

Vision

What do we want
for our pupils?



Tickhill Estfeld Primary School Curriculum Statement 2026-27

Vision

Inspiring and nurturing our children to have a love of learning, a spirit of curiosity and a desire to fulfil their potential

Developing successful learners, confident individuals and responsible citizens for now and the future, is our school's intent. Our children will enjoy and achieve now, so they feel good about themselves and have a thirst for learning more, whilst also preparing them for a wider world of rapid change, advanced technology and jobs that may not yet be invented.

Our Values



Inclusive Education Adaptive and responsive to the needs of our pupils.	Quality First Teaching	Support	Bespoke Support	Parent Partnerships	Outreach Partnerships
	High expectations and commitment to achievement for all. Wave 1 teaching (good quality, inclusive teaching which considers the learning needs of all the children in the classroom, the provision of differentiated work and resources and immersion in an inclusive learning environment) Lessons incorporate: • Social and emotional needs of learners • Removal of barriers to learning • A “Can do” philosophy • Mastery for all • Focus on: Resilience Motivation Cooperation Independence Reflection Resilience	Wave 2 teaching (additional interventions to support pupils to work at age-related expectations) Interventions include: • Number Shark • Word Shark • Nessy • NELI • Floppy’s Friends • Pre and post teaching support (over-learning) • Guided reading groups • Success in Arithmetic • Small group support • Additional time allowance • Use of special resources (eg handwriting slope, reading overlays, coloured paper) • Lego therapy • Play 4 Purpose • Outreach service partner advice Wave 3 teaching (additional and personalised interventions) Interventions include: • 1:1 support • 1:1 tuition • Lego therapy • Play 4 Purpose • Comic strip conversations • Social stories • 3/5 point scales • Nessy dyslexia support • Guided reading groups • Pre and post teaching support • Additional time allowance • Individual Personalised Support Plans • Use of specialist equipment (eg. Specific tuition techniques (eg ABA) • Part-time timetable	Individual learning support plans • Small group intervention (eg friendship groups) • 1:1 Mentoring (social and emotional individual programs) • PEPs (Personalised education plans) • Personalised timetables • Personalised incentives • Referral to outreach services • Sensory room access • Bespoke provision areas	Family support • Open door policy • Review meetings • Termly reports to parents (2 x face to face; 1 written) • Child and Family Support Worker • Weekly supportive coffee mornings • EHA and TAF support • Early Help Plans • Parenting support via Early Help process • Parenting courses (Solihull) • Referral to School Nursing Service • Support at key transition points	Support partners • Educational Psychologist Service • ASCETS (Autism, Social Communication, Education and Training Service) • CAMHS (Child and Adolescent Mental Health Service) • Speech and Language Service • Occupational Therapy Service • Physiotherapy Service • School Nursing Service • Vision Impairment Service • Hearing Impairment Service • BOSS (Behaviour Outreach Support Service) • Early Help Hub • Social Care • Behaviour Outreach Support Service • Alternative Provision and Inclusion Team • PAFSS (Parent and Family Support Service)

INTENT	Curriculum Principles	Our curriculum will give our pupils the opportunity to:	Develop a varied and deep subject knowledge.	Develop their skills through being exposed to a range of interesting and stimulating learning experiences and contexts.	Understand the purpose and value of their learning and its impact on their past present and future.	Learn within coherent and progressive framework.
	Cultural Capital	High quality teaching for all to impact the learning of key skills and knowledge.	Healthy bodies, healthy minds; healthy places, healthy relationships.	High aspirations, expectations and successful partnerships.	Curiosity, creativity and ambition.	Life skills and independence of thoughts and actions.
	Our Five Learning Attitudes	Motivation Moti Monkey 	Co-operation Cooper Meerkat 	Independence Inga Polar Bear 	Resilience Resa Penguin 	Reflection Professor Owl 

IMPLEMENTATION	Teaching intentions	High expectations		Good progress		Good subject knowledge		Plan and teach well-structured lessons	Adaptive teaching	Accurate use of assessment	Behaviour management
	Teaching Implementation	Lesson review		Modelling		Small steps instruction		Guided practice	Scaffolding	Independent practice	Questioning
	ENGLISH	MATHS	SCIENCE	COMPUTING	DESIGN & TECHNOLOGY	PHYSICAL EDUCATION	RELIGIOUS EDUCATION	EARLY YEARS Characteristics of Effective Learning Playing and Exploring ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go' Active Learning MOTIVATION Being involved and concentrating Keep trying Enjoying achieving what they set out to do Creative and Critical Thinking THINKING Having their own ideas Making links Working with ideas Areas of Learning and Development Prime Areas Personal, Social and Emotional Development Physical Development Communication and Language Specific Areas Literacy Mathematics Understanding the World Expressive Arts and Design Birth to 5 Matters Aspects Making Relationships Sense of Self Understanding Feelings Moving and handling Health and Self-care Listening and Attention Understanding Speaking Reading Writing Mathematics People and Communities The World Technology Creating with Materials Being Imaginative and Expressive			
	HISTORY	GEOGRAPHY	PHSE/RHSE	ART	MUSIC	MODERN FOREIGN LANGUAGES	WELLBEING				
	EDUCATIONAL DAY VISITS	RESIDENTIAL VISITS	LEARNING OUTSIDE THE CLASSROOM	EXPERT VISITORS	THEMED EVENTS	CHARITY AND FUNDRAISING EVENTS	PUPIL VOICE				

