



D'EYNCOURT
PRIMARY SCHOOL

Curriculum Rationale

At D'Eyncourt, all stakeholders are passionate and committed to providing the children in our care with outstanding learning opportunities. Our whole school vision is 'aiming to be our BEST' with our ethos being:



Our curriculum has been developed with these values at the core. We champion them through assemblies and, each week, different children are celebrated for demonstrating one of our values and bringing it to life. In addition to our core values, we also promote British Values through our spiritual, moral, social and cultural education. We recognise that such development is most successful when those values and attitudes are promoted by all the staff who provide positive role models for our pupils. We have achieved an effective curriculum as we have a balance between what we need to teach and what we like to teach to meet the unique needs of our children. Through our approach, the child is the focus and every decision that is made is with D'Eyncourt at its heart. Our values came from the children and everything we do is with them in mind.

Our subject leaders play an essential role in the design of our curriculum they are responsible to oversee it to ensure full coverage and support for staff. The curriculum has been carefully organised to ensure children have the opportunities to revisit, practise and repeat learning which is essential for deeper understanding and monitoring key progression. Recently, our focus has been on putting in place effective assessment systems to enable tracking and monitoring across all curriculum subjects.

We aim to 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. We are determined to prepare children with the essential knowledge and skills for what comes next. The exploration of new skills and experiences helps to nurture individuality, curiosity and creativity. Through this journey, our children develop new forms of resilience 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. 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.



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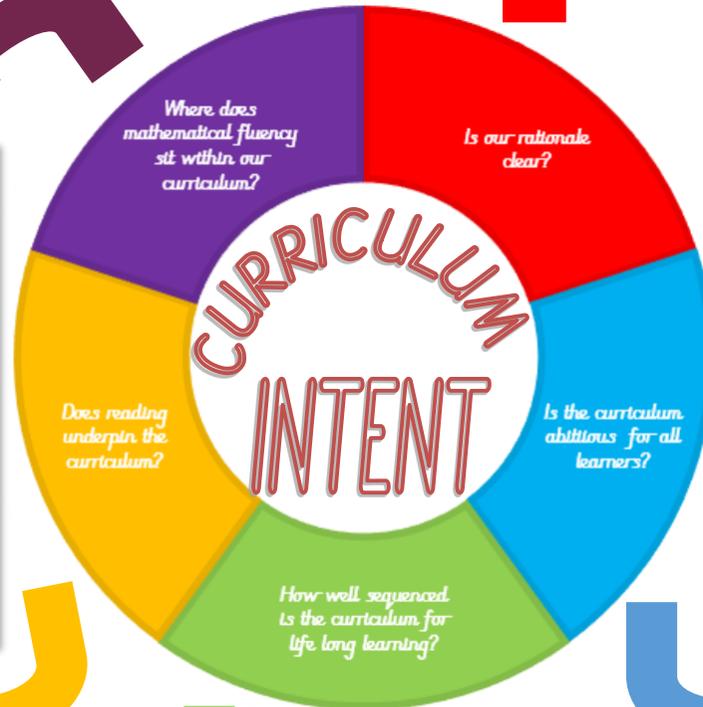
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Mathematics at D'Eyncourt equips pupils with logical reasoning, problem-solving skills and the ability to think in abstract ways. At each stage of learning, children demonstrate a deep, conceptual understanding of the topic and are able to build on this over time.

We teach maths using a mastery approach. We encourage children to make connections in learning from practise in mathematical fluency to problems using real-life situations. We aim to increase pupil confidence in mathematics so they are confident mathematicians who are not afraid to take risks. They are able to express themselves and their ideas using the language of maths with assurance. Again, cross curricular links are encouraged so children know where their learning can take them.

We ensure that a high-quality education in English is delivered that will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them.

Through reading, which underpins our whole curriculum, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. It is an essential skill that is promoted and celebrated through all aspects of school life.



At D'Eyncourt, we have a clear vision for our pupils to achieve through a rich and varied curriculum. We have carefully created our broad and balanced curriculum which has roots in our school values - we aim to be our BEST - and which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage.

We challenge all children to strive for academic, creative, sporting and personal accomplishment within a safe and happy community.

Our aim is to deliver an ambitious, aspirational curriculum which is well planned and meets the needs of all our pupils. We have systems in place to provide support and challenge to each individual in their learning.

We aim to excite, inspire and empower children through a range of cultural experiences alongside offering a range of literature that reflects our values and validates their realities. Themed weeks and days, whole school activities and opportunities within and outside school all enrich and develop the children's learning. We expect children to achieve the best they can using the tools and support we provide.

