

Singleton Church of England Primary School

Living, Loving, and Growing Through CARE

"Passion for Learning Passion for life"

"With God, all things are possible." Matthew 19:26

"I have come so that they may have life and have it to the full" John 10:10

To provide our children with a wide variety of engaging and challenging opportunities, enabling them to live life to the full. Developing a growth mindset believing that with God everything is possible. To show love, trust, wisdom, and respect, becoming exemplary role models in our community and the wider world.

Care Curriculum Statement



Living, Loving, and Growing Through our **C A R E** Curriculum

Singleton School, we have a **CARE-ing** culture, built on our Christian Values and our **C A R E** ethos. All adults act as positive role models, actively teaching the children six school values (Friendship, Respect, Trust, Endurance, Wisdom, and Love) and how we can live by these.

We have developed **C A R E** as a vehicle through which we explicitly teach these Values through our curriculum. At Our **C A R E** principles guide our behaviours and actions in school, drive our curriculum, and underpin every policy and decision that is taken within the school. Every member of our school community lives our values and ethos, and they are also explicitly taught to our pupils through our CARE Cultural Curriculum

C A R E

C – Choices – Moral – Wisdom & Endurance - Inclusivity

A – Aspiration – Cultural – Respect - Empowerment

R – Reflection – Spiritual – Love - Service

E – Engagement – Social – Friendship & Trust – Community

C A R E ensures that all of our children grow to become the best they can be in a loving place where we all care, learn, and grow together. Through our **C A R E Curriculum**, we create regular, well-thought-out opportunities that encourage our children to make good choices, appreciate themselves, each other, and the world in which they live, reflect on their learning experiences and events, and engage with each other, their learning, and opportunities. Our Care Curriculum is designed so that it enables all children to **C A R E**, learn, and grow within our Christian community so that they are ready to make a positive contribution to the wider world and are fully prepared for the next stage of their education and development.

Care

Caring about God's family



Our Curriculum

Intent

Our school is a diverse and wonderful community and our curriculum provides equality of opportunity for all. We are incredibly proud of our little school and we believe that all children who become pupils at our school deserve the best Christian Education. We have the highest expectations of pupil attainment, teacher performance, governor performance, support staff performance, and parental involvement. We encourage everyone to strive for excellence and achieve their full potential.

Our school vision epitomises our intent and our beliefs and it underpins all that we do
“Passion for Learning and Passion for Life”

“With God all things are possible” Matthew 19:26

“I have come so that they may have life and have it to the full” John 10:10

To provide the children with a variety of challenging and enriching opportunities, enabling them to live life to the full. Developing a growth mindset, believing that with God everything is possible. To show, love, trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

There is a shared commitment to a clear vision. The vision has a strong focus on our Christian Values. All staff buy into our vision that incorporates ‘passion for learning, passion for life’ Staff aspire to create learning opportunities for our children that inspire them to be proactive, independent learners and to strive to be the best that they can be.

We want our pupils to understand what it means to be part of the **‘Singleton Family’**, to wear their uniform with pride, to embrace every opportunity, to have a growth mindset, and aspirations, and to feel valued, nurtured, and happy.

At the heart of our curriculum are ‘knowledge and skills’. All children are exposed to creative, sporting, and cultural opportunities, along with a rich diet of extra-curricular activities and class visits. We pride ourselves on offering a challenging and engaging curriculum where children have the opportunity to develop a greater depth of knowledge in Maths and English, but just as importantly we provide a creative and engaging skills-led curriculum, where children are immersed in a world of construction, sports and sciences. Further to this, our school provides first-class performing arts and music opportunities, as we believe these skills are an integral part of the curriculum as well as providing many additional opportunities within individual lessons.

Our curriculum is designed to enrich the lives of our pupils, alongside facilitating the development of literate, numerate, pupils who are solvers of problems; true to their faith; caring of others and of their environment. We promote ‘Limitless Potential’ and embrace pupils who are creative, appreciative of the arts and performing arts, dedicated to sport, fascinated by science. We encourage ambitious pupils, who are motivated and believe in their abilities.

