



D'EYN COURT

PRIMARY SCHOOL



CURRICULUM on a page

At D'Eyncourt Primary School, our curriculum is underpinned by our motto:

Be Here, Be Ready, Be Your BEST!

We aim to develop confident, resilient and ambitious learners who attend regularly, engage positively in learning and strive to achieve their full potential. Through a rich, broad and ambitious curriculum, children develop the knowledge, skills and character needed to succeed in education and beyond.

Intent: We aim to...

Have a clear vision for all pupils to achieve through a rich, ambitious and inclusive curriculum. Rooted in our school values and motto, 'Be Here, Be Ready, Be Your BEST!', our curriculum is designed to provide equity of opportunity for all learners, including those with SEND and those who are disadvantaged. We have carefully planned a broad and balanced curriculum that builds knowledge, skills and understanding progressively over time, ensuring every child is supported and challenged to achieve their full potential and is fully prepared for the next stage of their education.

Deliver an ambitious, aspirational curriculum which is carefully planned and meets the needs of all our pupils. We have systems in place to provide support and challenge for every individual throughout their learning journey.

Our curriculum is designed to build knowledge, skills and understanding sequentially, enabling children to make connections between prior and new learning, and to know more, remember more and do more over time.



Excite, inspire and empower children through a range of cultural experiences, alongside offering high-quality literature that reflects our values and broadens children's understanding of the world.



We enrich our curriculum through activities, trips, visitors and clubs that develop cultural capital, broaden horizons and enhance learning. Each stage of learning builds upon previous knowledge and experiences, securing firm foundations for future learning and success.

Encourage all children to have high aspirations and develop into resilient, respectful and independent learners. Through our curriculum and wider opportunities, pupils develop confidence, self-belief and a love of learning.

We nurture the personal qualities and attitudes that enable children to contribute positively to their communities and embody our motto: 'Be Here, Be Ready, Be Your BEST!'.



Place reading, communication and mathematics at the heart of our curriculum. We teach pupils to read fluently, communicate confidently and think mathematically through reasoning, fluency and problem solving.

High-quality texts and rich vocabulary development enable children to acquire knowledge and express their ideas effectively, while a deep understanding of mathematics equips them with the skills and confidence needed for future



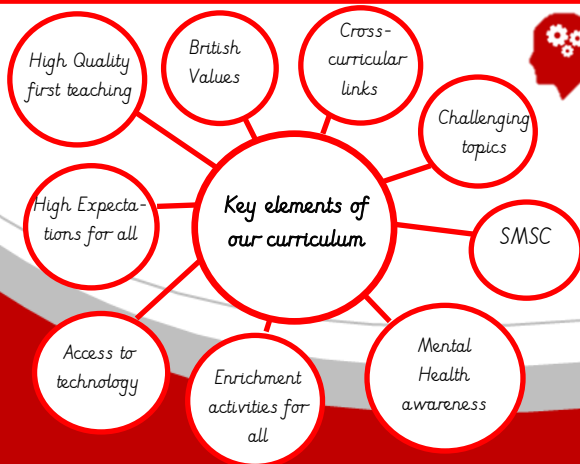
Implementation: How do we implement our aims?

Our EYFS provides a strong foundation for lifelong learning and future success. The curriculum is carefully designed to develop children's knowledge, skills and understanding through a broad, ambitious and engaging programme of learning. High-quality learning experiences build the essential foundations needed for future learning and prepare children effectively for the National Curriculum in Key Stages 1 and 2. Learning is sequenced progressively to ensure children develop and apply key knowledge and skills across all areas of learning. Through a nurturing environment, high expectations and opportunities for exploration, communication and problem solving, children develop the confidence, independence and resilience needed to be successful learners.

Our curriculum is implemented by knowledgeable and skilled staff who are committed to providing high-quality learning opportunities for all pupils. Teachers continually develop their subject and pedagogical knowledge through high-quality professional development, collaboration, research and the sharing of best practice. Through effective questioning, explicit instruction, modelling and responsive teaching, teachers ensure that learning is accessible, challenging and ambitious for all. Lessons are carefully designed to build on prior knowledge, address misconceptions and deepen understanding. Pupils are encouraged to develop resilience, independence and responsibility for their learning.



Our curriculum is carefully planned and sequenced to ensure that knowledge and skills are taught progressively and build logically over time. Learning is designed to enable pupils to make meaningful connections between prior and new knowledge, helping them to know more, remember more and do more. The explicit teaching of subject-specific vocabulary is a key feature across the curriculum, supporting pupils to communicate their learning confidently and accurately. Teachers foster high levels of engagement and participation through effective pedagogy and a passion for their subjects. Our curriculum promotes a love of learning, supports personal development and wellbeing, and enables all pupils to develop the knowledge, skills and character needed to succeed in school and beyond.



Assessment is used effectively to support learning and inform teaching. Teachers use a range of formative and summative assessment strategies to check pupils' understanding, identify misconceptions and inform next steps in learning. Assessment for Learning (AfL) is embedded within classroom practice through clear learning intentions, success criteria, questioning, feedback, self-assessment and peer assessment. Robust tracking and monitoring systems enable staff to identify pupils' strengths, areas for development and any additional support required, ensuring that all pupils make progress from their starting points. Assessment information is used to adapt teaching, provide timely intervention and challenge pupils appropriately. In school we:

- Track individual pupil progress to identify strengths, gaps in learning and next steps.
- Provide timely intervention and targeted support to address identified needs.
- Use assessment information to inform planning and adapt teaching to meet the needs of all learners.
- Monitor the impact of teaching, interventions and curriculum provision on pupils' outcomes.
- Share assessment information appropriately to support pupil progress and achievement.
- Work in partnership with parents and carers, providing regular updates about their child's attainment, progress and wellbeing.



