



Peafield Lane Curriculum Vision

Our curriculum reflects the Flying High Partnership’s intent of promoting well-rounded individuals who are prepared for the next stage of their journey. It is a curriculum based on citizenship, integrity, and a pursuit of excellence in order for our children to thrive in the next stages of their journey. A journey in which they can look forward with confidence and backwards with pride. It is our duty, through our curriculum, to ensure our children are ready to flourish at secondary school and have the capacity to be successful in what will be *their* 'modern Britain'. For this to happen they must reach high standards of English and Maths.

They must have a keen sense of what it is to be 'British' in a Britain that celebrates the differences we all have in our life choices, relationships and, indeed, opinions. Our curriculum is broad and balanced, rich and varied, providing our children with high-quality education and experiences that support the development of the whole child.

We strive to ensure that every single child becomes the very best citizens of the next generation and have instilled a life-long love of learning. To enable this, we have built our curriculum around the key principles of EVER (Empowering, Vocabulary Rich, Experiential and Relevant)

We know that our children need:																														
<p>Aspirations for their future and chances to choose from the many varied job opportunities available to them.</p>	<p>A wide and ambitious vocabulary gained from exposure to high quality texts and an improved reading for pleasure</p>	<p>To prepare for life in a modern Britain where respect and celebration of different cultures/people who are different to them are paramount.</p>																												
We know this because:																														
<ul style="list-style-type: none"> We recognise that some of our pupils come from low income families and haven’t had the same opportunities as others LSOA data shows our catchment is in the lowest 20% in terms of employment deprivation + a high intake from next ward (In 10% Education, Skills and Training deprivation) IDACI falls in the lowest 30% of the country 	<ul style="list-style-type: none"> Many of our children enter Early Years with a low level of communication and language. On baseline, 68% of children are below expectation in C&L – Unemployment in top 20% of the country showing a low level of academia. Vocabulary links to aspiration and some of our children are not from word-rich, text-rich homes. The EEF shows that the vocab gap is evident when children enter school and grows at each stage of education. For some children, there is a lack of exposure to books from an early age and therefore a love of books is not instilled in the children Some of our children come from homes that are not text-rich or vocabulary rich 	<ul style="list-style-type: none"> Our catchment is 88% White British and we want to ensure that our curriculum promotes British Values and educates against the protected characteristics The overwhelming majority of children in school describe themselves as either no religion or have not provided information (total of 78%). 19% classify as Christian. 																												
These are important to ensure our children:																														
<ul style="list-style-type: none"> Strive to learn more, know more and be the best version of themselves. Grow as confident, independent, and resilient learners. Have as much opportunity as any other to build their cultural capital 	<ul style="list-style-type: none"> We want confident, articulate, and precise communicators Have a love of reading Can articulate their knowledge, learning and understanding well as well as thoughts and opinions with ease. Continue to achieve as highly as they have: 	<ul style="list-style-type: none"> The ability to understand equity and equality in our community and world To be respectful and build positive relationships with a range of people with protected characteristics. We want them to learn about the best of the best (written, played, performed, painted, spoken etc) Have opportunities to move beyond their lived experiences 																												
<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #f4a460;"> <th colspan="5" style="text-align: center; padding: 2px;">Reading</th> </tr> <tr style="background-color: #f4a460;"> <th colspan="2"></th> <th style="padding: 2px;">2018</th> <th style="padding: 2px;">2019</th> <th style="padding: 2px;">2020</th> </tr> </thead> <tbody> <tr> <td rowspan="4" style="text-align: center; vertical-align: middle; padding: 2px;">KS2</td> <td style="padding: 2px;">PLA</td> <td style="text-align: center; padding: 2px;">79%</td> <td style="text-align: center; padding: 2px;">84%</td> <td style="text-align: center; padding: 2px;">93%</td> </tr> <tr> <td style="padding: 2px;">National</td> <td style="text-align: center; padding: 2px;">75%</td> <td style="text-align: center; padding: 2px;">73%</td> <td style="text-align: center; padding: 2px;">80%</td> </tr> <tr> <td style="padding: 2px;">PLA (GD)</td> <td style="text-align: center; padding: 2px;">37.2%</td> <td style="text-align: center; padding: 2px;">31%</td> <td style="text-align: center; padding: 2px;">44%</td> </tr> <tr> <td style="padding: 2px;">Nat (GD)</td> <td style="text-align: center; padding: 2px;">28%</td> <td style="text-align: center; padding: 2px;">27%</td> <td style="text-align: center; padding: 2px;">31%</td> </tr> </tbody> </table>				Reading							2018	2019	2020	KS2	PLA	79%	84%	93%	National	75%	73%	80%	PLA (GD)	37.2%	31%	44%	Nat (GD)	28%	27%	31%
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Therefore, we build our curriculum around the following 4 principles:																														
<p style="text-align: center;"><u>Empowering</u></p> <p>We believe it is important to give the children a chance for their voice to be heard and for them to ultimately make a difference. We want our children to continue their learning outside the constraints of the classroom and ‘Go Beyond’. We want our children to take ownership of their learning and develop the ability to ask questions, solve problems, evaluate, and critique. We ultimately want our children to be aspirational in everything they do.</p>	<p style="text-align: center;"><u>Vocabulary Rich</u></p> <p>Our curriculum is planned so that all children are exposed to high levels of vocabulary through enquiry and diverse, challenging selective text choice. Reading is prioritised throughout the curriculum and taught throughout all subjects. Early reading is built upon and embedded over time. Reading opportunities are woven throughout the whole curriculum to embed the learnt skills from the reading session.</p>	<p style="text-align: center;"><u>Experiential</u></p> <p>We want to expose our children to the ‘best of the best’ in relation to our curriculum. Opportunities to study famous people and work are woven throughout the curriculum to enhance their cultural capital. Each enquiry has an authentic outcome and hook where experiences stimulate the acquisition of knowledge in the classroom. Residential and visits are planned throughout the curriculum to support a love of learning. Assemblies are planned to celebrate the ‘Great’ in GB</p>	<p style="text-align: center;"><u>Relevant</u></p> <p>We want to use the mantra of: ‘Because our children...we....’. The children’s backgrounds and needs along with our current culture, climate and events determine our curriculum. As a result of a predominantly WBRI community, we have threaded opportunities for EDI study throughout the curriculum.</p>																											
Examples of principles in action																														
<ul style="list-style-type: none"> LKS2 children wrote to the local MP and had a zoom call to change the way water was being used Work published in local community (Doctor’s surgery, Chesterfield Canal) Da Vinci/Fibonacci study 	<ul style="list-style-type: none"> Library Reading opportunities Book club Tiered vocab High-quality texts to study Daily class text/read 	<ul style="list-style-type: none"> Webinar with Jeff Kinney Residential visits Space centre, Veolia, Chesterfield Canal Local environment Key content choices Assemblies (EDI) 	<ul style="list-style-type: none"> How the past has shaped our future (Coal Mining) Newsround – adapt curriculum (eg Earthquakes, Plastic Pollution) Local studies about Nottingham Castle, residential to Sherwood Forest 																											



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