



Exbourne C of E Primary School Curriculum

Intent, Implementation and Impact

INTENT

Spirituality is at the heart of our values-based curriculum. Exbourne C of E Primary curriculum offers a spiritual and moral basis for the development of the whole child and a solid foundation for personal and social values based on our core Christian values. We start each half term with a 'big question' which encourages children and adults to reflect on our beliefs and values.

Throughout our wider curriculum, the children will explore the elements of our school vision **Let us spur one another to acts of love and good deeds Hebrews 10:34** and our core Christian Values - RESPECT, THANKFULNESS, PERSEVERENCE, COURAGE, COMPASSION and FORGIVENESS. A distinctive language is provided for understanding life and interpreting human experience. As a community of faith and through our Christian distinctiveness, we can begin to discover who we are, why we are, and - perhaps most importantly - what we might be. We follow the Devon RE Syllabus for Religious Education. All aspects of school life aim to deepen and develop understanding of these concepts and compliment SMSC and RSE learning. As a school, we feel that we should not only to cover the National Curriculum but also develop skills and values that are particular to our children, our Christian distinctiveness and our spiritual development.

IMPLEMENTATION

Our curriculum covers all aspects of the National Curriculum 2014: English, Maths, Science, Art, Computing, Design Technology, Geography, History, Languages, Music and Physical Education. In addition, we follow the Devon agreed syllabus for Religious Education 2019 and ensure progression in Social, Moral, Spiritual and Cultural education as well as Relationships and Sex Education. We believe in academic achievement as a partner to developing the individual child to become future community and global citizens. In addition, our curriculum is enriched through experiences and opportunities which best meet the learning and developmental needs of all of the children in our school.

Our class teachers deliver the curriculum in an engaging, informed, researched and creative way. All our lessons are designed to be accessed by all learners and focus on the knowledge and skills the children need, underpinned by our school vision and values. Teachers select precise content and sequence learning accordingly to ensure that pupils acquire new knowledge and skills incrementally. Children have the opportunity to revisit learning throughout their school career, making links and referring back to past learning they have experienced.

Phonics

We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Through phonics children learn to segment words to support their spelling ability and blend sounds to read words. Exbourne Primary uses Letters and Sounds as a foundation for Phonics teaching. Children in the EYFS (Phase 1-4) and Year 1 (Phase 5) will have daily, discrete, phonics lessons following a pattern of revisit, teach, practise, apply. Children will then progress onto the 'No nonsense' spelling pathway from Year 2. However, phonics will be revisited as necessary throughout the children's school career and children will be reminded of phonics sounds and spelling patterns through the use of sound mats.

Reading

Reading is a key skill which underpins all learning. Throughout the school we foster a love of reading and model positive reading attitudes.

Children will have access to early reading books appropriate to their phonics stage (stage 2-5) and then progress onto our range of reading material. We expect parents and carers to read at home with their child at least 5 times a week. Texts are accurately matched to each pupil's reading ability. Reading skills are clearly outlined in an age appropriate and progressive way so that the children's reading is extended as they progress throughout the school. Reading skills are taught in all subject areas so that our children realise that reading is important across the curriculum.

In addition to this, children will take part in group and whole class guided reading sessions using quality text sources. This group reading activity builds the skills of comprehension, vocabulary acquisition, prediction, summary and inference. Adults read high-quality texts to the children on a daily basis.

The school has an inviting and excellent resourced library area. All children are encouraged to use the library at any time during the day and each class will visit at least once a week to enjoy the books available. The library gives children the opportunity to relax with a good book in a quiet area.

Writing

Children are taught to write across the curriculum. In English lessons, writing teaching will be based around 'Texts that teach' and the 'Talk for writing' principles. The use of high-quality texts as a basis for writing allows children to experience how good authors manipulate their reader through the use of grammar and vocabulary. This covers fiction and non-fiction and a range of genres.

Spelling rules are explicitly taught in the classrooms as part of dictated sentences and through modelled and shared writing. There is an expectation that children will spend time at home learning their spellings. We use 'No Nonsense' spelling and grammar materials to enhance writing.

Handwriting is discretely taught until children have clear and legible joined writing.

Maths

Our maths curriculum broadly follows the 'White Rose' maths schemes of work. Our approach meets the needs of many types of learner - we use manipulatives to physically show mathematics, images to show how maths can be represented, calculations and explanations. Children are challenged to experiment, explore and investigate mathematical theories and principles to further their understanding. Mental arithmetic is practised daily as part of our maths lessons. As a school we encourage children to make connections across the curriculum, maths is a vital skill throughout their learning, including science, computing, geography and others.

Science

Our science curriculum meets the needs of the 21st century whilst giving the children core science knowledge. Our science programme of study covers all areas in the national curriculum and beyond. We believe in learning through practical experience so children will have the opportunity to experiment and explore around a wide range of scientific concepts. Children throughout the school will use their ICT and maths skills within science as well as links to other areas of the curriculum such as geography.

Foundation Subjects

Across the curriculum teachers will plan and deliver exciting, engaging and creative lessons. We expect children to make links across the curriculum and link this to their experiences and immediate environment. Trips and visitors are used to enhance curriculum lessons and allow the children to build upon their knowledge and experience.

Music, Drama, Languages (French) Art and DT are also taught using our progression maps and base curriculum planning. We want all pupils at Exbourne Primary to have a full range of experiences through a broad and balanced curriculum.

