



Our INTENT is underpinned by our core Christian Values. These values teach and remind us to understand the importance of respect, courage, service, compassion, creativity and faith. This links to the British Values which are threaded through our life in Quethiok School. Every day, we want children to bring their best to school; full of enthusiasm and curiosity, ready for a new adventure.

Our curriculum is wide-ranging; full of rigour, yet oozes creativity with a strong focus on using the outdoor environment to support it. Our rural location is a gift and our curriculum is tailored to allow children to flourish and develop a deeper appreciation for the environment and community in which we live. We have strong links with our local farming community and rural opportunities are taken whenever possible within our curriculum to enable pupils to feel grounded and able to make a positive contribution to the community that they are part of.

At Quethiok, our aim is that every child will, without exception, achieve their full potential: we have high aspirations and an unwavering determination to provide the best for our pupils. We keep children safe online by educating them for a digitally connected world. Our Personal, Social, Health and Emotional curriculum is taught discretely yet, it is threaded throughout the curriculum. This links to the British Value: 'Individual Liberty'.

Children can become part of the Quethiok school family from the age of 3. In CYGNETS PRESCHOOL and SWANLINGS Reception class, pupils bring their enthusiasm and curiosity to learn the fundamental skills, through play, that will set them on their learning path for the next 7 years and beyond. Children work in small groups to learn sounds, encouraging them to swiftly become confident and articulate readers. Children learn maths using hands-on approaches and become confident in using the outdoors to explore, dream and discover; developing challenge through resilience.

After this, children venture into Key Stage 1. In TUNDRA, pupils bring their resilience and interests to build upon their previous learning, exploring and developing higher level reading skills such as comprehension and inference. During this time, children's phonological knowledge is checked against a National Standard to ensure that they are 'on-track'. If not, we swiftly put in place strategies and support to ensure that no child is left behind. Whilst supported by the strong relationships built within Tundra class, the children transition into Key Stage 2. In Year 3, the learning adventure continues as children grow

through a new and more challenging curriculum. During these years, children become more confident in transferring skills; demonstrating the ability to research, collaborate and work independently. Children enjoy a knowledge-rich curriculum. This includes: historical facts, local, national and global geographical studies; and cultural development through languages, cooking and performing. This links to the British Value: 'Tolerance of other Faiths'. Children's knowledge of key mathematical problems become concrete and is checked against a National Standard. Again, If children are not on track, we swiftly put in place bespoke strategies and support to ensure that no child is left behind.

Finally, children transition into BEWICK class, becoming the leaders within the school. Here, children are expected to bring their best selves to lead the school by example, modelling good learning attitudes and become role models for our younger pupils. Children embed and enhance their ability to write for a specific purpose and audience; develop reasoning and problem solving strategies to become masters in maths and use an ever-increasing range of progressive skills to build up their internalised knowledge organisers. Children bring ideas and leadership, demonstrating the British Value of 'Democracy'. Here, children think about the next stage of their learning journey and develop self- organisation, resilience and discipline to prepare them for life in the wider world. We, as qualified professionals, model teamwork, collaboration and high expectations as a member of the St Barnabas Multi-Academy Trust; a group of schools working together with one overarching aim- No one left behind. (Matthew 18:12-14) (Luke 15:3-7) (The Parable of the Lost Sheep)

