



Curriculum Intent

This document applies to Community and Voluntary Controlled Schools and is advisory for Foundation and Voluntary Aided Schools.

Date: September 2026

Review: September 2027

School Vision Statement - Donington

Donington Cowley Endowed Primary School provides a caring environment where everyone is respected and valued; where unity lies at the heart of our community. Our aim is to provide an enriching curriculum which evokes aspiration and inspires all children to be the best versions of themselves. Through determination, courage, excellence, pride and success, we strive to encourage children to become confident, ambitious and passionate learners; laying the foundations of knowledge, skills and understanding for life-long learning.

School Vision Statement – St Gilbert’s

As a welcoming church school, we strive to Sow Seeds and foster pride in all we do. Through an aspirational learning environment, we support our school family to Grow Together so that everyone feels value and motivated to achieve. We Reach High for success at St. Gilbert’s and beyond.

Sow Seeds: Grow Together: Reach High

‘I am the vine; you are the branches.’ (John 15:5)

Church schools serving their communities through excellence, exploration and encouragement within the love of God.

At Horizon Schools Federation, our curriculum is designed to provide a wealth of purposeful and relevant experiences which allow all pupils to achieve their potential, developing independent skills and fostering a love of learning.

Our inspiring curriculum encourages all children to aspire to be the very best versions of themselves and to be proud of their achievements. We pride ourselves upon providing a wholly inclusive environment which respects the cultures and backgrounds of all children, celebrates uniqueness and offers every child opportunity to thrive within a rich, stimulating learning environment.

Our curriculum is ambitiously and coherently designed to build upon children's knowledge, understanding and skills focusing upon progression across all subject areas. We ensure that the full breadth of the curriculum is taught and that meaningful connections across subjects are made.

Quality first teaching and focused, scaffolded support from our team of inspirational practitioners, ensures individualised learning needs are addressed and that all learners maximise their potential. Focused assessment enables all teaching staff to be highly reflective and adaptive, to ensure that gaps in knowledge and skills are quickly identified and personalised interventions used to ensure that all children actualise their full potential.

Our shared school vision underpins the ethos of our school and permeates through all aspects of school life. The development of the whole child lays at the heart of Horizon Schools Federation. We aim to ignite a passion for learning, empowering all children to become life-long learners.

English

Language and communication provide the foundations for learning and therefore it is essential for our children to develop high standards of literacy. At Horizon Schools Federation we follow the National Curriculum in English, focusing upon: Spoken Language, Reading and Writing. Secure understanding and application of the English language underpins success across all subjects; therefore it is essential that children have access to a rich curriculum which develops literary skills whilst fostering a love of literature which will enable them to become life-long, thoughtful, independent learners.

Acquisition of vocabulary is essential in securing progress. Children's command and application of the spoken word will enable them to access learning across all subjects, developing comprehension and widening understanding. Throughout their time in school, all children are exposed to a wide and rich vocabulary. From the outset, there is a strong focus upon developing oracy, securing understanding and laying the foundations for early reading and writing.

English National Curriculum objectives for each year group are structured and focused on a varied range of text types to ensure that all pupils are exposed to and progressively develop reading and writing skills across a broad range of genres.

In Early Years Foundation Stage and Key Stage 1, we use RWInc phonics programme, a systematic approach to early reading. Once pupils have completed the RWInc phonics programme they progress on to RWInc Comprehension and Spelling. Spelling is taught daily in Years 2-6, focusing upon development of children's spelling strategies and ability to encode in line with the expectations of the National Curriculum.

Children across all year groups, access a broad range of high-quality texts, both fictional and non-fictional. Storytelling is given prominence within all classes, and all children are encouraged to read widely for pleasure and enjoyment.

Teacher's plan using varied strategies within lessons to engage and support all learners, with opportunities for drama, discussion, collaborative and independent work. Children will be supported in developing skills to review and edit their own work, developing evaluative skills and ensuring that all children take pride in what they have produced.

It is our aim that children will leave our schools with appreciation of and passion for literature which will provide the foundations for future learning and enjoyment.

Mathematics

Mathematical understanding is essential to everyday life and therefore it is fundamental that we provide our children with high-quality mathematics education.

At Horizon Schools Federation we follow the National Curriculum which ensures all pupils: become fluent in the fundamentals of mathematics; reason mathematically; and can solve problems by applying their knowledge and understanding. Throughout the year, each strand of mathematics, as set out in the curriculum, is covered: Number, Measurement, Geometry, Statistics and Algebra. Across all of these strands it is essential that, at the core of our teaching, children see the relevance and are able to establish meaningful links to real-life situations.

