

COLPAI Curriculum Statement

School Values Our Values are fundamental to our Curriculum. They reflect the COLPAI way, our beliefs and the cultural context of our school community. In order that our pupils become be the best person and learner they can be, we encourage pupils and the community to espouse and promote the school values of:

<p>Respect We value our similarities and differences and show respect through our all our actions and words. When we are respectful we:</p> <ul style="list-style-type: none"> Listen to others Show good manners to everyone Treat everybody fairly Compliment others Show compassion Keep an open mind and value our similarities and differences Follow the school rules 	<p>Excellence We always work hard with a positive attitude and give 100% effort. To show excellence we:</p> <ul style="list-style-type: none"> Always do our personal best Have highest expectations of ourselves Consistently work hard and persevere when things are difficult Learn from our mistakes Have a habit of stretching and challenging ourselves Find our passions
<p>Aspiration We aim high and believe in ourselves. To show aspiration we:</p> <ul style="list-style-type: none"> Rise to the challenge Seize opportunities Have hopes, dreams and ambitions Are confident and positive Keep trying and never give up Visualise success 	<p>Creativity We use our imagination and try new things. In being creative we:</p> <ul style="list-style-type: none"> Have our own ideas Ask questions and remain curious Try new things Take risks and experiment Be willing to do things differently
<p>Teamwork We contribute enthusiastically and support each other to succeed. To show teamwork we:</p> <ul style="list-style-type: none"> Work well together (not just with our friends) Listen to each other Share and take turns Join in and contribute Solve problems together Help each other learn 	

<p>Foundations of Excellence</p> <p>As a City School, our ethos is based upon five attributes of Outstanding educational provision. These simple and effective principles are the essential drivers that we believe will enable us to deliver outstanding outcomes for learners</p>	
<p>High expectation leadership</p>	<p>Dynamic and skilled leadership from school leaders and governors founded in the core belief that all children can succeed.</p>
<p>Exemplary behaviour</p>	<p>Behaviour for learning based on a set of defined core values that promote engagement, respect, tolerance, probity, curiosity, resilience, creativity, and independence</p>
<p>Outstanding creative teaching</p>	<p>Highly skilled teaching that inspires, engages, supports, and challenges learners whatever their starting point.</p>
<p>Assessment that informs intervention</p>	<p>Target-setting and assessment systems that set challenging targets and provide data that supports intervention if that progress is not being made.</p>
<p>A challenging curriculum</p>	<p>A formal challenging, broad and balanced, creative and connected curriculum that matches the high expectations of progress and is supported by a rich informal curriculum that promotes the wider development of each learner through personal, sporting, creative and employer related experiences.</p>

Curriculum Statement

Our Curriculum Vision

Pupils and their learning lie at the heart of everything that we do at COLPAI. The bedrock of our curriculum design is based upon the drive to optimise achievement, equity and enjoyment for all pupils. Our aim is to provide every child with the perfect start in life that successfully prepares them for their continuing education and ultimately as lifelong learners and great global citizens. To achieve these aims it is vital that we do not narrow the curriculum but offer a curriculum that goes above and beyond statutory content. Our curriculum is shaped carefully by the varied backgrounds and cultural experiences of the children and community we serve. It is intended to extend pupils' life chances enabling social equity and mobility.

Curriculum Intent

Rich and deep knowledge. It is said that Knowledge is power and information is liberating. We recognise that there is a breadth of core knowledge; facts, concepts, principles and fundamental operations which open doors for us all in further education and in future employment. Powerful knowledge is transferable. Our curriculum planning recognises the need to carefully sequence knowledge throughout.

Mastery. Our curriculum encourages pupils to study at a pace that enables the formulation of a robust understanding of central ideas, key concepts, key bodies of knowledge and fundamental skills. Our curriculum promotes study at greater depth; it is not about coverage and moving on as quickly as possible without time to consolidate and use and apply skills. Our aim is to ensure that all units of learning have a high impact on pupils' development.

Sequence and progression. Pupils learn within a coherent and progressive framework. We have implemented schemes of work, carefully sequenced to build upon knowledge and skills. Learning flows from reception, into KS1 and KS2 ensuring pupils are fully prepared for the next phase of learning.

