



CROWLEES CE (C) J&I SCHOOL SELF EVALUATION SEPTEMBER 2019



**Our school is a place where happy memories are made.
Each child is safe, cared for and learns to care for others; is valued for being themselves;
is supported in learning to make the right decisions and challenged to be the best they can be.**

Crowlees Curriculum Intent

As a Church school, the Crowlees Curriculum is underpinned by our Bible-based school values and the British values. It is designed to develop the whole child and to be ambitious for all. Our overarching aims are to develop an appreciation of our world, each other and our opportunities; resilience so that we can thrive on challenges and grow in self esteem; in order for children to be equipped for the next steps in their lives.

Our Curriculum is based on the statutory National Curriculum 2014, alongside our own enriched curriculum. We study the full curriculum and it is not narrowed.

We want our children to be safe, happy, excited and challenged to be the best they can be. Our learning environment is shaped by an understanding of what children can achieve and by delivering teaching and learning opportunities that meet individual needs. Our most recent questionnaires evidence that 100% of our parents would recommend our school and XX% of children are happy and XX% of children feel safe at school.

Our curriculum develops skills, knowledge, concepts, attitudes and creativity. The way we organise the curriculum shows how we enable pupils to demonstrate progress. Most subjects are planned and taught through the topic approach with cross curricular links made where it strengthens knowledge and understanding and enrichment activities planned to develop a love of the subject.

Subject leaders are well supported to develop their subject expertise and are given opportunities to support and develop colleagues' teaching and learning in their subject. They monitor the teaching of their subjects through a variety of techniques such as work and planning scrutinies and pupil interviews. This allows them to ensure consistent expectations and clear progression in their subject.

All children have regular meaningful and well-planned opportunities for outdoor learning. The natural environment and our school grounds have been extensively and thoughtfully landscaped to ensure maximum learning potential for all. A highly skilled and trained forest schools teacher plans and delivers a curriculum that supports our learning intent across almost all the curriculum areas.

All children participate in the full curriculum. Appropriate adjustments are made according to children's individual or special educational needs. Expectations for achievement and behaviour are high for all children.

Subjects are carefully planned to ensure sequenced knowledge and skills progression from the EYFS to year 6. Children are taught how to remember composite knowledge and key facts are revisited regularly.

Data on children's attainment and progress is collected regularly and used to inform planning and ensure teaching is meeting the needs of each child. Care is taken to ensure that neither the collection nor analysis of attainment and progress data is onerous or tokenistic: data must be useful and impact on pupil progress.

Many of the policies in school aid the teaching of all subjects by ensuring consistent high expectations of behaviour; marking is targeted and effective; homework is not onerous but encourages the development of key basic skills in reading and maths; Interventions are targeted, flexible and measured for impact.