

Coleridge Curriculum Matrix

INTENT	Coleridge Primary School Vision - Together: achieving excellence every day.												
	Core values	Aspire			Desire			Believe			Achieve		
	Characteristics	Ambitious	Determined	Focused	Kind	Compassionate	Thoughtful	Tolerant	Accepting	Loyal	Courageous	Hard working	Supportive
	Principles	<p style="text-align: center;">We are a safe and inclusive school that is adaptive and responsive to individual need. Community cohesion is at the heart of all we do in order to instil pride and community engagement and build trusting relationships.</p> <p>Our curriculum is progressive and underpinned by an understanding of how children learn and how knowledge is assimilated into long term memory. Taken from the National Curriculum, it is subject based and built upon to address the needs of our localised community. Curriculum development (both academic and social/emotional) is underpinned by research. We have an evidence informed approach to teaching and learning.</p> <p>CPS curriculum is based on a rich accumulation of knowledge, skills and attributes that contribute to success. It aims at developing the whole child: intellectually, physically, emotionally and socially. We provide opportunities through a wide range of activities, both in and beyond the classroom. Through first-hand experience, we endeavour to educate and celebrate the whole child.</p> <p>We recognise that we need to develop children's knowledge of themselves as learners through use of self-regulation and metacognition. We teach strategies for children to organise their knowledge; how to plan, monitor and evaluate their learning as well as attending to their motivations.</p>											
	Golden Rules	Be safe		Be a team		Be honest		Be respectful			Be trustworthy		
	British Values	Democracy We can have our voices heard.		Liberty We have the freedom to be ourselves and have our own choices.		Mutual Respect We listen to and respect the views of others.			Tolerance We accept and value people's differences.		Law We follow the laws of our country.		
	Social & Emotional Drivers	Feeling Safe		Family First		Positive Relationships		Healthy Minds		Healthy Lives		Resilience	
	Drivers for Cultural Capital	Reading Rich* Vocabulary Rich* Talk Rich*			Social & Emotionally Rich			Quality First Teaching for all to impact on core Knowledge & Skills*			Global Citizens		Self-regulated learning* <small>cognition; metacognition; motivation</small>
	Curriculum Driver	A bespoke, subject-driven progress cycle of planned knowledge to be acquired and then develop the skills needed to explore this knowledge within a positive, predictable safe environment.											
	Curriculum Driver	High expectations	Pedagogical principles	Building self-esteem	Ambitious goals; achievable steps	Knowledge goals	Engage all	Diagnostic assessments	Repetition and consolidation practice	Scaffolds			

Coleridge Curriculum Matrix

IMPLEMENTATION	Education Research Cognitive Science to be utilised	Avoid overloading working memory (ECFS2)	Build on pupils' prior knowledge (ECFS2)	Increase likelihood of materials being retained (ECFS2)	Plan effective lessons (ECFS4)	Make good use of expositions (ECFS4)	Model effectively (ECFS4)	Build trusting relationships (ECFS7)	
	Inclusion (adaptive, responsive and bespoke)	Adaptive teaching <ul style="list-style-type: none"> Research based T & L approaches 	SEND Support <ul style="list-style-type: none"> Graduated response Support – bespoke to need Precision teaching Pre and post teaching 	Social & Emotional Support <ul style="list-style-type: none"> Mentoring Check-Ins Pastoral Support My Happy Mind 	Parent Partnerships <ul style="list-style-type: none"> Early Help Open Classroom Support with key transition points Links with local children's centre Family links 	Outreach Partnerships <ul style="list-style-type: none"> Educational Psychologist Speech & Language Therapist Outreach partnerships from specialist provision <ul style="list-style-type: none"> ASET CAMHS Mental Health First Aiders Early Help Hub / Social Care Support Inclusion team 			
	High quality teaching and learning	High Expectations	Good progress	Good subject & Curriculum Knowledge	Well Structured lessons	Adaptive teaching	Assessment	Effective behaviour management	Professional behaviours
	Organisation of the curriculum	Early Years Personal, Social and Emotional Development, Physical Development, Communication and Language development, Literacy, Mathematics, Understanding the World, Expressive Arts and Design.							
		Text- led curriculum covering reading, writing, contextualised grammar, spelling, oracy (vocabulary development) and handwriting.				Mastery Maths			
	Science		History		Geography		Art	Design and Technology	
	RSE	RE		PSHE		Computing	Spanish	PE	Music

Coleridge Curriculum Matrix

IMPACT	<p>Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. The following our aspirational goals to measure the success of our curriculum:</p>	<p>IMPACT : Standards</p> <ul style="list-style-type: none"> - Children reach their own potential, progress and attain in-line or better than national expectations. - Children meet the expectations of the broad and extended curriculum. - There is quality transition that builds necessary skills and knowledge for the next steps in their learning. - Children have broad general knowledge and vocabulary that equips them for life. - Children can eloquently articulate, use and apply the knowledge and skills that they have learnt. - Children have an understanding and display their own self-regulation. 	<p>IMPACT :</p> <p>1. Social and emotional</p> <ul style="list-style-type: none"> - Children recognise, form and maintain healthy relationships. - Children demonstrate resilience and are responsive to challenge. - Children are confident, articulate and able to express views and opinions. - Children recognise how to be physically healthy. - Children recognise how to keep themselves emotionally healthy. - Children recognise their personal and emotional wellbeing, - Children display as well-rounded global citizens. <p>2. Are life ready.</p> <ul style="list-style-type: none"> - Socially – pupils know who they are themselves, in the community and in the world - Pupils are able to make choices based on their own context, in their community context and the world. - Children are able to recognise and take measured risks and keep themselves and others safe in their own lives, their community and in the world. - Pupils are fascinated about their own lives, their community and the world. - Children display pride in their school community and locality - Children display leadership qualities that ensure they are secondary ready and beyond.
---------------	---	---	--

<p>Adult Curriculum. Focus on incremental coaching</p>	<p>High quality development of subject leaders*</p>	<p>Evidence informed teaching and learning (Walkthrus)*</p>	<p>Teaching of self-regulation strategies within the classroom*</p>	<p>Standards in English*</p>	<p>Early reading *</p>	<p>E-safety KCSIE document*</p>	<p>Annual Safeguarding Training, Prevent training and County Lines; Paediatric and first aid; Fire Awareness Training</p>	<p>SEND EEF informed inclusive practices; assessments</p>	<p>Work life Balance Mental health & Wellbeing</p>
---	---	---	---	------------------------------	------------------------	---------------------------------	---	---	--