



# D'EYN COURT

## PRIMARY SCHOOL



# CURRICULUM on a page

At D'Eyncourt, we are passionate and committed to providing the children in our care with outstanding learning opportunities and our curriculum has been developed with our key values at the core. 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.

## Intent: We aim to...

Have a clear vision for all of 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.



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 journey.

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. We enrich our curriculum with activities, trips and clubs. The curriculum builds on previous learning and secures firm foundations for the future.

Encourage all children to 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.

Teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others. 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.

Ensure that maths equips pupils with fluency, 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 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.



## Implementation: How do we implement our aims?

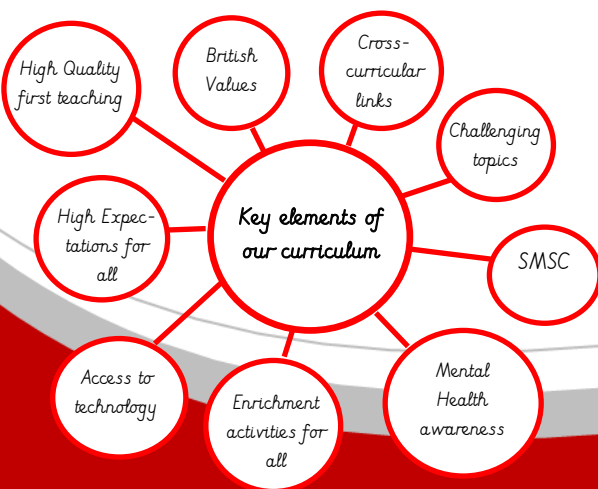
Our EYFS provides an excellent starting point for success. The EYFS curriculum is carefully designed to ensure that children will be given the opportunity to learn key foundational knowledge before progressing to the National Curriculum for Key Stage 1 and 2. Each unit is mapped against the progression 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.



To implement the curriculum, all teachers have excellent subject knowledge and they 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.



The whole-school curriculum map is planned to ensure that teaching is sequential with knowledge and skills being 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 wellbeing and development of all children.



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/tutoring is implemented when/where necessary
- Data is collected on a regular basis and shared
- Teaching, interventions and revision programmes are adjusted in the light of the progress children make
- Parents and carers are regularly updated with information regarding their child's progress



The curriculum lead and individual subject leaders work hand in hand to ensure that high-quality, meaningful lessons are taught to deepen learning and encourage challenge across all subject areas. 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. Meetings are held with subject leaders and the curriculum lead to discuss monitoring, developments in their subject area and any actions and curriculum meeting time is given termly. This ensures that the curriculum remains current and clear for all learners. The curriculum is consistently evolving to suit the needs of all children at D'Eyncourt Primary.



## Implementation: Continued...

All lessons have 'Steps to Success' which are shared with the children. Steps to success help teachers to break down learning into manageable 'chunks' to ensure all children can access learning at their level. We believe that an inclusive education means providing all pupils with appropriate learning opportunities and support alongside their peers. Our SENDCo works with the children, parents and carers and LA professionals to provide the best support and challenge for our children so they can achieve.



We recognise that high-quality first teaching has the largest impact on pupil outcomes. We support all staff to achieve their potential from teachers starting as an ECT to experienced staff moving into leadership to draw upon a wide repertoire of teaching styles, research and evidence. As a trust, we work collaboratively to support standardisation, CPD and subject leaders work together to enhance their subject. We acknowledge that different age groups and different curriculum areas will require different pedagogical methods and approaches, and staff select the best methods to use.



Whilst teaching our curriculum, we expect teachers to use an appropriate range and combination of the following:



Direct Instruction



Modelling & Scaffolding



Guided Practice



Problem Solving



Recall & Retrieval Practice



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.

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. 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.



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 and there are many activities available for all year groups to join. 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.

At D'Eyncourt, we promote cultural capital allowing children to demonstrate their cultural awareness, knowledge and competence. We want our children to achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Through the curriculum, D'Eyncourt promotes the desire to aspire and achieve social mobility whatever their starting point.



High quality texts are used in English from Reception to Year 6, building on the foundations of excellent teaching of phonics through Read Write Inc. The programme is supported by a comprehensive scheme of reading books matched to each child's phonetic ability. All children in Key Stage 1 have daily phonics or reading sessions where they participate in speaking, listening, spelling and reading activities that are matched to their current needs.

In Key Stage 2, children study reading lessons with the focus being the 'Reading Dogs' (reading domains). RIC time is used daily so children practise the key skills needed - retrieval, inference and a choice of question. Reading for pleasure books have been sourced and are available in each class to encourage reading enjoyment. Interventions are planned for those children who need extra support with phonics and they participate in the FreshStart scheme.

Read Write Inc.  
Phonics

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. 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 know how to seek support as early as possible from appropriate sources.



Emotional health and well-being cover the spectrum of activities in school and we 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.



## Impact: We know we've achieved our aims by...

Children making progress from their starting points socially, emotionally, academically and physically across all curriculum areas.



Children taking pride in their work and achievements and are motivated to do their BEST and show the core values in practice.



Children listening to and respecting one another, communicating effectively through their written work and in verbal situations.



Children understanding how to be kind and caring to one another and they share a common awareness of health and wellbeing.



Children taking on challenges within their learning and showing resilience and perseverance when faced with difficult tasks.



Children demonstrating inclusive attitudes and have a clear sense of their role in school, at home and in the wider society.



Knowledge, understanding and skills are secured and embedded so children are prepared for learning beyond their time at D'Eyncourt.



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.



Our curriculum has a model for progression and is pitched appropriately. Therefore, teachers know when children are coping well and are able to demonstrate their understanding then we know it is working. Our children talk passionately about what they learn. 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.



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.