Our curriculum develops our pupils in ways that go far beyond the academic. It is enriched by opportunities for, spiritual growth, personal and moral development, living safely, cultural awareness and personal challenge.

Our pupils' knowledge must be secure and provide a strong foundation for their future learning and progression, supported by individualised and meaningful provision throughout their time at our school. Academic, vocational, creative and technical experiences are offered and celebrated with equal distinction. For example, STEM, Forest Schools, and Musical Theatre.

Vision Intent

Our vision, based on the Bible verses Matthew 19:26 and John 10:10, is the cornerstone of our educational approach.

Matthew 19:26 - "With God all things are possible"

This verse teaches us that even the seemingly impossible can be achieved with God's help. At Singleton School, we believe in the potential of every child. Our supportive environment and growth mindset philosophy encourage pupils to overcome challenges and strive for their best, knowing that with effort and faith, they can achieve remarkable things. This belief extends to all areas of school life, from academic excellence to physical development and social-emotional growth.

John 10:10 - "I have come so that they may have life and have it to the full"

This verse highlights Jesus' mission to provide a rich and fulfilling life. Our curriculum is designed to offer a holistic education that nurtures spiritual, emotional, and physical well-being. We provide a variety of enriching opportunities that allow pupils to explore their interests and talents, ensuring they enjoy a life filled with joy, love, and purpose. By appreciating and enjoying God's gifts, our pupils learn to live life to the full, reflecting the holistic care of the Good Shepherd.

By embedding these verses into our school vision, we remind everyone at Singleton School that with faith, dedication, and God's support, we can achieve remarkable things together. This vision underpins our belief that every member of our community can thrive and flourish in all aspects of life.

Implementation

At Singleton School, our curriculum implementation is guided by our theologically rooted Christian vision, inspired by the verses "With God, all things are possible" (Matthew 19:26) and "I have come so that they may have life and have it to the full" (John 10:10). This vision drives us to provide an education that enables both pupils and adults to flourish in all aspects of life.

We do not prescribe any particular teaching style or pedagogical approach. Instead, we use an Inclusive 'Quality First Teach / Adaptive Teach' approach, focusing on developing a broad set of pedagogical skills. Our teachers adapt to the learning needs of their students, continuously developing their knowledge of individual learning profiles. This approach aligns with our vision of fostering a growth mindset, encouraging pupils to believe that with God's help, all things are possible.

Our teachers regularly share their pedagogical skills and draw on research in teaching and learning to support each other. This collaborative environment reflects our commitment to living life to the full. We have developed our own Inclusive Quality First Teach / Adaptive Teach guidance, which includes:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement
- High levels of interaction
- Appropriate use of questioning, modelling, and explaining
- Learning through dialogue with opportunities for individual and group talk
- Encouraging pupils to take responsibility for their learning
- Regular use of encouragement and authentic praise
- Understanding that students take individual and multiple pathways in their learning
- Adaptive teaching approaches
- Engaging students in challenging learning experiences
- High expectations and encouraging risk-taking

Staff use these strategies to support children with difficulties in areas such as communication, cognition, social-emotional health, sensory and physical needs, and academic subjects. Pupils with SEND receive adapted and enriched teaching to help them recover key concepts, reflecting our commitment to providing a supportive environment where every child can achieve their full potential.

Delays and Gaps in Learning

To bridge learning gaps, we employ a variety of strategies in teaching, learning, and assessment.

