

Candleby Lane Curriculum Vision



At Candleby Lane school, our carefully constructed curriculum provides children with an ambitious high-quality education. It ensures that children are supported to be well rounded, compassionate people who have a genuine love of learning. Children develop a strong sense of moral purpose, in addition to a respect for and understanding of people. It is broad and balanced, rich and varied and provides them with experiences and opportunities that are relevant to our children. We are committed to ensuring that our children are not only ready for the next stage in their education but are also prepared to take their place in a truly global society.

We know that our children need to:			
Learn and remember the best knowledge of the world	Develop language and communication skills	Be given values to live their lives by	Be given opportunities to develop their cultural capital and have high aspirations for their future
These are important to ensure our children:			
- Have a thirst for knowledge and want to be lifelong learners. - Continue to achieve as highly as they can across all subject of the National Curriculum. - Have the opportunities to go on and achieve the highest grades at GCSE and A-level - Can apply for Russell Group universities in the future, if they so wish.	- Can access the ambitious curriculum offer we deliver - Are confident, articulate and successful communicators - Can articulate their knowledge, learning and understanding - Have a love and a passion for reading - Can achieve success throughout the curriculum and the wider world by constantly developing speech and language - Can use written word to communicate thoughts and ideas	- Have an understanding of what is right and wrong within the choices they make which affect themselves and others - Grow and develop into strong, independent and resilient learners - Are successful, well-rounded, responsible young people who make a positive contribution to their community and beyond - Have an understanding, interest and respect for the diverse world which they live in and treat others how they would want to be treated - Have the knowledge, experiences and opportunities they need to enable them to be able to understand life in modern Britain - Develop a multitude of valuable attitudes and attributes such as acceptance, inclusion and equality - Develop an understanding of, and make links between, the school community, local community, wider community and global community, becoming aware of their place within society - Understand potential issues such as racism, Islamophobia, sexism and homophobia	- Have a wide range of experiences that develop their own personal understanding of life - Are given context and reference points to our enquiries which allow them to build schema and retain key information in their long-term memory - Have the confidence to go after what they want and accomplish the goals they set their mind on - Are exposed to a range of professions or careers beyond those seen within the locality

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Therefore, we build our curriculum around the following four principles: LOVE

Long-term memory

Children need to gain and remember a rich body of knowledge so that they are equipped for each stage of education and life.

Knowledge comes first and children cannot acquire higher-level skills without first learning the content of the curriculum. Subject leaders have developed a well sequenced curriculum with clearly identified content choices that are revisited time and time again so that pupils know and remember more.

We want our children to gain the best possible knowledge so they have many doors open to them and opportunities to choose their future careers.

Oracy-rich

Talk, language, vocabulary and reading are at the heart of the curriculum. Our curriculum is carefully planned so that children develop their language skills.

Children learn to read as soon as they enter school. Early reading is built upon and embedded over time. This develops a wide range of vocabulary and a love of reading. To access the wider curriculum and acquire the important knowledge, our children are taught a wealth of vocabulary throughout all subjects.

Values-based

Candleby Lane's ethos is underpinned by eight key values (confidence, creativity, pride, responsibility, enjoyment, aspiration, perseverance and respect.) These, alongside the British Values, shape the way we expect all the members of our school family to behave and conduct themselves. They are shared with children from the moment they join school. We support children to know and embody them.

Children who learn about diversity and cultural awareness have better social skills, increased understanding and are more accepting of people who are different from themselves. Our curriculum is designed to develop a deep understanding of the wider world so that children are respectful, knowledgeable and understand the importance of treating each other equally.

Experiential

Opportunities and experiences that galvanise and support the acquisition of knowledge back in the classroom are a key principle of our curriculum. We want our children to learn about the best of what has been written, played, performed, painted, created etc.

We broaden children's horizons through experts and experiences. Our personal development programme includes wider opportunities and prepares our children for the world of work. We also aim to develop passions and interests in our children to develop lifelong learners.

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This is evidenced through:

- Well-sequenced and progressive enquiry-based curriculum that at least matches the ambition of the National Curriculum. - Granular learning sequences in medium-term planning - Opportunities to make links with prior and future learning - Content choices are in place to make links across subjects - Identified sticky knowledge and vocabulary progressions - Learning journeys on display in all classrooms - Knowledge organisers in place - Leitner model used in classrooms to help children remember sticky knowledge - A lesson design with clear 'reactivation' and 'reflection' parts to lessons.	- The curriculum being underpinned by high-quality texts - A focus on Early Reading across school - Key vocabulary identified and displayed for our enquiry - Vocabulary evident in every classroom - Dedicated reading time every day for enjoyment - Access to a library for all children - Staff delivering high-quality phonics and early reading interventions - Talk opportunities as part of the writing sequence. - Key vocabulary included on knowledge organisers to aide recall - A reading culture	- Children's achievements being celebrated through 'Star of the Week' assembly and end-of-year Trust Awards - Behaviour management in school being built around the values - Children and adults being able to explicitly identify values at any given time - Values being referenced within lessons both when children show them but also when noticing others are displaying them - British values are threaded throughout the curriculum - Culture of respect, aspiration and kindness. - Range of diverse texts displayed and that are read for enjoyment in class - People and places studied within the curriculum are chosen carefully to reflect diversity e.g. artists - The RE curriculum covers a number of different religions including Christianity, Hinduism, Islam and Judaism - Weekly HBMH PSHE sessions - Special celebration days e.g. Chinese New Year - School assemblies that focus on subjects such as racism, tolerance, equality, British values. - Diversity group established - Zero tolerance for bullying, racism and homophobic incidents	- Experts and experiences throughout enquiries. - Practical, active learning. - Links with the local community (e.g. visiting the local care home as a community choir) - Opportunities to learn about key historical figures (e.g. Martin Luther King) and study classic texts (e.g. Beowulf) - Subject specialists deliver music, PE and MFL - Extra-curricular activities including a range of after-school clubs, such as Choir - Opportunity to be involved in - School trips - Residentials - End of year and Christmas performances - Children's Parliament - Sports teams - Trust Sports events - Music tuition - A range of pupil voice opportunities that allow them to lead and be involved in the running and development of their school - School Council - Digital Leaders group - Pride group - Behaviour group - Play Leaders
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