



Aiming to be our BEST



At D'Eyncourt, through our curriculum, we foster an ethos of high expectations and aspirations to ensure all children achieve their full potential. We challenge all children to strive for academic, creative, sporting and personal accomplishment within a broad, vibrant and enriched curriculum.

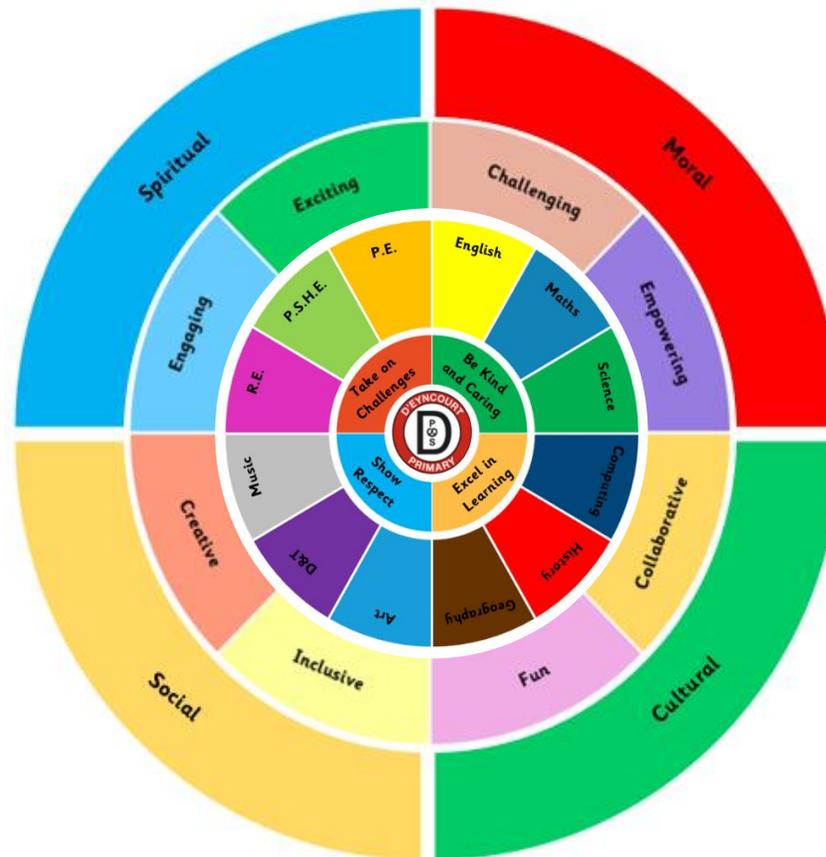
Our whole school vision is 'aiming to be our BEST' with our ethos being:

**B**e Kind and Caring

**E**xcel in Learning

**S**how Respect

**T**ake on Challenges



At D'Eyncourt, all stakeholders are passionate and committed to providing the children in our care with outstanding learning opportunities. We enrich every child's school experience, to be educated citizens, by creating an environment where they are encouraged to succeed and be the best they can be.

Cultural capital is about preparing children with the essential knowledge and skills for what comes next. The exploration of new skills and experiences helps to nurture resilience, curiosity and creativity. Through this journey, children develop new forms of cultural capital that makes a difference in individual mind-sets, which consequently shapes their future.

Through our curriculum all children, are exposed to enrichment opportunities which allow them to experience the awe and wonder of the world in which they live.



# Curriculum Rationale



## Intent: what are we trying to achieve with our curriculum?

At D'Eyncourt we have a shared vision for our pupils through a clear curriculum rationale and shared goals. We offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage. We value links between home and school and actively seek ways of engaging parents/ carers more. We challenge all children to strive for academic, creative, sporting and personal accomplishment within a broad, vibrant and enriched curriculum.

After Reception, the children are taught in mixed age classes through the school (Years 1 and 2, Years 3 and 4 and Years 5 and 6). In all year groups there are small group interventions in order to support pupils in gaining the key skills to become successful readers, writers and mathematicians. Specialist instructors support physical education lessons and all subject leaders are given training and opportunities to keep developing their own subject knowledge, skills and understanding so they can support curriculum development and their colleagues throughout the school. Themed weeks and days, whole school activities and opportunities within and outside school all enrich and develop the children's learning.