Maximising Knowledge Retention

At Singleton, we have developed a model called **RETAIN** to maximize knowledge retention. We employ a consistent approach across the school to ensure our pupils retain knowledge by following this six-step model in every lesson:

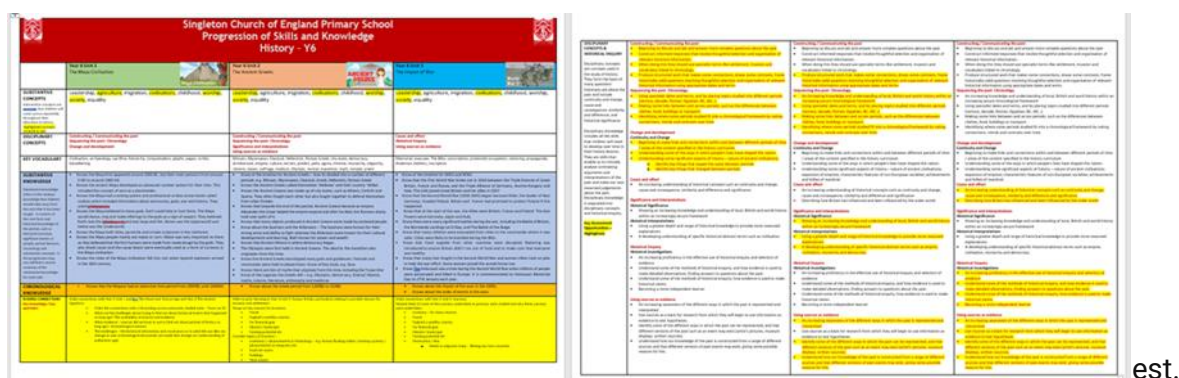
1. **R – Revisit, Reflect, and Make Connections with Prior Learning:** We start by revisiting previous lessons, encouraging students to reflect on what they have learned and make connections with new content.
2. **E – Expectations Highlighted and Memory Techniques Discussed:** We clearly outline the learning expectations and discuss memory techniques to help students retain information.
3. **T – Teach New Skills and Knowledge:** New skills and knowledge are introduced in a structured and engaging manner.
4. **A – Apply and Rehearse New Knowledge and Skills:** Students are given opportunities to apply and rehearse what they have learned, reinforcing their understanding.
5. **I – Include Active Questioning Throughout:** Active questioning is integrated throughout the lesson to keep students engaged and to check their understanding.

6. **N – New Knowledge Learnt - Check and Reflect:** Finally, we check and reflect on the new knowledge learned to ensure it has been understood and retained.

By following the RETAIN model, we aim to create a cohesive and effective learning environment that supports long-term knowledge retention for all our pupils.

Subject leaders identify non-negotiable key concepts, knowledge, and skills.

To support our teaching staff with the **RETAIN** process, our subject leaders have developed comprehensive progression documents for each curriculum area. These documents outline the essential knowledge, skills, and concepts, ensuring that pupils' understanding is solidified for future learning. Our approach gives every child the opportunity to reach their full potential and live life to the full



They focus on:

- **Smartly planned curriculum coverage and high-quality teaching:** Ensuring comprehensive and engaging instruction that meets the diverse needs of all students.
- **Concepts reappearing across Key Stages to build on prior learning:** Reinforcing and expanding upon foundational knowledge to create a cohesive learning experience.
- **Sequencing the curriculum to identify main threads:** Linking units through overarching concepts, such as 'democracy,' to provide continuity and deeper understanding.
- **Focusing on threshold concepts to access the next stage of learning:** Highlighting critical ideas that serve as gateways to advanced learning and comprehension.
- **Providing opportunities for practice and understanding:** Utilizing strategies like 'Sticky Knowledge' and adaptive teaching to reinforce learning and accommodate different learning styles.
- **Key Vocabulary:** Emphasizing essential terminology to enhance subject-specific literacy and comprehension.

By implementing these focused strategies, we ensure that our curriculum is robust, coherent, and tailored to support every student's academic journey. Staff use this information to identify the - Non-negotiable **key concepts, knowledge, and skills** all pupils need to understand.

Key Assessment Opportunities

Key Assessment Opportunities are used alongside AFL to identify gaps and monitor progress. In numeracy and literacy, we offer WAVE 2 provision with specific recovery/intervention programs. Our Provision Maps cover various needs, ensuring comprehensive support.