The curriculum, which follows a two year rolling programme, is planned sequentially which allows children to build on previous learning and secures firm foundations for the future. Audits are completed after every full cycle to ensure full coverage of the National Curriculum objectives.

All children should have high aspirations and we 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.



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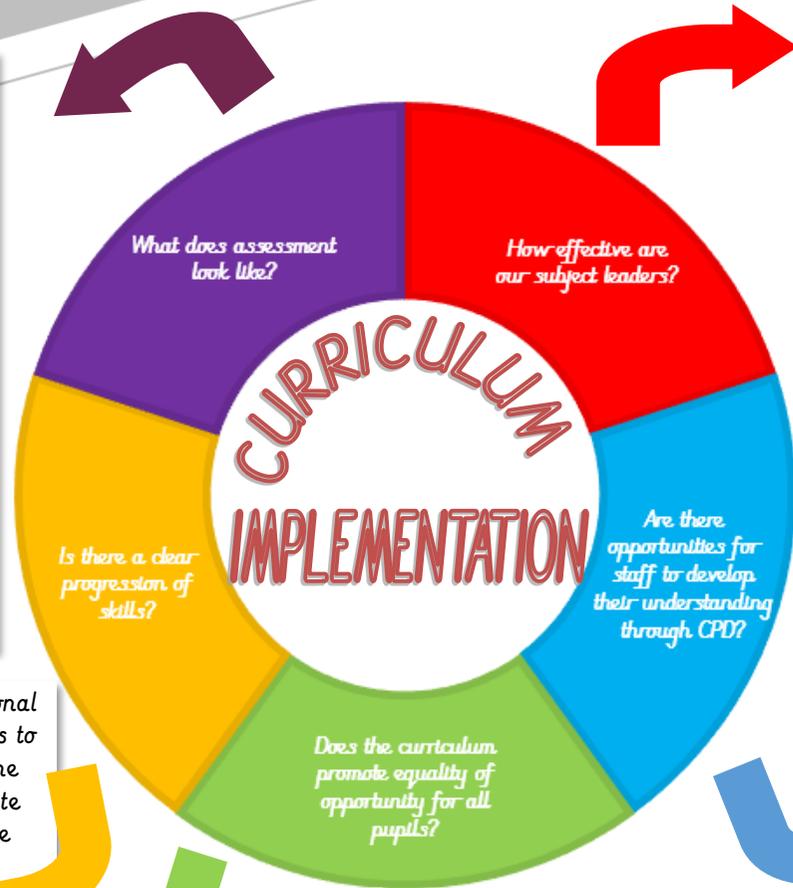
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Rigorous assessment and tracking of children's performance regularly takes place to inform classroom practice. AfL (assessment for learning) is evident; learning objectives, learning outcomes, steps to success and self/peer evaluation are used regularly. 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 and strengths and weaknesses are identified
- Immediate intervention is implemented when necessary
- Data is collected on a regular basis and shared
- Teaching, interventions and revision programmes are adjusted in the light of progress children make
- Parents and carers are regularly updated

The curriculum incorporates the statutory requirements of the National Curriculum and 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. Lessons incorporate examples; retrieval practice and, over time, revisit teaching and knowledge skills.

High quality texts are used from Reception to Year 6 building on the foundations of excellent teaching of phonics through Read Write Inc. The school curriculum map is planned to ensure that teaching is sequential with the teacher ensuring that knowledge and skills are taught in a logical and progressive order. The teaching of key vocabulary is a primary feature in all subjects. High levels of interaction for all children is also encouraged and our teachers are passionate about what they teach. The curriculum is planned in a way to promote a love of learning, to encourage personal growth and support the well-being and development of all children.



Leaders ensure that high-quality, meaningful lessons are taught to deepen learning and encourage challenge. Subject leaders provide colleagues with support for planning, resourcing and teaching and they audit these resources regularly. Changes and adaptations are made to the curriculum where necessary, with consultation with the curriculum lead and senior leaders. Termly meetings are held with subject leaders and the curriculum lead to discuss monitoring, developments in their subject area and any actions.

To implement the curriculum, all teachers have good subject knowledge and are supported to maintain and improve this knowledge through training, observing best practice and undertaking relevant research. 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.

Steps to success help teachers to break down learning into manageable 'chunks' to ensure all children can access learning. We believe that an inclusive education means providing all pupils with appropriate learning opportunities and support alongside their peers.

