



Ewell Grove Primary and Nursery School
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CURRICULUM STATEMENT

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. Our curriculum teaches the skills and attributes needed to grow into positive, responsible people, who can work and co-operate with others, while developing knowledge and skills to achieve their dreams.

Please read this statement in conjunction with our current

[Ewell Grove Curriculum Map](#)

If you have any further questions or want to seek clarification on any aspect of our school curriculum, please speak to your child's Class Teacher or the School Office who will direct you to the most appropriate member of staff.

EWELL GROVE'S VALUES AND AIMS

The overarching aim of Ewell Grove is to be a school of excellence and in pursuit of this goal; we are committed to a journey of continuous improvement. At Ewell Grove, we believe that ambition provides the foundation for success.

Value	Our Aim is that Children at Ewell Grove Will:
Be Gentle	<ul style="list-style-type: none"> • Be positive about themselves and others • Help one another and learn tolerance, patience, consideration and empathy • Understand that peace begins with all of us and enables us to live harmoniously • Show unity and togetherness • Understand the importance of collective strength and harmony
Be Honest	<ul style="list-style-type: none"> • Understand that everyone is unique and valuable • Be true to themselves and others • Be trusted and show trust in others • Develop dignity • Understand the importance of commitment • Understand that rights are balanced with responsibilities
Be Kind & Helpful	<ul style="list-style-type: none"> • Understand that respect starts with liking who I am • Learn when it is appropriate to put the needs of other people first and who to trust • Have courage and confidence • Contribute to our school community by caring and having the ability to share • Ensure consistency between words and actions
Listen to People	<ul style="list-style-type: none"> • Have self-respect, self-esteem and self-worth • Accept everyone and respect another person's point of view • Resolve differences in a constructive way • Be understanding and open-minded • Understand the traditions and value entrenched in their own culture and the importance of respecting those of others
Look After property	<ul style="list-style-type: none"> • Understand the importance of taking care of the environment • Understand that co-operation is working together • Know that taking care of our school is a collective goal
Work Hard	<ul style="list-style-type: none"> • Pursue excellence • Understand their responsibility in the learning process • Be resilient in their approaches to accomplish something worthwhile and admirable • Be given a firm foundation in the basic skills that are fundamental to their future economic well-being

1. EWELL GROVE CURRICULUM STATEMENT

Learning starts with an individual understanding that they are valued as an equal within society; as they have something unique to contribute. We regard our school as a community and use this context to develop within our children a sense of cohesion, acceptance and respect which we see as essential life skills. We recognise that experiences are as important for positive life chances as academic achievements and that our school's long history brings with it the benefit of a set of established traditions that bind us together. Traditions cannot be imposed upon a community but they can be nurtured and grown when given credence within curriculum design. Establishing respect for tradition provides a public statement that as a school we value our heritage alongside the ambition to continually improve and respond to necessary change. Through traditions, "special moments" are created and it is these that eventually become the memories that not only shape our children as individuals but also defines the uniqueness of our school.

At Ewell Grove Primary and Nursery, we are deeply committed to providing a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences. Intelligent curriculum design is at the core of our DNA. We have planned our curriculum from scratch and have been successfully delivering our bespoke Ewell Grove syllabus for many years. Key to our planning is the question, "What is it that the children at Ewell Grove Primary need to learn to be successful both now and in the future?" We considered the 'learning non-negotiables' that we want all our children to develop, along with the skills they will need to thrive as they move throughout each phase of their education and life; fundamental to this is our dedication to inspire a love of reading. In addition, we considered the richness of our local village context, with all it has to offer, and incorporate this into our curriculum delivery. Social, moral and emotional issues are given a high profile in the school. We place emphasis on diversity, tolerance and celebrating the incredible world around us.

We instil, at the earliest opportunity, a strong sense of pride by nurturing independence, curiosity, participation and resilience. Our curriculum not only gives all of our children the skills, knowledge and understanding to excel academically but experiences through curriculum delivery which cherishes the 'uniqueness of childhood'.

Our teaching approach recognises that learners require different levels and types of support in order to succeed, therefore giving designated time to groups of children allows our staff the time to adapt teaching in a responsive way, for example by providing focused support at the earliest stage to children at risk of not making progress towards improved outcomes. The mix of learning skills required across our group teaching structure ensures all of our children feel confident to engage in independent learning for a significant proportion of their learning day from nursery onwards. As our children move through the phases of education the consistent expectations and 'normalisation' of independent learning means they settle to tasks more readily as the commitment of time to each task never feels overly onerous. Our experience is that the group teaching approach is effective for all children, as their perception is that everyone is supported with their learning at the optimum time; irrelevant of their specific or additional needs. At Ewell Grove we are keen that there is never a stigma associated with learning and as such we would only identify students as needing 'booster' or 'top up' sessions in exceptional circumstances.

As a result of our considered planning, we have produced a curriculum that takes the National Curriculum as a starting point and makes it unique to our school. The breadth and balance provides an excellent start to our children's lifelong education, emphasising the development of their individual character alongside key skills. However and perhaps most importantly, we believe the education we provide at Ewell Grove will be an experience that our children and families will look back on with pleasure and pride in the years yet to come.