Other information

We invest in staff professional development through Inset days, coaching, mentoring, and collaboration with other schools. This ensures our teachers are equipped with the skills to help pupils remember more, connect more, and build knowledge and skills. High expectations for literacy development are maintained, with all teachers responsible for improving literacy and vocabulary.

Three key aspects of pedagogy underpin our approach:

- **Mindset:** Building resilience and an “I can” attitude
- **Mastery:** Ensuring pupils master essential skills and knowledge before progressing
- **Metacognition:** Developing independence and self-monitoring in learning

The teaching of reading is a high priority, with a structured approach incorporating phonics, guided reading, comprehension, and vocabulary development. Access to high-quality texts and a progressive skills-based approach ensures pupils become confident readers, influencing their ability to access knowledge across the curriculum.

By integrating our Christian values into every aspect of school life, we create a supportive and inspiring environment where everyone can strive for excellence. Our curriculum enriches pupils’ lives, developing literate, numerate problem solvers who are true to their faith and caring of others. We promote ‘Limitless Potential’ and embrace pupils who are creative, dedicated to sport, and fascinated by science. We encourage ambitious pupils who believe in their abilities.

Our curriculum goes beyond academics, offering opportunities for spiritual growth, personal and moral development, cultural awareness, and personal challenge. Academic, vocational, creative, and technical experiences are celebrated equally, such as STEM, Forest Schools, and Musical Theatre.

Impact

At Singleton School, our curriculum’s impact is deeply rooted in our Christian vision, inspired by the verses “With God, all things are possible” (Matthew 19:26) and “I have come so that they may have life and have it to the full” (John 10:10). This vision drives us to ensure that our pupils not only achieve academically but also grow spiritually, emotionally, and socially.

For our curriculum to have impact, our teachers and subject leaders must continually reflect on the following three questions:

- **How has this lesson or work been made possible by what pupils have learned previously?** This question ensures that we are always aware of the

components and composites required from previous teaching to enable success in the current teaching.

- **What are the key essential components and composites needed for success in this series of lessons, and when were they studied previously in the curriculum?** This question ensures that our teachers know where they are taking the pupils over time and can select appropriate pedagogical approaches to enhance learning.
- **How well are the pupils learning the curriculum (the current section), and how do I improve their understanding and progress?** This question ensures that our teachers use and act upon the outcomes of valid and reliable assessment.

At our school:

- **‘Progress’** means knowing more, remembering more, and being able to do more. All pupils must make progress.
- **‘Components’** are individual ‘bits’ of knowledge necessary for more complex performance.
- **‘Composites’** are new knowledge or skills that draw from or build on relevant components, thus increasing sophistication.

By being part of the ‘Singleton Family’, our pupils will leave our school having developed into literate, numerate, and confident speakers who will be solvers of problems. They will be true to their faith and caring of others and their environment. They will be creative and appreciative of the arts; ambitious, motivated, and believe in their abilities. They will embrace a growth mindset and be passionate about learning. They will be individuals who engage with society, are responsible, respectful, and active citizens, who celebrate differences and thrive with an understanding that uniqueness is positive.

Our pupils will understand the impact of previous generations both locally and globally and will use their own skills, knowledge, and values to create a better world for all by positively contributing to society. They will have achieved their God-given potential in external examinations, having made strong, personal progress. Being part of the ‘Singleton Family’ guides our pupils into further education, following a path best suited to their ambitions.

Matthew 19:26 - “With God all things are possible”

This verse teaches us that even the seemingly impossible can be achieved with God’s help. At Singleton School, we believe in the potential of every child. The impact of our supportive environment and growth mindset philosophy encourages pupils to overcome challenges and strive for their best, knowing that with effort and faith, they can achieve remarkable things. This belief extends to all areas of school life, from academic excellence to physical development and social-emotional growth.

