

CARMEL CHRISTIAN SCHOOL

OUR CURRICULUM INTENT STATEMENT: 2019 - 2020



Statement of curriculum intent

At Carmel Christian School we carefully design, plan and implement a curriculum which provides breadth for every pupil.

We desire to build in students a life-long passion to learn and grow spiritually to equip them for life. It is one thing to want children to be successful and quite another to provide the academic and character training to ensure this accomplishment.

Godly character training is part of our learning experience, and it prepares students to welcome and accept challenges and future opportunities whilst having respect for all people. Sixty character traits, such as kindness, loyalty, and honesty, are taught within the curriculum.

Careful analysis and discussion about our pupils' backgrounds, life experiences and culture has helped us to adopt the A.C.E. curriculum with four key priorities underpinning every subject area. We believe that by focusing on the following key priorities our pupils will be ready to successfully meet the challenges of the next stage of their education and their lives.

Our curriculum priorities are:

1. Challenge and Enjoyment—we aim to ensure pupils find their learning challenging, engaging and motivating. Our curriculum encourages high aspirations and ambitions for all. At each stage in their school life, our pupils will experience an appropriate level of challenge, to enable each individual to achieve his or her potential. We aim to provide opportunities for our pupils to be active in their learning and have opportunities to develop and demonstrate their creativity.
2. Relevance –we aim to offer experiences where pupils understand the purpose of their learning and related activities. We aim for our pupils to see the value of what they are learning and its relevance to their lives, present and future.
3. Breadth –we aim to ensure pupils have opportunities for a broad range of experiences. We believe their learning should be planned and organised so that they will learn and develop through a range of context within both the classroom and other aspects of school life.
4. Pastoral -we aim to provide a carefully interwoven curriculum of learning through SMSC, British Values, PSHE alongside our pastoral provision to meet the needs of all pupils' personal, mental and spiritual well-being needs.

The curriculum offers a range of experiences which contribute to every child receiving a full and rich curriculum. The range of experiences we offer support and champion our culture and ensures that our pupils benefit from a full range of academic, spiritual, moral, social and cultural activities. These

activities enrich their lives and those of our whole school community and make them proud of their British values and the diverse society to which they belong and play an active part. We are proud that our curriculum gives our pupils the skills, confidence and self-belief to lead a happy and fulfilled life by encouraging them to aim high and work towards their goals and dreams in life.

It is our underlying belief that every child should feel valued and experience the feeling of success in a wide range of curriculum areas. We believe that through the curriculum we can impact on what is in pupils' head and how they feel about themselves, so that they feel clever, confident and ready to tackle any challenge they may face.

At Carmel Christian School we place high priority on ensuring pupils' physical and mental wellbeing are met. We understand that pupils will not be successful learners unless they are emotionally secure, therefore we carefully design our curriculum and adopt a flexible approach to timetabling to ensure that we can meet and respond to any issues which may arise. Pupils' physical and mental wellbeing are as valued and important as academic development.

We carefully monitor pupils' progress with their personal development and our well planned and thoughtful approach to SMSC helps to ensure that every child is well cared for and supported.

Our balanced approach to the curriculum is not at the expense of high standards in core subject areas. High standards and enabling pupils to reach expectations and above is of vital importance if they are to succeed at the next stage of their education and go on to achieve full and happy lives and careers. Our full and rich curriculum ensures that every pupil at Carmel Christian School makes excellent progress both academically and personally. Our unique curriculum ensures that every child is given the opportunity to shine and flourish.

Our definition of progress is the widening and deepening of essential knowledge, skills, understanding and learning behaviours.

Our careful curriculum design and planning means that we build in many opportunities for repetition and practise opportunities for essential knowledge, skills and understanding in every subject. This ensures that pupils are able to revisit previous learning, which allows them to gradually develop a deeper understanding of the skills and processes within subjects, at their own pace and in the best possible way for each individual child.

Our curriculum is meticulously designed and planned to move the nature of pupils' thinking to a deeper level of understanding rather than just acquiring new facts and knowledge.