A broad and balanced curriculum. We offer an exciting broad and balanced curriculum based upon The National Curriculum, however, this is a bare minimum, our offer encompasses much more. The basics of literacy and maths lie at the heart of the curriculum as they have far reaching impact on pupils' life chances, however, of equal importance are the foundation subjects, the locally agreed syllabus for RE and our wider curriculum offer. Our curriculum is intended to develop the whole child; educationally, socially and emotionally, morally, physically and personally.

Exemplary behaviour and positive attitudes to learning. Behaviour for learning is based upon a set of defined core values that promote engagement, respect, tolerance, curiosity, resilience, creativity, and independence.

- Building resilient learners is vital if we want our pupils to achieve their full potential. Resilience in learning is about being able to persevere through setbacks, take on challenges and risk making mistakes to reach a goal. As such, our curriculum promotes a growth mindset and develops character by encouraging perseverance and self-belief.
- Our vision is for pupils to experience the challenge and enjoyment in becoming independent learners who find their interests and passions and go on to be lifelong learners.

- Learning at COLPAI is built around mutual respect and tolerance. At the heart of the curriculum design process, we follow the principles of being a Rights Respecting school. We create a community where children's rights are learned, taught, respected, protected and promoted. We are clear about ensuring our children are respectful in every interaction they have and also understand their own rights, as well as the rights of others.
- Our pedagogical approach to delivering the curriculum aims to inspire and motivate children's learning, promote problem solving, creativity and foster curiosity.

Creativity and cultural strategy. Our curriculum is enriched by a wide variety of creative and cultural experiences. We are committed to offering as many high-quality opportunities in sport, music and the creative arts, including dance and drama, as possible. As a City school, our curriculum fully exploits the rich arts, cultural heritage and open green spaces of our City. This we believe is the entitlement of our pupils.

Entrepreneurial and work skills strategy. From a young age we begin to introduce our pupils to career possibilities and the world of work. Pupils engage in community-based projects where they develop citizenship alongside the fusion skills of communication, creativity, problem solving, critical thinking, taking calculated risks, team work and critical thinking. Our curriculum promotes opportunities for pupils to make a positive contribution to the local community as an active citizen.

Equalities and inclusion. COLPAI offers an inclusive curriculum and is committed to overcoming all barriers that prevent pupils from succeeding. Our curriculum aims to ensure equality of opportunity for all children, particularly disadvantaged groups.

School values. Our curriculum aims to promote the school values of excellence, aspiration, respect, creativity and teamwork.

High expectations. We set high expectation for all pupils. We expect all pupils to achieve well, regardless of their starting point and endeavour to find the right strategies to enable all pupils to be successful. As such, we set ambitious, aspirational targets for to drive continual improvement of all learners. We will always look for suitable and appropriate opportunities to stretch and challenge every pupil. We intervene in a timely manner, to ensure pupils stay up.

Oracy. The ability to express one's ideas orally with confidence is a fundamental aim of our curriculum and as such the development of good speaking and listening skills is given a high priority – it is the golden thread that weaves across the curriculum. Our curriculum encourages pupil voice giving pupils an opportunity to make a positive contribution to the school and take part in democratic activities.

Wellbeing. Our curriculum promotes pupils' well-being giving them the opportunity to:

- engage in sport and physical education including dance, gymnastics, swimming, and games.
- Develop their self-esteem, confidence and resilience
- Learn in a calm, purposeful and supportive environment
- Learn how to respect themselves and others working and be able to work co-operatively in a range of grouping/ settings

Implementation

Curriculum organisation & planning

We offer a curriculum based on the 3 Cs, that is a curriculum which is challenging, connected and creative. It is broad and balanced, covering as a bare minimum, the requirements of the national curriculum but much more. Considerable thought and strategic decision making have gone into blending the right mix of knowledge and skills using a combination of discrete subjects and a topic-based approach, where appropriate, to help children link up knowledge and to use and apply learning across different curriculum areas.

The National Curriculum and beyond We plan our curriculum in year groups, based on but not restricted to the requirements of the National Curriculum 2014. These can be found on the National Curriculum website:

www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4 . We offer breadth and depth of learning through thirteen subjects including: Literacy (comprised of reading, writing, speaking & listening and drama/ role play) maths, computing, science, history, geography, RE, art, D&T, music, PHSE & SRE, French and PE (comprised of dance, gymnastics, games and swimming). Additionally we teach PHSE and SRE.