Mathematics is taught daily as a discrete subject and, where appropriate, across the curriculum. Thorough planning and assessment guarantees progression and complete coverage of objectives. Further to this, our school calculation policy ensures a consistent and cohesive approach across the key stages. The Bar Model and the Concrete-Pictorial-Abstract Approach alongside the use of models, images and manipulatives (for example Numicon, Base Ten, place value counters) is used from Early Years Foundation Stage through to the end of Year 6 and allow all children to access the curriculum and supports understanding of abstract concepts associated with Mathematics.

Through these strategies, children develop an enjoyment of Mathematics and develop a “can do” attitude. This fosters an understanding that we all learn from our mistakes; that there could be more than one solution and develops mathematical reasoning. Our high quality and effective teaching of Mathematics also develop children’s mental strategies. Additionally, we explicitly teach number facts and children are supported to learn their times tables this aids children to become efficient mathematicians.

Effective monitoring and assessments from all teaching staff enables us to address any misconceptions early and, where appropriate, high-quality, structured focused provisions are provided.

Whilst working to develop the children’s confidence and enjoyment of Mathematics, we also actively encourage parents and carers to engage with their children’s learning through homework activities, and this enables us to reach our ultimate goal - that all of our children will become competent and effective Mathematicians and develop a lifelong love of Mathematics.

Early Years Foundation Stage

From the very beginning, we aim to instil a day-to-day routine so that children feel safe, happy, valued and confident. Within a caring and nurturing environment all children are provided with opportunities to follow their natural curiosities allowing their knowledge and understanding to grow. The development of the whole child lies at the heart of our teaching and provides the early foundations for future learning and independence. Our federation recognises that every child as a unique individual who can flourish and learn at their own pace and in their own individual way.

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are: Personal, Social and Emotional Development, Physical Development, Communication and Language development, Literacy, Mathematics, Understanding the World, Expressive Arts and Design

We recognise that oracy not only improves academic outcomes but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children's thinking and understanding which in turn promotes self-confidence, resilience and empathy which support the child's well-being. Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start.

We seek to create a sense of enjoyment and fascination in learning. A vital aspect in the development of essential knowledge and skills is the use of continuous provision. Well planned, high quality continuous provision provides children with familiar and consistent areas and resources that are open-ended and flexible. This means that children are using and developing certain skills throughout the year on a daily/weekly basis both indoors and outdoors. Continuous Provision practice and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving. This is planned to support children in becoming independent learners.

Effective planning, teaching and assessment are integral to our practice in ensuring that children's next steps and individual learning needs are identified to enable them to fulfil their potential.

Learning through play is encouraged both indoors and outdoors. Self-chosen activities lead to high quality learning opportunities and personal development. Alongside this, adult-led teaching and learning develops early reading, writing and maths skills and knowledge to build solid foundations for future learning and prepare them for the next step in their education as they transition to Key Stage 1.

Key Stage 1

In Key Stage 1 we aim to provide an inspiring, immersive curriculum nurturing the development of the whole child and in which every child can achieve.

Thorough teaching of discreet subject specific knowledge and skills is delivered alongside opportunities to apply these in a cross-curricular context. This approach broadens the children's understanding of the wider world both within and beyond their locality.

The children are involved in the development of their learning environment by being actively encouraged to make suggestions based on their developing interests and learning in our topics. We enhance and motivate our children further through dynamic, memorable experiences. These can include trips, visitors, role-play and other imaginative activities in school.

Parental engagement is integral to the development of the whole child. We strongly value the contributions of parents. Through homework tasks, we encourage interaction between parent and child and engage families in practical learning experiences.

Key Stage 2

During their time in Key Stage 2, children are encouraged to be active learners. Through providing a broad and balanced curriculum, focused upon the development of the whole child, we aim to equip them with the confidence and skills to thrive on their continued learning journey. In Key Stage 2 we continue to support pupils in developing a confident and positive attitude to learning.

Thorough and cohesive planning effectively ensures thorough coverage of all curriculum areas, building upon knowledge, skills and understanding across all subjects and providing cross-curricular opportunities where these can be applied and understanding deepened.

Throughout the year, where appropriate, enrichment opportunities are planned to enhance children's learning and understanding of their current topic.