To enhance our curriculum, 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.



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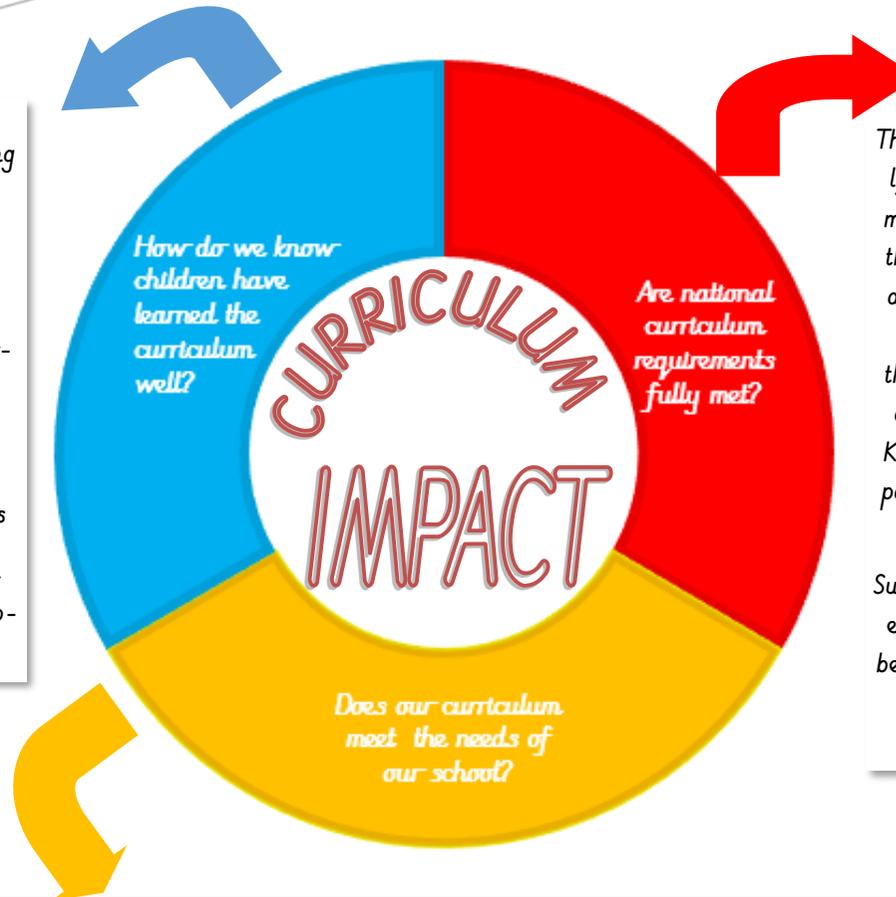
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Our curriculum has a model for progression and is pitched appropriately. Therefore, teachers know that if children are coping well and are able to demonstrate their understanding then we know it is working.

Our children talk passionately about what they have learned. They use knowledge organisers in each lesson and have many resources to hand to enable them to retain and revisit key information. Through theme days and visits, we encourage an enhanced curriculum and we are always looking at how we can give children the richest experiences possible.

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.



The impact of our curriculum is evaluated regularly through end of year assessments and Government tests; through Governor meetings; visits and through our own monitoring of teaching, learning and pupil voice. All children achieve well by developing knowledge and skills on their journey through school. This is demonstrated through outcomes at EYFS, Phonics (Year 1), Key Stage 1 and Key Stage 2. Children with SEND achieve the best possible outcomes and are monitored through their school journey at D'Eyncourt.

Subject leaders regularly audit their subject area to ensure that all national curriculum objectives are being met. They also update staff with new initiatives and changes as and when necessary.

Through the D'Eyncourt core values, we instil the importance of being kind and caring, excelling in learning, showing respect and taking on challenges. The teaching of well-being is intrinsic to each child's learning and how to manage their well-being with regard to wider social issues, which can affect them in their lives outside of school. We support and prepare children for new challenges, instilling resilience and promoting good choices. We 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. Children leave D'Eyncourt ready for a successful transition to secondary school and to go on and live their lives with a solid grounding.



Curriculum Subjects

Each curriculum areas has been carefully mapped out using a 'road map' so it is clear what units children will learn about through each phase at D'Eyncourt. This document is underpinned by the progression of skills documents and vocabulary builders so it is clear what steps children need to learn in each phase. Concept maps have also been developed to share how ideas can link across topics and across subjects. Subject leaders work with the curriculum lead to enhance their subject with trips, visitors and extra curricular activities. Read more about each subject here: <https://www.deyncourtprimary.org/curriculum/our-subjects/>



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 our engaging 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 (with cross-curricular links) which will enable them to make the connections in learning that are needed to enjoy greater depth understanding.



