

Catshill Federation Curriculum Rationale

The Curriculum at Catshill Federation	Why is our curriculum important?	How is the curriculum organised?
The Catshill Federation comprises both Catshill First School and Nursery and Catshill Middle School. Our curriculum has been designed to ensure that children have rich, valuable experiences from age 3 to 13. • Disciplinary subjects with cross curricular links • Bespoke schemes of work adapted for our local context • Prepares our children for the next stage in their learning (from EYFS to KS1 to KS2 to Middle School to High School) • Broad and balanced to build on prior learning • Develops children's knowledge of the world we live in • Promotes a love of language, oracy, literacy and widening children's subject specific vocabulary • Embeds basic skills and develops transferable skills • Celebrates individual strengths • Develops links between subjects and the world we live in • Prepares pupils for a happy, healthy, fulfilling future in modern Britain • Inclusion built across all subjects through adaptation and support	Our inspirational curriculum sets the foundation for education, ensuring pupils acquire essential knowledge and skills. It prepares pupils for the opportunities and responsibilities of later life, while promoting spiritual, moral, cultural, mental, and physical development. Our well-designed and inclusive curriculum supports effective teaching and learning, aligns with educational standards, and meets the needs of all our children. The curriculum prepares them for future learning and to discover the world around them.	• Our curriculum is based on the statutory requirements of both the updated Early Years Framework and the National Curriculum • Each subject has a topic overview which is then broken down further into a progression of knowledge, skills and vocabulary development for each year group including EYFS • Each progression of knowledge and skills documents are planned from Nursery all the way through to Year 8, identifying prior learning, knowledge and vocabulary • The EYFS curriculum has been adapted and extended for our children to match the National Curriculum expectations so our children are Y1 ready • The spiral curriculum revisits key aspects of learning to enable skills and content they have learnt to embed in their long-term memory • Knowledge organisers sequence learning to ensure progression from Nursery to Y8, identifying key knowledge to move learning on
	Subject Leadership Support • CPD for subject leads both for pedagogical and relevant subject knowledge • CPD re management vs leadership • Monitoring with overarching leads • Pre planned CPD for subject development supporting teachers with addressing misconceptions • At CFSN the EYFS lead provides support to subject leaders so that they know how each subject begins in the EYFS	
How is Cultural Capital built in?	How is the curriculum adapted?	How is progress measured?
• Core Purpose and Values across the Federation • Educational visits based on topics taught • Residential opportunities • Sporting and music opportunities • R.E visits to places of worship • Basic skills expectations • Strong focus on vocabulary in all subjects • Pupil Leadership to support the development of the curriculum • Picture news • Themed weeks/days • Support for charities • After-school clubs and activities • British Values	• Knowledge based curriculum using knowledge as the driver to teach and apply the progression of skills • Follows the National Curriculum/ Early Years curriculum • Early Reading has a fidelity to Rocket Phonics • Interventions are carefully planned to enable pupils to catch up with their peers • Support and challenge are built into every lesson • Additional adults support pupils with their learning and social/emotional needs	• The assessment of core subject skills and knowledge are tracked and analysed ◦ STAR ◦ End of Unit Assessments (White Rose) ◦ Educater • The assessment of all foundation subject skills and knowledge are tracked term upon term • Regular Pupil Progress Meetings ensure that children's progress and attainment are regularly monitored • The assessment of core subject skills and knowledge are tracked term upon term using our online tracking system. • Retrieval quizzes and ongoing assessments are planned into the learning journey • AfL strategies are embedded in teacher practice • Marking and feedback identifies the importance of embedding basic skills across the curriculum • Responsive teaching plugs gaps and misconceptions whilst moving learning on