At D'Eyncourt, we have high expectations for all of our children. We expect children to achieve the best they can using the tools and support we provide. All children should have high aspirations and we want to encourage them to become resilient learners. Children at D'Eyncourt have a love for learning and they work well with teachers and support staff to achieve their full potential. The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education. We want all children to leave our school as independent learners with self-belief and an abiding respect for others. We aim to instil a life-long love for learning and a strong grounding for future success.

## Implementation: how do we deliver our curriculum?

At D'Eyncourt Primary School, we offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school.

We believe that an inclusive education means providing all pupils with appropriate education and support alongside their peers. The curriculum is planned to promote learning, personal growth and development of all children. Leaders ensure that high-quality, meaningful lessons are taught to deepen learning and support challenge. We encourage high levels of interaction for all children and our teachers are passionate and engage learners in many different ways. During lessons, appropriate use of teacher questioning, modelling and explanations are all used and there is an expectation that all children will develop resilience and accept responsibility for their own learning and work independently. Lessons are planned alongside subject-specific progression of skills to ensure that children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills. There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practise are built into the lesson.

Themed weeks and days, whole school activities and opportunities within and outside school all enrich and develop the children's learning. After school clubs and events extend these opportunities further. Additional whole school programmes and approaches support quality teaching and learning and the school is well resourced in terms of learning materials, books and technology. Regular use of praise and encouragement to motivate children is used and parental engagement using Class Dojo links school and home well. We are lucky to have a fabulous site where outdoor learning is planned to broaden each child's experience and deepen their understanding.

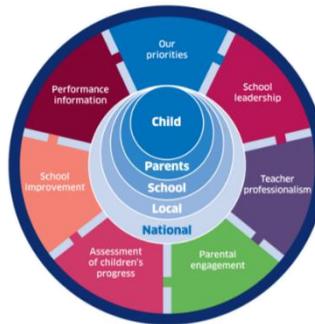
## Impact: what difference is our curriculum making to pupils?

Children achieve and progress well at D'Eyncourt. We measure the impact of our curriculum with regular quizzes, tests and day to day formative assessments, as well as the end of key stage tests which allow us to compare ourselves against other schools nationally. Through our curriculum, we embed key skills ready for our children's development into the world. Each unit is mapped against the progression of skills to ensure that learners develop detailed knowledge and skills across the full breadth of the curriculum through engaging and age-appropriate curriculum content. Teachers are responsible for ensuring that key subject knowledge is taught at the appropriate time and skills are consolidated before moving on to the next topic.

Lessons are embedded within PSHE to ensure children have knowledge of wider social issues, which can affect them in their lives outside of school. We aim to support and prepare children for new challenges, instilling resilience and promoting good choices. Our over-reaching aim is to measure how effectively our curriculum helps our pupils develop into well-rounded individuals who share our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.



# Curriculum Rationale



## Our School Aims

- To foster an ethos of the high expectations and aspirations.
- To promote the highest academic standards through hard work, enthusiasm and the belief that everyone can learn and grow.
- To provide opportunities for everyone to foster their creativity.
- To create resilient, life-long learners.
- To give all pupils a voice in a safe, secure and happy environment.
- To prepare pupils to become positive citizens of the future.
- To make sure that all members of the school community feel valued and appreciated.
- To involve our parents in school life, working together for the best possible outcomes.
- To celebrate our achievements both academic and personal.
- To enrich our pupils' lives and broaden their experiences through a wide variety of clubs, activities and visits.
- To make learning fun!



**ENGLISH:** English underpins the school curriculum by developing students' abilities to speak, listen, read and write for a range of purposes, using language to learn and communicate, to think, explore and organise. We believe that a quality English curriculum should develop our children's love of reading, writing and discussion. We aim to equip children with the skills necessary to achieve this, throughout the curriculum.