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.



ART: At D'Eyncourt, we use art as an opportunity to reinforce inspiration and imagination 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.



COMPUTING: 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.



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



GEOGRAPHY: Children understand the meanings of human and physical geography, and review the relationships between them. Children 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, our pupils understand and feel part of their local area, their country and the wider world, and wonder at the richness and diversity of human culture. We teach children how to weigh evidence, distinguish facts and opinions, empathise with people from the past and consider their own values.



MFL: We study French in KS2 at D'Eyncourt. 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. Whole school events incorporate a love of language for all.



MUSIC: We provide a high-quality music education. During the year, children experience a wide range of genres and a broad and balanced curriculum for music is in place. We adopt the online scheme of work, Charanga, which provides current and relevant material to the children. This allows all children to develop their singing, listening, composing and performance skills.



PHYSICAL EDUCATION: Our curriculum, with the support of the Wolves Foundation, focuses on social, personal, cognitive and creative skills taught through PE lessons, which provides children 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 sporting competitions which helps embed values such as fairness and respect.



RELIGIOUS EDUCATION: Our Religious Education curriculum is built strongly around tolerance and respect towards all faiths and beliefs. Children learn about all major religions during their time at D'Eyncourt. Some of this learning will take part in the classroom, but the learning will also be contextualised through visits to a variety of places of worship in the local area. 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.



PSHE: At D'Eyncourt, we follow the 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.



Health and Wellbeing - A whole school approach

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 community 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. Teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It enables them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that our pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

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-health. Therefore, regular opportunities exist to promote partnership with parents and carers in all aspects of school life.

At D'Eyncourt, we have six key areas that, through PSHE, the children learn the valuable skills to learn effectively and become resilient learners. It is important for us at D'Eyncourt to promote pupils' self-control and ability to self-regulate, and teach the children strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing with our BEST ethos at the core has a positive impact on behaviour and attainment. We aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. We promote an atmosphere that encourages openness; meaning that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

For more information regarding our approach to Health and Well-being visit www.deyncourtprimary.org/information/health-and-well-being/



Healthy - Having the highest attainable standards of physical and mental health and support in learning how to make healthy and safe choices

- I can express my feelings and talk about them to others
- I know that we all experience a variety of thoughts and emotions that affect how we feel and behave
- I know who I can talk to when I need help and advice
- I understand that talking to others is important for my mental health and wellbeing
- I understand the value of a good nights sleep to support a healthy lifestyle
- I understand the importance of a balanced diet and exercise for a healthy body and mind

Nurtured - Having a nurturing place to live and attend, with additional help if needed

- I know who I can talk to when I need help and advice
- I understand the importance of friendships and building positive relationships
- I know that we all experience a variety of thoughts and emotions that affect how we feel and behave
- I know that friendship, caring, sharing, fairness, equality and love are important in building relationships
- I understand the importance of mental wellbeing and this can be nurtured through positive relationships and personal coping skills

Mindful - Having opportunities to play active and responsible roles in school

- I can express my feelings and talk about them
- I know that we all experience a variety of thoughts and emotions that affect how we feel and behave
- I know that friendship, caring, sharing, fairness, equality and love are important in building relationships
- I understand the importance of mental wellbeing and this can be nurtured through positive relationships and personal coping skills.
- I understand that people can feel alone and can be misunderstood and left out by others
- I am learning to give appropriate support to others
- I recognise that each individual has their own talents and abilities

Responsible - Having opportunities to play active and responsible roles in school

- I can express my feelings and talk about them to others
- I know that we all experience a variety of thoughts and emotions that affect how we feel and behave
- I know that friendship, caring, sharing, fairness, equality and love are important in building relationships
- I understand the importance of mental wellbeing and this can be nurtured through positive relationships and personal coping skills
- I understand that people can feel alone and can be misunderstood and left out by others
- I am learning to give appropriate support to others
- I recognise that each individual has their own talents and abilities

Safe - Being protected from abuse, neglect or harm at home, at school and in the community

- I can express my feelings and talk about them to others
- I know who I can talk to when I need help and advice
- I understand that talking to others is important for my mental health and wellbeing
- I understand that my feelings and reactions can change depending on what is happening around me. This helps me to understand my own behaviour and the way others behave
- I understand the importance of mental wellbeing and this can be nurtured through positive relationships and personal coping skills.
- I am learning skills that will support me in challenging times particularly in times of change and

