

## Intent

At East-the-Water Primary School we believe that children are entitled to outstanding curriculum provision as we are preparing them for their future. We also recognise that as a school, in an area of relative geographical isolation, it is important to broaden our children's views and experiences beyond East-the-Water, to the rest of Britain and the wider world. We offer an engaging curriculum that gives our pupils the knowledge, skills, attitudes and behaviours to enable them to succeed. It is designed to both meet the national curriculum and foster both a love of learning and willingness to help others, developing children into well-rounded and responsible citizens. We strive to make every moment at East-the-Water Primary School, one that your child will never forget.

Our intent is that our curriculum:

- broadens and deepens children's knowledge of our world, from learning about the natural world to learning about key historical figures, building a rich web of skills which can be applied across the curriculum.
- helps children to become educated citizens, introducing them to the best that has been thought and said so they can appreciate human creativity and achievement.
- provides children with the opportunity to succeed not only in statutory curricular subjects, but to participate in and engage positively with a range of artistic, musical, sporting and cultural opportunities. We aim to give all of our pupils, particularly the most disadvantaged, the knowledge, experiences and 'cultural capital' necessary to become educated citizens and to succeed in life.
- focuses on an enquiry-led approach, providing learning opportunities for children, which are meaningful and challenging, that will engage and excite them.
- intrinsically links knowledge and skill, by building on what is known, providing a progression of key skills that will enable them to become independent lifelong learners e.g. being able to compare and contrast, and create their own hypothesis.
- is rich and varied by ensuring children take part in a whole host of exciting and memorable activities, trips and visitors, both in the local area and beyond.
- develops subject-specific vocabulary and knowledge, allowing the children to build links and enhance their learning across all other subjects.
- exposes pupils to a wide range of vocabulary to support their language and communication.
- is internationally minded ensuring pupils gain a better understanding of the world they live in.
- is inclusive and meets the specific needs of all of our children by stimulating a love of learning, removing barriers, providing the depth and breadth of experiences necessary to challenge every child, and celebrating the achievements of all.
- ensures that knowledge and skills are taught thoroughly and progressively, whilst allowing teachers the flexibility to be creative in their approach and respond to the needs and interests of the children. All teaching staff and governors have a common understanding of our expectations and intent.
- is relevant to our children and draws on our locality.
- incorporates the teaching of British Values: democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. These values are woven into the ethos and practice of the school.

- provides opportunities for pupils to read and be exposed to a wide range of texts promoting a lifelong love of reading, supporting curriculum access for all pupils.

### **Implementation**

Our curriculum is taught by a team of highly skilled, creative teaching staff with excellent subject and pedagogical knowledge. We regard the teaching and embedding of reading, writing and mathematics as fundamental and this underpins the rest of our curriculum in all key stages.

Our long-term curriculum plans detail what will be taught across the year by subject and by year group. These have been developed by the curriculum team. They incorporate the programmes of study in the 2014 National Curriculum, reflect the interests of our children and make use of the rich heritage and natural learning opportunities of our locality.

Medium-term plans detail the National Curriculum requirements; the subject specific knowledge, concepts and skills to be taught; key vocabulary; cross curricular links, including opportunities for embedding maths, reading and writing; and enhancement opportunities such as visits, visitors, performances, competitions and celebrations.

There are clear objectives relating to the specific knowledge and skills to be taught in each subject which ensure progression across year groups and key stages. At the end of each term, teachers use their assessment to identify next steps and objectives to be included in the proceeding topic. Although not wholly topic based, where appropriate, meaningful links are made between subjects in order to deepen children's understanding. Key knowledge and concepts are revisited regularly to enable children to make connections and enhance their learning. Some subjects, however, are taught as discrete weekly lessons, for example French, PE, RE and science.

The teaching of PSHE, Relationship Education and SMSC is well embedded across the curriculum through both cross-curricular and discrete lessons, a carefully planned series of whole school and class assemblies, and external visits and visitors.

The children are encouraged to share their ideas, initiate whole school projects and play an active role in ensuring the safety and well-being of each other within class and through pupil bodies such as the School Council.

To further support the formal curriculum we provide a range of extra-curricular artistic, creative and sporting activities which children are actively encouraged to participate in. These are provided both by school staff and external providers.

### **Impact**

We have robust systems in place to evaluate the effectiveness of our curriculum in terms of pupil engagement, outcomes and progress and to identify areas for improvement, make necessary changes and celebrate successes.

There is a curriculum team and individual subject leaders for maths, English, science and computing and PE. With the support of SLT these subject leaders monitor teaching and learning in their subject. This involves lesson observations, discussions with teaching and support staff, looking at children's work and data analysis. As the children are at the heart of our curriculum, subject leads and the SLT also regularly seek their views about teaching and learning and how we can improve their learning experiences. Long term plans are reviewed annually and medium term plans are reviewed termly by teaching staff, subject leads and the SLT to ensure that our curriculum remains relevant and engaging.

We see progress as children knowing more, remembering more and being able to apply their learning independently. Our assessment system enables us to closely track pupils' attainment and progress across the year and across key stages.

For reading, writing and maths, assessment data is submitted and analysed termly. This is triangulated with information from lesson observations and learning walks, children's work and discussions with pupils and teaching staff. This breadth of information helps us to set aspirational targets, identify which children may be falling behind their peers and put robust plans in place to ensure rapid progress where needed. For foundation subjects, children's progress is monitored through assessment for learning, lesson observations, learning walks and scrutiny of children's work throughout the year. Formal assessment data is submitted and analysed in the summer term.

The Local Governing Body are kept fully informed about our curriculum. Governors meet regularly with school and subject leaders to discuss developments and updates in specific subjects and actions linked to School Improvement Plan.

Staff regularly meet to standardise and moderate work both within school and with other schools.