the needs of our disadvantaged families. Our 'Learning Without Limits' approach to teaching is ambitious for all children, enabling all, including those with SEND to achieve well.
- Vocabulary and oracy is given priority within our curriculum, we recognise that this can be a barrier for many of our pupils.
- Inclusivity and removing barriers have remained a high priority, which is reflected in the structure of the SEND team, which has been created to build on specialisms and personalised to the need of our children, providing them with the skills and knowledge to be more independent and achieve well.
- Our high expectations for all children are modelled by all within the school community. The commitment to securing early reading and maths fluency is evidenced in effective curriculum implementation at all points in the school.
- The high quality of outcomes, across the curriculum, is evidence of our impact.