Achieving - Being supported and guided in learning and developing skills, confidence in my own abilities and self-esteem

- I am aware of my abilities and how I need to work on my insecurities
- I am learning ways to cope with uncertainty and hope to cope in certain situations
- I am learning skills and strategies to support my academic achievements
- I understand the importance of positivity and gratefulness
- I understand the value of a good nights sleep to support a healthy lifestyle
- I understand the importance of a balanced diet and exercise for a healthy body and mind
- I recognise that each individual has their own talents and abilities





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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

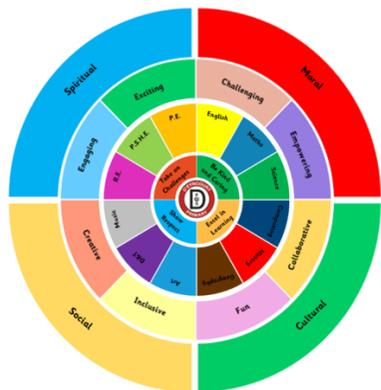
Social, Moral, Spiritual, Cultural (SMSC) development - SMSC is essential for children and young people's individual development, as well as society as a whole. It is not a separate subject that is taught explicitly but an aspect of learning that is part of our core values in school and is present in 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/

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 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 trips, experiences and visitor see www.deyncourtprimary.org/curriculum-overview/

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 ability to communicate is the most important area of learning. In particular, we ensure that our pupils are empowered by giving them opportunities to make choices about the things that they believe to be important.
- Rule of law - The importance of rules and laws, whether they are those that govern our country or our school are referred to and reinforced regularly during the school day.
- Individual liberty - Pupils are encouraged to know, understand and exercise their rights and personal freedom and adults within the school community are proactive in building trusting and respectful relationships with the children to boost their self esteem and to enable them to make good, confident choices.
- Mutual Respect - Showing respect is at the heart of our ethos - respect for individuals, for belongings, for our behaviour is a theme that is closely linked to our core values. We believe in every child's inclusion, where possible, in a range of activities and settings and locations and we are committed to introducing our children to their wider community beyond the school gates.
- Tolerance of different faiths and beliefs - Every child and adult within our school community is respected and valued equally without regard to ability, gender, faith, heritage or race. Cultural appreciation and development forms part of our curriculum and we place a great emphasis on providing participation in events and celebrations to broaden all pupils' experiences and awareness of others.





How do we know that our curriculum is having the desired impact?

Teachers

- Become more knowledgeable.
- Have higher levels of confidence in delivering all areas of the curriculum.
- Can give senior leaders and subject leads feedback about what is working well.
- Are acutely aware of how children are coping with the taught content.*
- Teach consistently well; applying sound pedagogical practices in all lessons.
- Plan coherent learning journeys based on the unit overviews.
- Seek support from subject leads when they are less confident

Children

- Can talk with confidence about what they have learned, using correct terminology.
- Are enthused and interested in a wide range of curriculum areas.
- Can talk about the specific characteristics of subjects and the disciplines associated with them.
- Can show adults examples of their learning and describe the 'why' behind work they have produced.
- Demonstrate good learning behaviours in all lessons.
- Are able to explain how their learning within a subject builds on previous learning.
- Are able to make thoughtful links between subjects.
- Can all access, enjoy and make progress within the curriculum - regardless of their starting points, or any additional needs they may have

Children's work

- Demonstrates that they take pride in what they produce. Children show the same effort as they would in Maths or English, for example.
- Captures their increasing understanding of key concepts within each subject.
- Illustrates their developing understanding of the disciplines of each subject, as well as the declarative knowledge content.
- Shows that a coherent teaching sequence has taken place within each unit of work.
- Demonstrates our curriculum's emphasis on subject-specific terminology.

Visitors and Governors

- Give us positive feedback about pupil engagement and behaviour in lessons.
- Comment on the high-quality work that they see.
- Report that leaders are clear about strengths and weaknesses, and have clear plans to address areas for development.

Parents and Carers

- Give us positive feedback about their children's attitudes to school.
- Share examples of when their children have been enthused by the curriculum (e.g. they've been talking about learning at home, or carrying out their own research because of their interest).

**The curriculum is the progression model, and is pitched to be appropriately challenging. Therefore, if teachers know that children are coping well and are able to demonstrate their understanding, then we know it is working and that children are making progress.*