History

The teaching of History focuses on helping our pupils understand historical events and their significance. To support the programme of study for History across the school, we provide opportunities wherever possible for visits to sites of historical significance. Topics are planned to build on prior learning through our base curriculum and pupils are encouraged to ask questions, reference timelines and challenge thinking. Tasks are often planned to be open-ended, facilitated by cross-curricular links with other subject areas (English, Geography and Music). There are also links with spiritual, moral, social and cultural development e.g. child labour in Victorian Britain, significance of Remembrance Day as part of World War II, the role of the church in Tudor times etc.

Geography

Purposeful and relevant geographical knowledge and skills through our base curriculum are at the centre of our Geography curriculum. We use a variety of teaching and learning styles in our geography lessons combining enquiry-based research activities with discrete teaching of geographical knowledge and skills. We offer pupils the opportunity to use a variety of data such as maps, statistics, graphs, pictures and aerial photographs. ICT is used regularly in lessons where this serves to enhance learning. Wherever possible, pupils are involved in 'real' geographical activities. Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve pupils in practical geographical research and enquiry.

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PE

Our PE curriculum is taught in-line with the National Curriculum through resources such as 'Real PE' are used to enhance the teacher's lessons and provide a support mechanism to ensure constant high-quality teaching. Teachers are able to adjust and change lessons to suit the needs of their classes but the scheme provides a strong basis of what is expected in each year group. Each class has access to two hours of high quality physical activity every week, made up of swimming, active breaks, PE timetabled sessions often delivered by a subject specialist. Through the use of coaches, fun and innovative sessions are run that offer staff the chance to upskill their own practice.

Computing/ online safety

We have a clear and effective, bespoke cross curricular scheme of work that provides coverage in line with the National Curriculum. Teaching and learning facilitates progression across all key stages within the strands of digital literacy, information technology and computer science with access to resources which aid in the acquisition of computing skills and knowledge. Children have access to the hardware (computers, tablets, programmable equipment) and software that they need to develop knowledge and skills of digital systems and their applications. The importance of online safety is shown through displays within the learning environment. Parents are informed when issues relating to online safety arise and further information/support is provided if required.

Religious Education

We use the Devon agreed syllabus for Religious Education. We believe that all children should have the opportunity to explore spirituality and the beliefs and traditions of world religions. RE lessons build upon children's own experiences and widen their horizons to new ideas, beliefs and festivals. Religious Education is taught on a weekly basis in a timetabled lesson but is also taught through our school values and daily collective

worship session. Pupils' progress in RE is based on the outcomes outlined in the Devon agreed syllabus and in understanding Christianity and other faiths. We encourage pupils to consider challenges 'big' questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality; issues of right and wrong; learning about different religions, beliefs, values and traditions while exploring questions around their own beliefs and values.

SMSC

We are now implementing our new scheme of learning through SCARF which is centred on developing caring and concerned young citizens with the confidence and skills to make a difference to their communities, both locally and globally. We teach children how they can take action in a meaningful way to make the world a better place.

We encourage visiting professionals to provide talks / workshops for our pupils. PSHE values are also introduced in and explored within both whole school and key stage assemblies. Pupils will have the opportunity to take part in school assemblies/ worship and they are encouraged to express their thought and opinions. Pupils are also given the opportunity to enhance their learning and engage in concepts and content of the subject through learning in other subjects and areas of the curriculum and out of school.

IMPACT

The impact of our curriculum is underpinned by continued and sustained improvement – this is dependent upon improving the quality of teaching and learning in classrooms daily.

By adopting a whole school approach to improving teaching and learning we aim to:

- Provide an inclusive education for all children;
- Provide consistency in the delivery of teaching and learning across the school;
- Enable all teachers to teach as effectively as possible, giving them opportunities to train and improve practice;
- Enable all children to learn as effectively as possible;
- Give children the skills they require to become successful lifelong learners;
- Learn from each other, through the adoption of a collaborative approach to teaching and learning, where outstanding practice is shared.

We believe that the following key statements define high quality teaching:

- To be knowledgeable about what we are teaching;
- To reflect on our practice and challenge our own thinking;
- To set high expectations for all pupils;
- To talk regularly with learners about their learning and to listen to them;
- To ensure pupils know the learning objectives of all lessons and to know if they have achieved that objective;
- To ensure that we have a clear picture of our pupils' knowledge, skills and their level of understanding;
- To encourage children to become successful learners through understanding how they learn;
- To deliver interesting, purposeful and exciting lessons with speed and challenge;
- To link lessons to real life situations and problems and with other subjects;

- To use open ended questioning techniques and prompts to provoke thought, instigate explanation and develop critical thinking;
- To meet the needs of all learners by using different teaching strategies;
- To ensure that resources, including human resources, are optimised in all lessons;
- To use collaborative learning opportunities;
- To formatively and summatively assess the attainment of our pupils using a range of AfL strategies
- To use the outside environment as learning opportunities as much as possible;
- To use IT to support and develop learning.

We believe high quality learning is achieved when pupils are:

- Aware of classroom and school golden rules and adhere to them;
- Confident in asking for help and support from peers and adults;
- Enthusiastic, engaged in and motivated by their learning;
- Talking confidently and ask appropriate questions;
- Aware of their achievements and what they need to do in order to improve;
- Taking pride in all that they do, always striving to produce their best;
- Independent learners and stay on task;
- Confident in helping others to learn;
- Appropriately challenged;
- Demonstrating emotional resilience and the ability to persevere when they encounter challenge;