IMPACT	Our curriculum is ambitious. We have high expectations of all learners. Achievement for all, with no child left behind.	IMPACT 1	IMPACT 2	IMPACT 3
		STANDARDS	LEARNING BEHAVIOURS	PERSONAL DEVELOPMENT
		- Children make good progress from their starting points. - All pupils are given the opportunity to attain at the higher levels. - Outcomes evidence that skills and knowledge are embedded in the curriculum. - Pupils have the skills necessary to be successful in the ever-changing world. - Pupils are well-prepared for their next phase of education.	- Our pupils are successful learners, confident individuals and responsible citizens. - They are motivated, resilient, co-operative, independent and reflective. - They know how they learn best and can adapt their skills to suit tasks.	- Our pupils have a positive attitude about their work and in their behaviour. - They form good working relationships with peers and adults in school. - They are able to make informed choices about their work and their safety and wellbeing. - Pupils' confidence, resilience and knowledge means that they can keep themselves mentally healthy. - Pupils' understand how to keep physically healthy, eat healthily and maintain an active lifestyle. - Pupils' have an age-appropriate understanding of healthy relationships.

IMPACT EVALUATION	Does our curriculum allow all pupils to achieve and succeed?	High Quality Outcomes	Curriculum	Knowledge and Skills	Social and Emotional	Cultural Education	Health and Wellbeing
		Are targets and outcomes ambitious? Is there balance between challenge and support? Are expectations high enough? Does work sampling reflect the data? Is assessment accurate and robust? Is assessment purposeful and used to inform next steps in learning? Are pupils taught to challenge themselves and evaluate their own learning?	Does the curriculum reflect the school's vision and values? Does the curriculum reflect the pupils and the community in which they live? Is the curriculum ambitious? Does the curriculum meet the learners' needs? Are there coherent links between subjects and between units within a subject? Do pupils enjoy their learning? Do all learners access the whole curriculum? Is there equality of opportunity in the curriculum? Is the curriculum responsive and adaptable to events and technological and environmental changes? Are learners inspired to extend their learning beyond school?	Does the curriculum cover all the National Curriculum objectives? Is there progression in the curriculum? Is learning evident? What can learners do now that they could not do before? What do learners know now that they did not know before? Do pupils have opportunities to practice, enhance and develop their skills? Do pupils build on their knowledge and skills as they move through the school? Can pupils identify links within and between subjects?	Are pupils given opportunities to work with a range of the peers? Are pupils given opportunities to work alone, in a small group, as a pair? Can pupils cooperate with peers? How are pupils given opportunities to lead? How do pupils learn to self-regulate? Can pupils empathise with others? Are pupils exposed to problem solving tasks? Are pupils allowed to "fail"? How are pupils taught about feelings? Can pupils be reflective about their emotions? Do pupils develop resilience? Do pupils know when to seek support?	Is the curriculum broad and balanced? Is it coherent and well-sequenced? Is it sufficiently knowledge-rich so that pupils can thrive in the changing world they inhabit? Is it age and needs appropriate? Is it relevant and bespoke, while remaining aspirational and challenging? Does the curriculum provide opportunities to explore new activities? Can pupils explore new activities outside the curriculum eg. after-school clubs Are pupils taught about a wide variety of arts including literature and music Are pupils given opportunities outside school on day and residential visits?	Does pupils' confidence, resilience and knowledge mean that they can keep themselves mentally healthy. Do pupils understand how to keep physically healthy, eat healthily and maintain an active lifestyle. Do pupils' have an age-appropriate understanding of healthy relationships. How does school support pupils who may experience barriers to leading healthy lifestyles?

EVIDENCE We monitor and review our curriculum to ensure that it meets pupils' needs	Work scrutiny, pupil voice, assessment data, curriculum monitoring, governor's monitoring, moderation.	Scrutiny of curriculum plans, subject leader monitoring, work scrutiny, pupil voice, timetables, governor's monitoring.	Formative and summative assessment, work scrutiny, pupil voice, assessment data, curriculum monitoring, statutory assessment data.	Work scrutiny, pupil voice, curriculum monitoring, governor's monitoring.	Work scrutiny, pupil voice, assessment data, curriculum monitoring.	Work scrutiny, pupil voice, curriculum monitoring, governor's monitoring.
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