



Gateway Federation Curriculum



Lea CE Primary and Gateway Lodge Nursery Schools

'Everyone Counts'

(The parable of the mustard seed Matthew 13: 31-32)

RESPECT COMPASSION COURAGE SERVICE HOPE AND ASPIRATION

In September 2019 the Gateway Federation was formed. A partnership between two schools; Gorsley Goffs Primary and Lea CE Primary and Nursery, Herefordshire.

We wanted to take this opportunity to redesign and reinvigorate our curriculums to ensure that it is inspirational and engaging, builds on our school Vision and Values and is addressing the needs of the 21st century.

In the summer of 2019, we held our annual Stakeholder Meetings in both schools, involving parents, carers, visitors, governors and all staff. We focused on considering what we want our curriculum to look like, what would be our KEY DRIVERS and also what our children need. (See the Word Cloud for a summary of our discussions.) With the outcomes in mind, in July 2019, we had our first joint curriculum staff meeting across the Federation, to start to build our new curriculum, bearing in mind the different Vision and Values of each school.

At Lea, we want all of our children, no matter what their starting point, to learn from, and contribute to, a broad and balanced curriculum, where all subjects are valued, drawing cross-curricular links where possible.

We are passionate in our desire to help our children to become real learners who not only have the key english, maths, ICT and science skills, but have a true thirst for learning and can demonstrate the school values of respect, compassion, courage, service and hope and aspiration, throughout the curriculum and their time at school and in the wider community. We recognise that in a rapidly changing world our learners will need the skill of discernment, as there is so much information available to us at the click of a mouse. They will also need to be able to work independently and with others, and to have developed a resourcefulness and resilience that will see them through periods of challenge or change.

Our Key Drivers are therefore;

1. RESILIENCE

Children who have skills and resources to deal with challenges and barriers, whilst at all times showing respect and courage.

2. CURIOSITY

Children who are eager to learn or know, and are confident to ask for information through deeper questioning, whilst showing compassion for the opinions and approaches of others.

3. HOPE and ASPIRATION

Children who have the hope, desire or ambition to strive to achieve something. To be the best they can possible be and to challenge themselves as a learner, whilst at all times being respectful towards others.

4. INDEPENDENCE

Children who demonstrate a growing independence and perseverance to become resourceful problem solvers, serving others in the process.

(See our Key Drivers Document and Vision and Values Documnet for further detail)

With this in mind, we aim for;

- An **inspiring curriculum** that will promote the development of these capacities.
- A **coherent, progressive** curriculum content, arranged into **Imaginative Learning Projects**, which will aim to start with an inspiring introduction, for example a whole class trip,
- A **challenging curriculum** where prior knowledge is the basis for children's future learning opportunities, using progression documents to support this process.
- A curriculum which will be **revisited**, to allow children to know and remember more.
- A curriculum where our School Vision and Values, British Values and Spiritual, Moral, Social and Cultural development are a thread through all that we do, and linking to our teaching of PSHCE and RE. (We use the Locally Agreed Herefordshire Scheme of Work for RE, supported with resources from Understanding Christianity)
- Planning which shows how each project may develop, outlining any significant outcomes and allowing space for pupil input.
- A curriculum that is focused on developing our values, **healthy minds and bodies**, and building **Growth Mindset and Resilience**.
- A curriculum which we will constantly review and evaluate, ensuring it is matched to the needs of our children, a particular cohort and the local community.
- A curriculum where '**Everyone Counts**', which is **accessible for all** children, whatever their needs. Where children who have Special Educational Needs or English as an Additional Language, are supported in a variety of ways and using a range of teaching methods, to allow ALL children to reach their full potential.