John 10:10 - “I have come so that they may have life and have it to the full”

This verse highlights Jesus’ mission to provide a rich and fulfilling life. Our curriculum offers a holistic education that nurtures spiritual, emotional, and physical well-being. We provide enriching opportunities that allow pupils to explore their interests and talents, ensuring they enjoy a life filled with joy, love, and purpose.

The impact of embedding these verses from our vision into our curriculum intent, and implementation reminds everyone at Singleton School that with faith, dedication, and God's support, we can achieve remarkable things together. This vision underpins our belief that every member of our community can thrive and flourish in all aspects of life.

MISSION STATEMENT - "Passion for Learning and Passion for Life"

VISION- To provide our children with a variety of engaging and challenging opportunities enabling them to live life to the full. Developing a growth mindset, believing that with God all things are possible. To show love, trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

OUR CHRISTIAN VALUES

RESPECT FRIENDSHIP LOVE
ENDURANCE TRUST
WISDOM

OTHER VALUES WE PROMOTE

Equality
Resilience
Independence
Responsibility
Empathy

Aims

- **Inclusivity** - To help **every** child realise his or her full potential.
- **We are better together** - To build strong and purposeful links / partnerships with other schools, our parents / carers, church, local community and the wider community.
- **Success through excellent professional development** – All staff to engage enthusiastically with research and professional development, embracing a culture of collaborative support and challenge.
- **Provide a high quality curriculum** - which inspires all children, optimising their social, emotional, creative and academic outcomes. Provides the essential knowledge and cultural capital to ensure that our children succeed and become well – rounded informed citizens
- **Vision** - Provide an environment where all children feel happy and confident and are challenged to make the most of their abilities.
- **Growth Mind Set** - To inspire our staff and pupils to believe that with God all things are possible. To encourage our children to have aspirations and reach a potential that is limitless whilst developing: - resilience, self-esteem and self-confidence.

An ambitious curriculum – indicators for the children

Spirituality	Life skills	Mental Health / Health and wellbeing	Growth Mind- set	Emotional skills	Morality	Social Skills	Culture
Knowledge progression	Leadership skills	Diversity	British Values	Community	Personal skills	Confidence	Foster Ambition / aspiration
Skills progression	Inclusion	Broad and balanced learning experiences	Equity of opportunity	Creativity	Passion for learning	Enrichment	Bespoke learning opportunities
Excellence	Independence	Responsibly	Pride	Enthusiasm	Perseverance	Teamwork	Challenge
Integrity	Enjoyment	Respect	Tolerance	Empathy	Care	Self esteem	Emotional literacy

An ambitious curriculum – indicators for the staff

Effective subject leadership	Teacher subject knowledge is consistently strong across the school, phase, key stage, and department	Effective planning	High levels of accountability (knowing what is implemented and learned)	Staff ensure :- Equitable delivery for all pupils	Depth and coverage	Progression	Curriculum is ambitious – reflecting in teaching and learning
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INTENT