Our core curriculum provides pupils with academics, skill building, reading practice, character and wisdom training, and knowledge. This complete package begins with reading development and progresses through high school, giving pupils a solid foundation for pursuing their life goals.

Pupils who are more able may progress at a faster rate or may accelerate in the areas of their academic strengths. Less able pupils are encouraged to do their best but are able to work at their levels of proficiency and proceed as they are capable.

Our aim is to create an exciting, interesting set of activities that are underpinned by the knowledge, skills and understanding relevant for each individual. It will promote and foster confidence,

independence, co-operation and self-esteem throughout the time the pupils are in our primary school, which will prepare them for life in 21st Century Britain.

The Accelerated Christian Education materials go beyond simply helping students learn the academics required to enter university or get a good job. We desire to build in students a life-long burning passion to learn and grow spiritually. It is one thing to want children to be successful and quite another to provide the academic and character training to ensure this accomplishment.

Character training is part of the learning experience, and it prepares students to welcome and accept challenges and future opportunities. Sixty character traits, such as kindness, loyalty, and honesty, are taught within the curriculum.

Questions regarding our curriculum

What is a Packet of Accelerated Christian Education (PACE)?

Accelerated Christian Education has taken the conventional style textbook and divided it into bite-sized, achievable work texts called PACEs. Each PACE is similar to a unit in a textbook. Each level consists of 12 PACEs in each subject. PACEs integrate Godly character-building lessons into the academic content, and self-instructional activities are carefully designed to develop thinking skills and create mastery learning.

Our curriculum provides an individualized, self-instructional, mastery-based approach. Our PACE's (modules) allow pupils to absorb subject material according to their own learning ability rather than being pushed forward or held back by their age.

The unique education system offers pupils the opportunity to learn at their own pace while being guided by excellent, Biblically-based learning materials. The programme was developed to offer parents and pupils a high-quality, Christian alternative to the conventional schooling system. This learning system has been used by schools and home schools around the world for more than three decades.

The curriculum provides mastery-based learning that can take place in school or home-school settings. When using the system, pupils learn to set their own goals and achieve them. Pupils also learn to think critically, creatively and independently. These skills are taught and developed throughout all the grade levels and pupils graduating from the A.C.E. programme have shown outstanding performance in their tertiary studies due to the skills they've mastered throughout their schooling career.

A.C.E.s' motivates and support parents and teachers in their quest to see their pupils reach their maximum potential in both school and life.

How does curriculum contribute to the culture, climate and aims of the school?

It is our firm belief that the substance of our education prepares children well for the challenges they will face in life and at the next stage of their education.

Our curriculum is based on one fundamental principle that every child will achieve the highest possible outcomes in their academic and personal development.

How does your curriculum promote equality for all pupils and staff?

Our curriculum is designed to meet the needs of every pupil/all groups of learners in our school.

We carefully look at the needs of every child/group and tailor the curriculum to deliver what best meets their needs and how they learn most effectively.

Every child's progress is carefully monitored and tracked and action taken immediately if progress is not as expected.

How does your curriculum create a positive climate for learning?

Our curriculum is inspiring, challenging and exciting for all children

Many opportunities are provided for parents to become actively engaged in the curriculum establishing a genuine learning partnership between home and school.

How does your curriculum support and encourage staff?

Staff are fully involved in the design, planning and implementation of our curriculum giving them ownership and opportunities to use their knowledge and skills.

Staff report that they enjoy creating new and exciting learning experiences for the children.

Flexibility of timetables allows teachers to explore subjects, allowing the children to steer their learning and develop an understanding.

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How does the curriculum promote equality for all pupils?

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Every child's progress is carefully monitored, tracked and action taken immediately if progress is not as expected.

Every child and member of staff fully participates in every area of the curriculum through careful adaptations and modifications where necessary

How does your curriculum create a positive climate for learning?

Our curriculum is inspiring, challenging and exciting for all children.

Opportunities for children to be intellectually engaged are carefully planned in to ensure children are motivated to learn and achieve a deeper level of understanding in all subject areas.

