



Our Curriculum – intentions, implementation and impact

Intentions

At Embleton Vincent Edwards C of E Primary School (EVEPS) we have developed 4 key intentions that drive our curriculum:

Intention 1: Develop our learning (Our head and body: what we learn)

Intention 2: Develop our learning behaviours (Our actions and attitudes: How we act when we learn)

Intention 3: Develop our character (Our heart and character: Who we are when we learn)

Intention 4: Develop our conscience (Our impact in the community and wider world: What we do)

Implementation

Our curriculum will be implemented with our intentions as the **drivers** behind our actions. By ensuring we think about what we learn, who we are when we are learning, how we act when we learn and who we are in the world, we build happy, resilient, successful, good citizens.

Impact

As a school we aim for all of our actions to have a positive impact on the the pupils. The impact of what and how we deliver our curriculum is regularly reviewed. Where insufficient impact has been made, the staff, and governors as appropriate, will investigate ways in which to maximise that impact.

Intention 1: Develop our learning (Our head and body: what we learn)

To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, so that all pupils can flourish, reach and exceed their potential academically, physically and artistically.

To use Beach School lessons to support and enhance subject specific knowledge, skills and understanding by providing exciting, direct and relevant learning activities and first hand experiences.

Implementation 1: Develop our learning (Our head and body: what we learn)

The curriculum at EVEPS emphasises activity and experience whilst incorporating the National Curriculum (2014) and the Statutory Guidance for the Early Years Foundation Stage.

The children are taught as individuals, in groups and as a class. The children's needs vary according to their age, ability, and the subject being taught. We always endeavour to teach to the needs of the child.

The school's curriculum supports creative, progressive and comprehensive coverage for all pupils. This is strengthened by weekly Beach School sessions, supporting and enriching learning in the classroom, where lessons are carefully monitored to assure both curriculum coverage and range of opportunities. Daily after-school activities, voted for by the pupils, further complement our curriculum offer. In everything that pupils do, emphasis is clearly placed on how the activities will help support good progress for all.

Over and above any of our national curriculum learning, we promise holistic childhood experiences throughout a pupil's time with us. Examples include: learn to light a fire; go bird watching; ride a bike safely on the road; speak to an author; visit a museum; learn to play at least 2 musical instruments; run down sand dunes; create wild art; see a play; navigate using a map and compass; make bread; sew; use a 3D printer and many more. Teachers plan these in every half term.

Maths

We use Big Maths to develop fluency in small focussed ability groups, together with Times Table Rockstars to increase speed of recall for times tables. The main maths lessons are taught using material from White Rose maths. We take part in the NSPCC Number Day each year, encouraging parents to come and share maths experiences with their children.

English

English lessons are structured around units of work, which include learning in reading, writing and speaking and listening. We use a book-based curriculum, underpinned by Talk 4 Writing in EY and KS1. Writing skills learned in English lessons are reinforced through writing across a range of other curriculum subjects. Once children have mastered the basics of letter formation they are taught to write using a joined handwriting script (Twinkl Continuous Cursive). They are actively encouraged to improve their written work by redrafting or correcting spellings and handwriting.

Spellings to learn or related activities are sent home regularly. The activities may take the form of finding words that begin with a certain sound, or sound the same, e.g. all, tall, fall, or learning words which we all use frequently, e.g. the, friend, people. In Key Stage 2 children's spelling will be related to spelling rules learned in grammar lessons.

We follow the Read Write Inc phonic scheme. Once a child is proficient in phonics (typically in Year 2) they move on to a graduated small-steps grammar and punctuation scheme.

We read with our teachers individually and in groups, using a progressive reading scheme covering all genres (Oxford Reading Tree). Where children have moved beyond the reading scheme, guided reading books are chosen to match the interests of the children within the group. Our teachers regularly update our in class reading areas with topic themed books and author books boxes from the School Library Service. Each class has a range of fiction and non-fiction books that can be borrowed and taken home to supplement our reading scheme book. Our teachers check we are reading books that will challenge us. It is expected that we will read at home at least 4 times a week.