Long and Medium term planning Medium and long term plans formalise what is to be taught when and where and ensures appropriate pitch and progression across the school. Some schemes of work have been developed through collegiate working across the family of City schools, others are school based schemes developed with expert consultant input and others are high quality, tried and tested government approved or commercial schemes. Additionally, each year group has a year-long overview, which details what is to be taught when and where. Additional to the subjects the overview maps out educational visits, visitors, key dates and celebrations, focus weeks/ days, outings and on-site enrichment.

Good quality children's literature and the promotion of speaking and listening lie at the heart of our curriculum. Planning indicates what topics and which National Curriculum objectives are taught in each year/term. Aspects of our curriculum are thematic with a cross-curricular approach to enable joined up & purposeful learning to take place, whilst some subjects are taught discretely. Long-term planning has been carefully designed to ensure coverage and progression term on term, across years and from one Key Stage to the next.

Teachers also carry out short term planning on a weekly basis, this ensures planning is amended and tailored to meet the precise needs of the cohort, group, and where appropriate, individuals. Our short term planning ensures 'precision teaching'. In this way we ensure we meet the bespoke needs of our pupils. Assessment for learning is used to continually inform planning and teaching and learning, adapting provision to the precise needs of the children. Short term planning details the learning objectives and success criteria for each session, and identifies what resources and activities are to be used within the lesson. Weekly plans are written for English and Maths, ensuring work matches the needs of all pupils. A weekly plan shows what other areas of the curriculum and objectives are being covered. They also show the teaching activities and differentiation within these lessons.

Monitoring and the role of the Subject Leader Subject leaders, phase leaders and SLT monitor planning, identifying strengths and areas for further development. As the school grows we will appoint subject leaders with the role of:

- providing a strategic lead and direction for the subject
- inspiring others and actively promoting a love of learning in their subject area
- supporting and advising colleagues on issues related to the subject
- monitoring pupil progress in that subject area
- Developing and managing high quality resources to support their subject area
- Networking with other subject leads to promote learning across the curriculum and a connected curriculum

Subject leaders review the way the subject is taught in the school and plan for improvement. The subject leader ensures the plans set out the progression through the curriculum in greater detail. New leaders are supported in their work by SLT and experienced colleagues.

Monitoring and the role of the Governing Body In addition, the governing body holds the school accountable for implementing a high-quality curriculum. Governors monitor the way the school curriculum is implemented. Governors review the curriculum and areas for improvement on a regular basis through regular Head Teacher reports, the School Improvement Plan and Self Evaluation Form. Subject Leaders monitor the way their subject is taught throughout the school and ensure all classes are taught in line with school policies and the requirements of the national curriculum. They monitor long-term and medium-term planning and ensure that appropriate teaching strategies are used. The work of Subject Leaders feeds into the Head Teacher's reporting to the Governing Body.

Championing culture and the creative arts

As a City school, the rich arts and cultural offer of the City is integral to our curriculum and an area of importance we wish to explicitly promote. To champion Culture and the Creative Arts we have appointed a Lead Teacher (TC) and Governor (FS) to ensure enrichment is promoted and integral to all that we do. Similarly, we have appointed a Lead Teacher (CO) and lead Governor (GD) to lead on skills and enterprise thus promoting these aspects of the curriculum, through attending City schools Forum and networking with colleagues to disseminate excellence.

Oracy

The curriculum is built around high-quality core texts and incorporates the teaching sequence from reading to writing. There are plenty of creative opportunities to engage pupils in their learning through drama, role play, discussion, visual literacy and we fully utilise Pie Corbet's Talk for Writing pedagogy. There are dedicated sessions to teach grammar in context and high-quality spelling/ early phonic work and handwriting. Each half termly unit clearly defines extended written outcomes covering a narrative genre and a non-fiction text type. Typically, core books are linked to topic work and there is scope for incidental, shorter pieces of writing.