Many opportunities are provided for parents to become actively engaged in the curriculum establishing a genuine learning partnership between home and school.

Intent

Our aim is to create an exciting, interesting set of activities that are underpinned by the knowledge, skills and understanding relevant for each year group. It will promote and foster confidence, independence, co-operation and self-esteem throughout the time the pupils are in our school, which will prepare them for life in 21st Century Britain.

Implementation

Each core subject consists of 12 PACEs (Packet of Accelerated Christian Education) per level. Typical pupils work daily on one PACE in each subject and may be performing at varying levels. The diagnostic test results help to identify academic weaknesses and prescribe a path to help pupils catch up. Most pupils complete at least 60 PACEs per year, while maintaining academic balance by completing about the same number of PACEs in each assigned subject.

This unique program consists of mastery-based curriculum and materials that are self-instructional, character building, and individually prescribed.

Whether the student is a high achiever, a moderately paced learner, or a slow learner, the A.C.E. educational process begins at the exact level determined by the child's ability. This is individualization, making it possible for each student to master the subject matter before moving on. Such mastery is the foundation upon which all future learning is built.

Impact

We evaluate the knowledge, skills and understanding that the pupils have gained against the expectations agreed and evaluate our topics from this. This ensures that we are constantly striving for improvement and ensuring that our curriculum is the best it can be. We will continue to review and evaluate every topic.

EYFS Curriculum

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum.

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These areas are:

Personal, Social and Emotional Development

Physical Development

Communication and Language development

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis. Continuous Provision practice and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving.

English

Our English lessons develop pupils' spoken language, reading, writing and grammar and vocabulary. English is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely.

Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. Parents are given clear expectations about reading at home.

We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors.

Mathematics

Our teachers will ensure that mathematical skills are taught every day. They also use cross curricular opportunities to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. In each lesson there is a short and simple mental maths session. We build on skills and understanding in a step by step and progressive way and continue to develop place value, the four number operations and the understanding of fractional parts.

Science

Science will be taught as a separate lesson but will be linked to our Topic work where appropriate. Key scientific terminology will be introduced each lesson and knowledge will be built upon throughout the school. Children will learn about plants, animals including humans, materials,

seasonal change, habitats, rocks, light, forces, states of matter, sound, electricity, earth and space and evolution and inheritance.

Art and Design

Art has a very important place in our curriculum. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children.

Drama

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language.

Modern Foreign Language

From Year 1 to Year 6 we teach French to all children. Our approach is to make learning a new language fun! Young pupils are very receptive to learning a new language; they like to mimic

Physical Education (PE)

PE is delivered by a Specialist Teacher. They focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member.

PSHE

PSHE, or personal, social, health and education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes, we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

Our **citizenship** lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society.

All our year groups have timetabled PSHE time but we encourage a cross-curricular approach to the development of PSHE skills and understanding. Circle time is used to listen to others and to be heard with the help of class friends. Pupils learn about similarities and differences between people and cultures.

Religious Education

We are a Christian School who promote Cristian values and develop character according to Biblical principles. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies.

Topic

We use topics to deliver humanities subject skills and understanding. Our topic programme is carefully balanced and planned to be age appropriate across the years. Our topics have a science, history and geography base so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. Topic time also provides further opportunities to learn about people and cultures. A timetable of trips to support pupils' learning and to enhance the curriculum is published as part of our long-term planning.

Trips and Visits

We plan a series of trips throughout the year and these are communicated to parents at the start of the academic year. The trips are directly linked to our topic work for example, photography – we visited photography museum in Lacock, Wiltshire so the children can have first-hand experience on the development of photography.

The Role of Parents

We believe that parents as the first educator of their children, have a crucial role in helping their child to learn. We do all that we can to inform parents about the progress of their child by:

- Newsletter.
- Regular Parents' Evenings.
- Parent orientation day
- Holding parent workshops where we explain assessment procedures and teaching and learning strategies;
- Teacher assessment reports informing parents of pupil progress.
- Keeping parents up to date through our parent teacher association.