2. GENERAL CURRICULUM STATEMENTS

Inclusion - Defining 'success' in inclusive education

Whilst there are various ways to define 'success' in inclusive education, the UNESCO (2017) Guide for Ensuring Inclusion and Equity in Education provides perhaps the clearest conceptualisation of how inclusive education can be deemed successful:

CONCEPTS	<ul style="list-style-type: none">➤ Inclusion and equity are overarching principles that guide all education policies, plans, and practices➤ The national curriculum and its associated assessment systems are designed to respond effectively to all learners➤ All partners who work with learners and their families understand and support the national policy goals for promoting inclusion and equity in education➤ Systems are in place to monitor the presence, participation, and achievement of all learners within the education system
POLICY	<ul style="list-style-type: none">➤ The important national education policy documents strongly emphasize inclusion and equity➤ Senior staff at the national, district, and school levels provide leadership on inclusion and equity in education➤ Leaders at all levels articulate consistent policy goals to develop inclusion and equitable educational practices➤ Leaders at all levels challenges non-inclusive, discriminatory and inequitable educational practices
STRUCTURES AND SYSTEMS	<ul style="list-style-type: none">➤ There is high-quality support for vulnerable learners➤ All services and institutions involved with learners and their families work together in coordinating inclusive and equitable educational policies and practices➤ Resources, both human and financial, are distributed in ways that benefit potentially vulnerable learners➤ There is a clear role for special provision, such as special schools and units, in promoting inclusion and equity in education
PRACTICES	<ul style="list-style-type: none">➤ Schools and other learning centres have strategies for encouraging the presence, participation, and achievement of all learners from their local community➤ Schools and other learning centres provide support for learners who are at risk of underachievement, marginalization, and exclusion➤ Teachers and support staff are prepared to respond to learner diversity during their initial training➤ Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices

Teachers at Ewell Grove set high expectations for every pupil. Learning is specifically planned to ensure that there are no barriers to every child achieving. Teachers take account of their duties under equal opportunities legislation and make adjustments to support a wide range of pupils who have special educational needs, many of whom also have disabilities. Our planning means that, in all cases where it is possible, all our children have access to our school curriculum and the opportunities within it. We use assessment to set targets, for all our children, which are intentionally ambitious.

With the right teaching, that recognises individual needs, many children have little need for additional resources beyond those available as part of their daily classroom life. Teachers take a proactive approach to identifying potential areas of difficulty at the outset of their planning and make reasonable adjustments as required to maximise progress and attainment.

Teachers at Ewell Grove are experienced at taking account of the needs of children whose first language is not English. Progress of these children is monitored taking account their age, length of time in this country, previous educational experience and ability in other languages. It is recognised that their communication skills in English do not necessarily accurately reflect their attainment in other curriculum areas. Therefore, appropriate modification of use of English in these contexts is also planned for.

Spiritual, Moral, Social & Cultural Development (SMSC)

At Ewell Grove we fundamentally believe in the 'uniqueness of childhood' and therefore take our responsibility to both protect and provide for it as a fundamental aim of our school. The curriculum at Ewell Grove achieves this through the integration of spiritual, moral, social and cultural values across the curriculum. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this are planned for.

Examples of how children demonstrate development in SMSC include ability to:

- reflect on their own beliefs and demonstrate an interest and respect for people with differing views
- accept rules and understand that there can be consequences following their chosen actions
- demonstrate a range of social skills in different contexts

Preparation for and an Appreciation of life in Modern Britain

It is expected that schools will play a fundamental role in preparing children for the opportunities, responsibilities and experiences of later life in modern Britain. The social development of children is shown by their acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths/cultures and beliefs. It is expected that our children will learn to demonstrate skills and attitudes, through their words and actions, which will allow them to participate fully in and contribute positively to life in modern Britain.

Educational Experiences

We like to give children as many opportunities as we can to have access to experiences that will enrich their curriculum. We believe it inspires and helps their learning and understanding. This demands a very high level of planning and supervision from both the safety and educational content points of view and can only take place through the continued and enthusiastic support of parents. Offsite educational and/or residential experiences are only considered where we are convinced that the subject matter, range and/or depth of material cannot be offered within the school environment.

3. PARENTS

Educational research shows that parental involvement in a child's education impacts positively on their attainment, progress, attitude to learning and behaviour. However, the relationship between home and school, in this context, also benefits as parents develop more confidence in and understanding of the school's role; whilst improving communication and involvement in the school community.

At Ewell Grove we want to work as a team with you and your children. Part of this philosophy is helping you to understand what your child is learning in class and how you can support at home. To aid this we have up dated our website with half termly 'Year Group Puzzles' that provide a subject by subject overview of what your child is learning in class; the whole Ewell Grove Curriculum Map is also available on the school website. In addition to these we share information about our curriculum through, year group meetings, newsletters, school events, displays in school, yearbooks, parents' evening, curriculum workshops. Our Home Learning also reflects learning that is either currently being undertaken or needs revisiting to support fluency.

In addition, there are lots of commercially available study materials, that we can signpost you to, so that you can work at home on them independently with your child; these may suit your preferred style of 'Home Learning' better and will be equally beneficial.