



Amberley CE Primary School



St. James' CE Primary School,
Coldwaltham



Enabling every child to thrive and succeed

At Arun Villages Federation, we care for EVERYONE. We embrace challenges and all opportunities to learn, recognising the value of education and persevering even when it feels difficult.

We are uncompromising in our aspirations, proud of our – and each other's - achievements and look forward to embracing the experiences the wider world offers.

Respect, Kindness, Honesty, Positivity and Teamwork

INTENT

At the Arun Villages Federation, we recognise that children are at the heart of everything we do and that the foundation put in place during the primary school years is vital to them becoming well-balanced, responsible and happy citizens in 21st-century society. Our aim is to enable every child to thrive and succeed, which not only means providing a curriculum that has ***strong academic learning*** embedded but also ensuring that it builds a ***secure emotional intelligence and resilience*** alongside developing an ***enduring and deeply-rooted understanding of the wonderful culturally diverse world in which we live.***

We have developed the analogy of our children leaving their primary school experience with an AVF 'backpack' filled with academic, emotional and cultural learning that will prepare them for and accompany them through their journey of life. There are two foundational principles of 'caring for self' and 'caring for others' which underpin everything that we implement – our school values of ***respect, kindness, honesty, teamwork and positivity*** instil in the children a sense of their own self-worth and the worth of others, whatever differences there are between us. These values support the development of self-confidence to embrace every opportunity to learn, whether that learning be academic, social or cultural.

Both our schools are blessed to be situated in a beautiful landscape with spacious and inspiring grounds, enabling learning to take place in the natural, outdoor environment. Forest School provides opportunities for the children to form a relationship with the natural world, promoting the holistic development of the children to be resilient, confident, independent and creative learners. Alongside this, having these grounds available, enables the children to take part in a range of sporting and physical activities, supporting the children to learn how to be physically active and promoting the benefits this to a strong mental well-being.

We are passionate about our curriculum celebrating our children's own personal, cultural landscapes but we also have a deep-rooted vision to open up a wider world of varying cultural and diverse experiences to the children, providing a window to the vastly multicultural society we have. By providing access to a range of texts that introduce different and varied ways of life, offering the opportunity for purposeful and inspiring visits and inviting visitors to the school to enhance children's learning experiences, we aim to encourage our children to embrace diversity, think critically and challenge ideas positively.

IMPLEMENTATION

To achieve our intent for the curriculum, the Federation SLT and Teaching Staff have worked together to develop a curriculum that is coherent and sequenced, building from the important foundations laid in Early Years into Key Stage 1 and developing further in Key Stage 2.

At the Arun Villages Federation, we recognise the importance of learning in the Early Years. The Statutory Framework for the Early Years Foundation Stage states that **'every child deserves the best possible start in life and the support that enables them to fulfil their potential'**, a statement that the AVF fully acquiesces with. Our curriculum starts with a specific long-term curriculum map for EYFS based on the seven areas of learning and development as set out in the Statutory Framework for the Early Years Foundation Stage and using 'Development Matters' for more specific guidance. Our EYFS curriculum is shaped by the children's lived experiences and will be led by their interests to help ensure full engagement and impact on learning.

As the children move into Key Stage 1, the curriculum is rooted in the expectations of the National Curriculum building on the foundations laid in Early Years. Each subject leader has identified the key substantive and disciplinary knowledge children will learn in each subject, outlining the key expectations for each year group in discrete subject progression documents. Each subject's intent aligns with the Federation's vision to provide an education that will open the children's eyes to our diverse culture and experiences.

Teachers are responsible for planning for teaching and learning, using the progression documents to ensure children are learning at the suitable age-related expectation. **Quality First Teaching** underpins everything that we do, enabling all children to access the curriculum in a way that is pertinent to their learning needs. The Federation has a consistent approach to Quality First Teaching with certain strategies and practice within teaching and learning in place to enhance the learning of all children and to ensure inclusive practice for all.

As part of teaching and learning, the children are provided with opportunities to enhance their experiences through visits to different places, including the Tower of London, the South Downs Planetarium, Amberley Working Museum and many more places. Visitors are always welcome to share their expertise in subject areas, including poetry, history and music.

Underpinning all the implementation of teaching and learning is the Federation's commitment to helping children to understand self-regulation of behaviour. We appreciate that not all days are the easiest of days to be able to commit to learning for a variety of reasons and we strive to develop and embed resilience in our children through **the Zones of Regulation**, enabling them to identify how they are feeling and develop strategies to ensure they remain successful in their learning even when it is not the easiest day!

IMPACT

In order to assess the effectiveness of our curriculum, we use a variety of assessment methods with children as part of our ongoing teaching and learning.

We have recently moved away from using a school-based system to track the progress of children to using INSIGHT as a system for recording ongoing progress; the INSIGHT system has allowed more precise and timely tracking of children to take place. Class teachers assess the progress of children within and across lessons enabling teachers to effectively judge whether children are on track to reach age related expectations (AREs) and adapt their planning and provision accordingly to ensure all children make progress.

For Phonics and Early Reading, children are assessed every six weeks to see how much progress they have made and are grouped according to this. In writing, an independent write takes place every half term which enables teachers to assess how well the children are using their knowledge and skills away from the point of teaching and inform next steps in learning. Rising Stars and White Rose Maths assessments to support judgements in Maths, Reading Comprehension, Grammar and Spelling every term to support our ongoing judgements. Half-termly Pupil Progress meetings take place to allow teachers the opportunity to discuss children who may need timely interventions put in place to ensure children stay on track.

Subject leaders work with teachers to evaluate progress within their subjects and use this information to evaluate any necessary actions that are needed to develop the quality of provision. We are fortunate, as a Federation, to work with two localities offering a wide range of opportunities to be able to moderate with other schools to ensure a consistent approach to assessment.

We also monitor the impact of the curriculum through the use of Pupil Voice to ascertain how well children are retaining their learning and can recognise the progress that they are making. Pupil Voice is also regularly used to capture the children's voices regarding how safe they feel in school and to qualitatively measure the impact on overall physical, mental and emotional well-being.

Returning to our Intent statement, at the Arun Villages Federation, we aim to embed ***strong academic learning*** and ensure that ***secure emotional intelligence and resilience*** is built alongside developing an ***enduring and deeply-rooted understanding of the wonderful culturally diverse world in which we live***. From the start to the finish of their time with us, we want our children to have had plenty of rich opportunities to express themselves, to identify themselves in what has been shared through the curriculum, to be confident and feel well equipped to move on to secondary school and beyond.