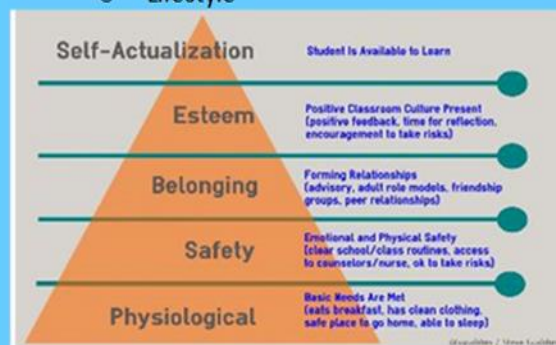
IMPLEMENTATION	APPROACHES TO LEARNING							
	Quality first teach	Active questioning	Promote a love of learning and aspirations	Engage students in challenging learning experiences	Growth Mind-set	Regular tracking of pupil progress used to inform planning	Enrichment opportunities – STEM / MAD week	Highest learning expectations
	Instructions given in small chunks with visual cues	Consistent approach to teaching & behaviour	Teaching styles and resources meet pupil’s need	Differentiation Plan by deciding what everyone can learn then ‘differentiate up’	Personalized learning	Multi-sensory & over learning	Promote a love for learning	Inclusion for all Understand that Students take individual and multiple pathways in their learning
	Build on learning beyond school	Rigorous and sequential approach to learning	Explanation. Modelling, scaffolding and practice	Highly focused lesson design with sharp objectives	High demands of pupil involvement and engagement with their learning	High levels of interaction for all pupils	An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups	An expectation that pupils will accept responsibility for their own learning and work independently
	Regular use of encouragement and authentic praise to engage and motivate pupils	High expectations for their students and encourage risk taking	Classroom well organized and labelled (with picture symbols) <ul style="list-style-type: none">Stimulating and supportive learning environmentWorking walls/Learning journey displayLearning aids/ resources available and accessible – e.g. dictionaries, number lines, literacy mats, whiteboards etc.		Activities and listening broken up with breaks for more kinaesthetic activities	Mini Plenaries – throughout the lesson – consolidating learning / moving learning on	Memory supported by explicit demonstration and modelling of memory techniques	Five positive comments to one negative Praise is specific and named
	BISPOKE CURRICULUM							
	R.E	English	Maths	Science	History	Geography	Art	Design Technology
	Computing and online safety	Music	PE	MFL	PHSE	STEM	Musical Theatre	Enterprise
	Forest Schools	SMSC British Values	Outdoor learning	Worship				
	EXTRA-CURRICULAR							
	Peripatetic Singing lessons	Peripatetic Brass lessons	Recorder lessons	Drama lessons	Forest schools	Basket Ball	Handball	Rounders
	Tennis	Athletics	Tag rugby	MAD Science	Street dance	Drama and Story time EYFS / Y1	Talent Show Club	Football
	Hockey	Netball	Cheerleading	Dodge Ball	Art and Craft club (run by Kids Club)	STEM Club (run by Kids Club)	Worship Club	Times table club
	ENRICHMENT – (across the 2 year cycle)		MAD WEEK (music, art drama)	STEM WEEK	Stations of the Cross	Environmental and Gardening day	World Book day	ICT / Media Day

STANDARDS

- Pupils' work across the curriculum is consistently of a high quality
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.
- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations
- Pupils are ready for the next stage of education. They have the knowledge and skills they need and, where relevant, they gain
- Pupils with SEND and Pupil Premium children achieve the best possible outcomes.

WELLBEING

- Pupils enjoy coming to school and are passionate about learning
- Pupils are successful learners
- Pupils health and wellbeing is a high priority in school
- Growth Mind-set is threaded through all that we do
- Systems are effectively embedded into the culture and life of the school to promote and support mental health, social and emotional wellbeing – improved self-esteem, confidence, motivation, higher expectations of self, reduction of worries etc
- Reduction in 'Barriers to Learning'
 - Social and cultural
 - Emotional – psychological
 - Personal issues
 - Environmental
 - Lifestyle

**PERSONAL DEVELOPMENT**

Pupils realise their full potential, they have a growth mind-set, high aspirations, are motivated and have resilience

- Staff understand the pathways of progress for individual students and the patterns of progress for students as a whole. Therefore, effective teachers need to extensively and continuously develop their knowledge of:
 - Their students' individual learning profiles and the implications this has for teaching
- For all children in our school we will see:
 - The effective inclusion of all pupils in high-quality everyday personalised teaching.
 - Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning.
 - Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

Data - external	RWM Data – assessment without levels	Social skills	Speech and language	Parent survey	Pupil Survey	Staff Survey
School Improvement plan reviews	Governor Monitoring	Learning Walks	Lesson Observations	Book Scrutiny	Self-assessment	Discussions / evaluations - Staff
Subject Leader action plan review	Discussions / evaluations JLT	Subject lead – monitoring and evaluation	Attendance monitoring	Behavioural monitoring	Evaluations from Learning Mentor	Curriculum evaluation