

Our Curriculum Statement

Our curriculum intent begins with the national curriculum objectives that provide a secure foundation for our curriculum. The FORT curriculum content is ever-changing, evolving with and appropriate to the individual cohorts of children throughout our schools. The knowledge and skills taught have been carefully woven and interconnected in relation to a series of learning units/themes which are related to our locality/environment, key figures, our aspirations and understanding of the wider world and cultures. We use cornerstones as a starting point for which we build bespoke units of work. These topics blend and allow conceptual links to be built across the curriculum while always celebrating our individual subjects.

Our topics are underwritten by carefully chosen and high-quality texts; reading is given a high status in our curriculum. As our children's knowledge and skills grow, so our curriculum develops. We carefully build our themes lessons to teach and interconnect knowledge and skills across the discrete subjects of Art, Geography, History and Design Technology. This holistic approach aims to provide technically, academically, morally, emotionally and socially wise yet curious children who are ready to develop their future selves.

Learning is more than the acquisition of knowledge and skills but is about our experiences together which produce a sense of spirit and a passion for life itself. Our approach to both 'enrichment' and high-quality teaching of specific curriculum subjects with the subject specialist teachers ensure that children maximise their learning challenges and opportunities.

Our core values are the foundation to all we do in the FORT federation. We also place great importance on the learning behaviours which are explicitly encouraged within our schools. They are essential to each child's journey towards personal, cognitive, social, emotional, cultural and physical development and fulfilment within the FORT community.

We aim to develop:

COURAGE: to demonstrate emotional stamina and vigour, passion, or inner drive to achieve. To show courageous advocacy.

CURIOSITY: To be curious about everything- to take risks and try something new often.

Show **COMMITMENT, DEDICATION** and **ENDURANCE** in what we do – things in life are hard; we teach our children to power through.

WISDOM: to be able to think and act using your knowledge, experience, compassion alongside good judgement.

RESILIENCE: to build you own personal resilience - we fail in life and make mistakes, but we can resolve these, dust ourselves off and start again.

Happiness: we find happiness in the smallest of places, remembering there is always **hope** ... the FORT Federation is a happy place to be!

The implementation of our curriculum is organised through mixed aged classes and following a rolling cycle of two years' children cover all the required national curriculum objectives. Each class work through a series of Themes that will last for 3-6 weeks depending on the learning planned. These are represented in curriculum maps. The themes allow pupils to fully immerse themselves in the topic and see the results of their learning as the work progresses.

Themed days/weeks are based around our curriculum priorities, such as World Book Day or our school PARCH values, science week, creation week and provides the school with an opportunity to work across year groups and classes capitalising on different teachers' expertise.

From time to time, a day event - whole school, class or year group- will be organised to celebrate an occasion, promote an idea or consolidate learning, for example, May Day dancing, Sports Day, Bulb show.

Learning goes beyond the classroom, taking advantage of the locality and school grounds, and is enhanced by visitors with specific expertise and wide experiences. These include day trips, extra-curricular clubs and residential visits.

The impact of the curriculum is measured in standards achieved, progress made, and personal qualities acquired.

The impact of our curriculum is seen in:

- High standards: consistently performing at above national and Devon averages.
- Progress which build incrementally year-on-year at a pace and momentum appropriate to each individual learner.

- Quality experiences which are memorable, worthwhile and challenging.
- Teaching, which is rigorous, personalised, innovative and learning-centred.
- Learners that are resilient, questioning, resourceful, self-sufficient.
- Self-aware learners, with well-formed characters, who have a thirst for learning and see it as a route to maximising their life's chances.
- Individuals who value and respect one another and demonstrate the PARCH values in action.

The impact of the curriculum is regularly reviewed, developed, monitored and evaluated by the Executive Headteacher, School Leadership Team, external advisers and governors, leading to improvements and innovation.

Subject leaders take responsibility for ensuring coverage, progression and standards through long and medium-term planning, promoting the subject and developing the teaching methodology and securing high quality resources. They regularly monitor and evaluate learning, teaching and the curriculum.

Planning is detailed, regular and collaborative and prepares teachers so they provide a coherent, personalised learning experience.

Assessment is both formative and summative and progress and attainment are regularly tracked.