**MATHS:** At D'Eyncourt we ensure our children have access to a high quality, broad and balanced mathematical curriculum that is both challenging and enjoyable, with a range of mathematical contexts for pupils to explore. We provide our children with a variety of mathematical opportunities (as well as cross-curricular) which will enable them to make the connections in learning that are needed to enjoy greater depth in learning.

**SCIENCE:** Through our curriculum we want our children to be passionate scientists, enthused by a hands-on, enquiry-based curriculum that nurtures curiosity and questioning. We encourage pupils to explore and discover the world around them; develop their ability to predict and rationally explain ideas; and establish and extend their understanding of the knowledge, processes, methods and uses of Science.

**COMPUTING:** We understand that we are progressing into a digital world where technology is becoming an integral part of our children's futures. Therefore, we ensure that our children are equipped with the skills and knowledge to safely develop their digital literacy, programming understanding and computer science proficiency. Computing has a strong connection with all other curriculum areas therefore we ensure it is embedded in all curriculum areas.

**GEOGRAPHY:** We encourage children to understand the meanings of human and physical geography, and review the relationships between them. We aim to inspire pupils to explore both human and physical processes which influence the world in which they live, as well as to develop their own understanding of how they influence the world. We aim to equip pupils with knowledge about diversity within their own environment, as well as further afield.

**HISTORY:** Our teaching of history inspires children to be curious about, and connected to, the past. Through exciting lessons, we want our pupils to understand and feel part of their local area, their country and the wider world, and to wonder at the richness and diversity of human culture. History lessons teach children how to weigh evidence, distinguish between fact and opinion, empathise with people from the past and consider their own values and opinions, as the journey through their own lives.

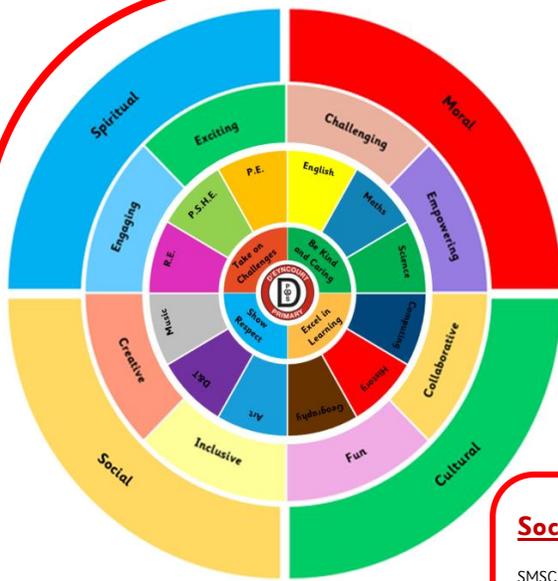
**PE:** Our curriculum focuses on social, personal, cognitive and creative skills taught through PE lessons, which provides them with opportunities to become physically confident and support their health and fitness. We also give the children opportunities to compete in school and out of school in sport which helps embed values such as fairness and respect.

**RE:** We provide children with a broad, balanced Religious Education curriculum that is built strongly around tolerance and respect towards all faiths and beliefs. Children will learn about all major religions during their time at school. Our Religious Education programme of study follows the Wolverhampton Agreed Syllabus for Religious Education, which provides a carefully curated curriculum that represents the balance of interests in the local community.

**D&T:** Design and Technology builds on the key areas of design, making and evaluation. Children are able to creatively problem solve with purpose always at the forefront of their minds. Alongside this, and to further build on their understanding, children apply their technical knowledge to aid design and production.

**ART:** At D'Eyncourt, we use art as an opportunity to reinforce learning across the curriculum. The creativity of art enables all learners to express themselves in a personalised way whilst also developing their critical eye. When experimenting with different media forms in art, children are able to grow as reflective artists.

**MFL:** We study French in KS2. It transports children out of their immediate environment into the wider world both linguistically and culturally. We aim to inspire pupils to develop their foreign language skills in an active, enjoyable and informal way so that everyone feels able to participate in a supportive and valued environment.



## Cultural Capital

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work. It promotes social mobility and success and gives the child power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give children the desire to aspire and achieve social mobility whatever their starting point.