Foundation subjects

Our teachers plan foundation subjects using a 4-year (KS2) or 2-year (KS1) rolling programme. Subjects may be taught discretely, or as part of a broader topic.

All children in Years 3-5 learn to play a musical instrument each year, by a specialist teacher. All children in Years 2-6 learn Spanish from a native speaker.

Due to our proximity to the beach, we have decided to give all children in Years 1-5 the opportunity to learn to swim for 2 terms a year. Children have the opportunity to take part in a range of sports, such as trampolining, bouldering and gymnastics with specialist teachers; and participate in team sports as part of the Alnwick Small Schools team.

We plan a wide variety of educational visits out, including residentials, visitors into school, and whole school afternoons/days/weeks with a specific curriculum focus.

We use computers and ipads as an integral part of the curriculum. Children gradually develop a variety of skills and use computers to enhance work in all other curriculum areas, from creating books, to using 3D printers. The children use video and digital cameras to record their work. We take part in Safer Internet Day each year.

RE

As a church school, we follow the Diocese of Newcastle agreed syllabus.

Beach School

All subjects may be taught as part of our sessions. The school has 2 L3 Beach School Leaders to oversee the programme and ensure safety. The individual sessions are delivered by the class teacher, and either link to the work that has been carried out in class that week; cover discrete National Curriculum objectives; or fulfil the wider remit of teaching other facets of our pupils' development.

Each session typically includes worship, a maths lesson, a PE lesson, and 2 lessons of English/science/humanities. All children walk on average in excess of 4 miles during the day.

Impact 1: Develop our learner's learning (Our head and body: what we learn)

We strive to ensure that our children's attainment in core and foundation subjects is in line with or exceeding their potential when we consider the varied starting points of children. We measure this carefully using a range of materials, but always considering Age Related Expectations. We intend that the impact is that children will be academically and physically prepared for life in high school and in modern Britain and the world.

We measure the impact through a range of data collection events. It is measured in terms of progress and attainment.

Each week children have spelling tests and Big Maths tests, allowing us to track progress and rapidly plan to fill gaps in knowledge or address misconceptions. Children are heard reading each week, and regularly assessed.

At the end of a topic, or module of work, teachers decide whether each child has achieved the National Curriculum objectives or not. These are recorded on Tapestry, an online tracking system. Every half term all children still learning phonics have RWI assessments and learning groups are adjusted accordingly.

We use PUMA and PIRA tests for maths and reading comprehensions termly to assess progress and identify gaps in learning. These tests allow us to compare our children with a much larger cohort of children in validated externally produced tests. The tests give a maths age and reading age, as well as standardised scores, allowing us to carefully track individual progress.

Intention 2: Develop our learning behaviours (Our actions and attitudes: How we act when we learn)

To develop the behaviours pupils need to succeed in the world such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity.

To use Beach School lessons to support and enhance the development of appropriate learning behaviours.

Implementation 2: Develop our learning behaviours (Our actions and attitudes: How we act when we learn)

When our teachers design learning opportunities, they look for ways to develop good learning behaviours. We recognise that learning about learning helps us to be better learners. In our curriculum, we look for ways to develop concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity.

Our teachers notice when learners are showing great learning behaviours. They award certificates for this in our celebration assemblies. Children also receive a 'marble in the jar', towards a shared goal, for showing good learning behaviours.

Our activities at Beach School focus heavily on supporting the development of strong learning behaviours. Children who may sometimes struggle in class, often come alive when their learning is made more meaningful in our outdoors environment.

Impact 2: Develop our learning behaviours (Our actions and attitudes: How we act when we learn)

The impact we intend to achieve by developing this intention is seen by how the children approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. The impact should be that children don't give up, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.

We measure the impact through pupil and parent questionnaires, analysis of rewards given, lesson observations and learning walks, pupil voice discussions and discussions with staff. It is measured in terms of children's levels of engagement and well-being.

Intention 3: Develop our character (Our heart and character: Who we are when we learn)

To develop pupils to have a holistic set of values that prepares them for life in the modern world in a diverse and ever changing community.

To use Beach School sessions to support the development of core values.