Teachers encourage pupils to speak audibly, clearly and precisely using ambitious and expressive vocabulary. Teachers model Standard English and we teach grammar in context. Our pedagogical approach draws upon speaking and listening, group discussion and drama/ role play approaches and through Talk for Writing, pupils regularly learn stories and poems off by heart, with actions, gesture, expression and passion. Pupils have opportunities to perform for their parents, within the family of

city schools, and for the local community. As the schools grows, pupils will develop the art of public speaking and become involved in the debating. Our curriculum encourages pupil voice giving pupils an opportunity to:

- Make a positive contribution to the school and the local community as an active citizen
- Take part in democratic activities
- Express their ideas with confidence

Enrichment

At COLPAI we offer an enriched curriculum by:

- Fully exploiting links with the rich art and cultural venues and open spaces of the City
- Organising regular trips and visitors
- Holding specialist curriculum days/ weeks
- Welcoming parents to take part in children’s learning experiences
- Using quality resources in and out of the classroom

The following overview exemplifies the impressive range of enrichment activities we have offered

Local area walk and observational drawing	Regular trips to King Square Gardens playground
City Farm and felt making workshop	12-week gardening project with City Garden Volunteers
The Little Angel Theatre	12-week music project with The London Symphony Orchestra
The London Zoo	Music performance at Jerome Hall, St Luke’s Church
Kew Gardens trip with arts and crafts & story-telling/drama workshop	music sessions with choral director of CLSG
Family of City Schools art exhibition at the Guildhall Ambulatory	French MFL – weekly timetabled lessons
Crescendo music club	Family of City Schools music concert at Milton Court, Guildhall
12-week project with dance specialist Sarah Miller	Extra-curricular Spanish
Sports day at CLSG	Swimming summer term 2019
Group games sessions with specialist PE/sports coach	6~ week block of Forest School Hampstead Heath (May-June 2019)
Trip to see ‘live’ nativity at London Zoo	Extra-curricular Yoga
Christmas performance	Puppet maker in residence (spring 2 2019) and follow-up enterprise project

Cultural Capital The City of London Primary Academy Islington offers a challenging, creative and connected curriculum. As a City school, we are committed to ensuring that the rich arts & cultural offer of the City is readily available to all of our pupils. We believe creativity and creative thinking are fundamental to the future economic wellbeing of our city and our nation, and that the creative arts, music, drama, dance are essential areas of development for the children of COLPAI. Sitting at the heart of one of the great cultural capitals of the world, we believe access to the arts and London's cultural heritage to be our pupils' entitlement, thus our challenging curriculum is designed to fully exploit the rich opportunities London's cultural and creative arts, music, dance, drama and open spaces has to offer.

A knowledge-based curriculum At COLPAI we embrace a knowledge rich curriculum. We believe it is impossible for pupils to gain key skills and attributes, without the knowledge base to put skills into action. Our curriculum, therefore, is broad and balanced, offering a good blend of knowledge.

Knowledge organisers We are building a bank of knowledge organisers to support children in acquiring and retaining key knowledge in subject areas. Knowledge organisers contain key facts and information that children need to have a basic knowledge and understanding of a topic. They include the essential facts about the topic, laid out in easy-to-digest chunks; key vocabulary or technical terms and their meanings; images such as maps or diagrams; and famous quotations, if relevant.

Forest School COLPAI pupils take full advantage of opportunities for learning in London's premium outdoor classroom - the City's open spaces of Hampstead Heath. The education centre's multi-sensory classroom and teaching gardens provide safe, engaging and friendly environments for our pupils to learn. Our annual six-week programme inspires and engages pupils in Forest School skills such as den making, lighting fires and tool work and is focused on elements of the national curriculum programmes of study for science, as well as geography, art and design, citizenship, literacy and PE. Sessions are delivered in a fun, interactive and discovery-based ways, which encourage the children to build their emotional connections to nature and to understand their role in a changing environment. Children have access to the Old Orchard garden providing a beautiful space to explore nature with its pond and mini-beast hunting areas. We also explore the Golder's Hill Park, zoo and butterfly house to learn about tropical butterflies, lemurs, coatis, owls and more.

Impact

We measure the impact of our curriculum through:

- Lesson observations
- Learning walks
- Work scrutiny
- In - school termly and annual tracking of standards across the school
- EKS summative assessment standards: EYFS, Phonic screening check, KS1 SATs, KS2 SATs
- Pupil voice
- In-lesson assessment for learning, plenaries and marking and feedback
- Pupil behaviour and attitudes to learning
- Celebrations of learning, e.g. performance, assemblies, end of unit display, written outcome, end of unit outcomes where pupils demonstrate the knowledge they have gained, using and applying across the curriculum and problem-solving tasks.
- City impact visits with CEO
- Peer review within the primary family of City Schools
- In- school moderation
- Cross borough moderation
- Moderation within the family of City schools
- LBI moderation and monitoring visits providing external moderation
- Specialist consultancy reviews
- Parent view
- AFL