## Policy Rationale

At D'Eyncourt, we recognise that for children to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. The school recognises that there are six key areas of development that are interrelated and cumulatively contribute to the sum of a child's cultural capital. These are:

- Personal Development
- Social Development (including political and current affairs awareness)
- Physical Development
- Spiritual Development
- Moral Development
- Cultural development



## Assessment

Rigorous assessment and tracking of children's performance regularly takes place to inform classroom practice. AFL (assessment for learning) is evident; learning objectives, learning outcomes, success criteria and self/peer evaluation are used regularly. We have a clear tracking and monitoring system in place to ensure that pupils progress and so any learning needs are identified. A wide variety of assessments inform teachers of the next steps and so they can plan for pupil support.

In school:

- Individual children's progress is tracked
- Strengths and weaknesses are identified
- Immediate intervention is implemented when necessary
- Data is collected on a regular basis and shared with staff and children
- Teaching, interventions and revision programmes are adjusted in the light of progress children make
- Parents and carers are regularly updated on their child's progress

## Social, Moral, Spiritual, Cultural (SMSC) development

SMSC is essential for children and young people's individual development, as well as the development of society as a whole. It is not a separate subject that is taught explicitly but an aspect of learning that is part of our core values in school and is present in all lessons and behaviour. Some lessons lend themselves more easily to direct SMSC development such as PSHE and RE. We also aim to develop SMSC through assemblies, behaviour expectations and our attitudes in school.

At D'Eyncourt, we believe the importance of SMSC is central to the development and growth of pupils as people and at the heart of what teachers would say education is all about. Within these topics and in fact throughout the curriculum we promote British Values. We also use interviews and questionnaires to see the impact on the children's development. At D'Eyncourt, we recognise that the personal development of children, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We want to give each child the opportunity to explore social and moral issues; develop a sense of social and moral responsibility and promote the British Values. We therefore aim to provide an education that provides children with opportunities to explore and develop with this in mind. See our SMSC document at [www.deyncourtprimary.org/cultural-capital/](http://www.deyncourtprimary.org/cultural-capital/)

## British Values

These are values that have a central place in the way our children learn and they are found in the content of our curriculum at D'Eyncourt. They are:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

## Health and Well-being

At D'Eyncourt, pupils are supported to develop the self-esteem, awareness and self-confidence required to play an active part in school life and be valued and valuable members of their communities. The emotional health and well-being of all members of our school is fundamental to our philosophy and aims. Our policies and practices are founded in the development and sustenance of a happy, healthy school, where all learning can flourish. When a school promotes positive emotional health and wellbeing, pupils can better understand and express their feelings. This builds their confidence and emotional resilience and therefore their capacity to learn.

Emotional health and well-being cover the spectrum of activities in school and the range of educational and health/ welfare agencies who support our pupils. Our school is proactive in its approach and welcomes opportunities to promote emotional health and well-being through the formal and informal curriculum. The skills knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our PSHE Curriculum. We see parental engagement is a vital part of children's emotional well-being. Therefore, regular opportunities exist to promote partnership with parents and carers in all aspects of school life. For more information regarding our approach to Health and Well-being visit [www.deyncourtprimary.org/information/health-and-well-being/](http://www.deyncourtprimary.org/information/health-and-well-being/)

## PSHE

At D'Eyncourt we offer pupils a fantastic approach to PSHE through our Jigsaw scheme. Jigsaw offers a comprehensive Programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. The Jigsaw scheme allows us to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

Jigsaw's Units of Work are:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

## Curriculum enhancement

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks. The programme is planned throughout the year. First-hand experiences in our curriculum are absolutely essential; trips out of school are vital to our children's understanding of the world and an essential part of our cultural capital. Each class has a trip, local visit, visitor or special experience in school each half term to supplement their subjects.

We understand the value of having these experiences appropriately-placed throughout the year to maximise knowledge and learning opportunities and began lines of enquiry as a result of learning from the experience. At D'Eyncourt, we try to offer as many after school activities as possible. The majority of our clubs are free and are offered to as many children as possible. To view our exciting trips, experiences and visitors to school go to [www.deyncourtprimary.org/curriculum-overview/](http://www.deyncourtprimary.org/curriculum-overview/)