Implementation 3: Develop our character (Our heart and character: Who we are when we learn)

Our Christian values are at the centre of everything we do, deeming them to be critical for us to live as citizens in modern Britain and beyond. Throughout the year we focus on particular values. This is done explicitly through our collective worship time, but also throughout our curriculum. Children have regular opportunities to reflect on each value and to develop an understanding of the value in action. During our celebration worships, we acknowledge children who have demonstrated the values.

The 15 Christian values are:

Reverence, wisdom, thankfulness, humility, endurance, service, compassion, trust, peace, forgiveness, friendship, justice, hope, creation and koinonia.

In our school, for 18/19 we are focussing on hope, forgiveness, compassion, thankfulness and trust.

One day each term, our classes focus solely on the key value being studied, and display this in and around school through artwork, drama, stories, photographs, posters and research. We have a home learning task at the start of each month that helps us focus on the new value, which is a letter and a story for our families to share with us at home.

Older children regularly work with younger children, supporting them, for instance in the dining hall, or by reading to them.

Our Beach School sessions are underpinned by a focus on our values, whether it be through the older children helping the youngest ones on the walk to and from the beach, through our regular beach clean activities, or through quiet reflection time sitting looking out to sea, to name but a few examples.

Impact 3: Develop our character (Our heart and character: Who we are when we learn)

The impact will be that our pupils will start to have more rounded characters with a clear understanding of complex values like equality, friendship, trust and many others. Only by really learning what these mean will our pupils be able to develop a character that prepares them for living in the community demonstrating tolerance and equality.

We measure the impact through observation of the work produced by the children, and in the behaviours and interactions that we see each and every day by all members of our school community.

Intention 4: Develop our conscience (Our impact in the community and wider world: What we do)

To understand spirituality in themselves and others; develop social skills and understand society; build a firm set of personal morality; engage in the culture they live in and understand the cultures of others; and to understand their responsibility to the world around them.

To use Beach School sessions to gain a greater understanding of our local environment and those that live and work in it, and the impact that choices we make have on it.

Implementation 4: Develop our conscience (Our impact in the community and wider world: What we do)

When our teachers plan the curriculum, they think not just about what should be learnt and how it should be learnt, but also how they can bring in an understanding of morality and the wider world. They do this through:

- teaching , through collective worship and RE lessons, key themes about spirituality and morality.
- teaching the weekly PSHE curriculum. Pupils learn about new beginnings in life, going for goals, getting on and falling out, changes and relationships. This helps pupils to understand their place in the world.
- ensuring that they think about how to challenge stereotypes. For example when learning about toys, our teachers ask pupils “Do we have girls’ and boys’ toys?”; when learning cooking skills, pupils are encouraged to think about the wide range of people that prepare food. Pupils learn about refugees, both historical and modern, thinking about why people flee, what can be done to help, and how some people feel about refugees. Our teachers identify positive role models that challenge stereotypes for us to learn about.
- Inviting in people from other faiths, or visiting faith buildings.
- Inviting in people from both local and national politics, and visiting the Houses of Parliament.
- Looking for opportunities to increase our pupils’ engagement with activities that benefit other members of the community and beyond.
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The school hosts a weekly lunch for the older people in our community, and share special occasions, such as Harvest Festival, Christmas and Easter with our community, in church.

The children are encouraged to choose both a local charity, and an international charity to support throughout the year. The charities are researched, and decided on democratically.

As part of our Beach School sessions we work with members of organisations such as the National Trust, the AONB, local farmers, the RNLI and the Fisheries Protection team, to widen our understanding of local and environmental issues. We take part in World Oceans Day each year. We also invite members of our community to share time with us at the beach, exposing our children to the wealth of knowledge and experience that people around us have.

Impact 4: Develop our conscience (Our impact in the community and wider world: What we do)

The impact will be that our pupils will start to be motivated by a strong personal sense of morality; and will think about how decisions they make impact on themselves, those around them and their community. They will have a good awareness of what is right and what is wrong, and will be resilient to the influence of others. They will want to go out into the world and make a difference in their own life and to others.

We measure the impact through observation of the work produced by the children, and in the behaviours and interactions that we see each and every day by all members of our school community.