The Curriculum Lead and subject leaders work collaboratively to ensure that the curriculum is ambitious, coherent and effectively implemented across all subjects. Through monitoring, evaluation and professional dialogue, leaders ensure that learning is engaging, challenging and builds progressively on prior knowledge. Subject leaders support colleagues through curriculum development, planning, resource provision and professional development, ensuring consistency and high expectations across the school.



Curriculum leaders regularly monitor the quality of education through lesson visits, work scrutiny, pupil voice, assessment information and curriculum reviews. Findings are used to inform ongoing improvements and ensure that the curriculum remains relevant, responsive and reflective of the needs of our pupils. Regular leadership meetings provide opportunities to evaluate the impact of curriculum implementation, share best practice and identify priorities for development. This culture of continuous improvement ensures that all pupils receive a high-quality education that enables them to know more, remember more and do more over time.



Implementation: Continued...

Clear learning intentions and 'Steps to Success' are shared with pupils to support understanding and enable them to achieve success. These provide a structured approach to learning, helping pupils to develop knowledge and skills in manageable steps while maintaining high expectations for all. Teachers use adaptive teaching strategies to ensure that learning is accessible, appropriately challenging and responsive to the needs of all learners. We are committed to providing an inclusive education where all pupils can access a broad and ambitious curriculum alongside their peers.

We recognise that high-quality teaching has the greatest impact on pupils' achievement and outcomes. We are committed to developing and supporting all staff, from ECTs to experienced leaders, through high-quality professional development, collaboration, research and evidence-informed practice. As part of our Trust, we work collaboratively to share expertise, support curriculum development, ensure consistency and enhance subject leadership. Teachers draw upon strong subject knowledge and a range of effective pedagogical approaches to meet the needs of their pupils and curriculum areas. Through ongoing professional learning and reflection, staff continually refine their practice to ensure learning is ambitious, engaging and accessible for all.



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



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

Children know more, remember more and can do more as they progress through the curriculum.



Children making strong progress from their starting points and achieving their full potential.



Children take pride in their work and strive to be their BEST every day.



Children communicate confidently, showing respect and consideration for others



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



Children show kindness, empathy and a commitment to their own health and wellbeing



Children leave D'Eyncourt as confident, inclusive and responsible citizens, ready for the next stage of their education

The impact of our curriculum is evaluated through assessment, monitoring and quality assurance activities, including pupil outcomes, book scrutiny, lesson visits, pupil voice and leadership review. These processes enable leaders to evaluate curriculum effectiveness and inform ongoing improvement. Pupils develop secure knowledge, skills and understanding across the curriculum and achieve well from their starting points, as reflected in outcomes at EYFS, Phonics and Key Stage 2. They are able to recall prior learning, make meaningful connections and apply their knowledge confidently in a range of contexts.

Subject leaders play a key role in evaluating curriculum impact. Through regular monitoring and curriculum review, they ensure high standards, support continuous improvement and maintain an ambitious, effective curriculum for all learners.



Our curriculum is carefully sequenced to ensure clear progression in knowledge and skills across all subjects. Teachers use assessment effectively to identify what pupils know and can do, enabling them to build on prior learning and demonstrate secure understanding.

Pupils speak confidently about their learning and use knowledge organisers and other curriculum resources to support retrieval, retention and the application of key knowledge.

Through adaptive teaching, high expectations and ongoing professional development, staff ensure that all pupils can access an ambitious curriculum and achieve success.

Positive relationships, praise and encouragement help to foster motivation, resilience and a love of learning. Strong partnerships with parents and carers, supported through Class

Dojo, strengthen communication between home and school. Our extensive outdoor environment provides valuable opportunities to enrich learning, broaden experiences and deepen pupils' understanding of the world around them



SMSC and Personal Development are at the heart of our curriculum and school values. Through all areas of learning, assemblies, behaviour expectations and wider school experiences, pupils develop spiritually, morally, socially and culturally. We actively promote British Values and provide opportunities for children to explore moral and social issues, develop respect for others and become responsible citizens. By nurturing character, wellbeing and positive relationships, we prepare pupils to contribute confidently to life in modern Britain.

Our curriculum is enriched through themed days and weeks, educational visits, visitors, whole-school events and extracurricular opportunities that broaden pupils' experiences and enhance learning. These experiences develop cultural capital, raise aspirations and support personal development. A wide range of resources, including high-quality texts and technology, further enrich teaching and learning across the curriculum



At D'Eyncourt, we are committed to developing pupils' cultural capital by providing a wealth of experiences that broaden horizons, raise aspirations and deepen understanding of the world around them. Through our curriculum and enrichment opportunities, children develop the knowledge, skills and cultural awareness needed to succeed in education and later life. We believe that every child, regardless of their starting point, should have the opportunity to aspire, achieve and thrive as confident, responsible and successful citizens



The explicit teaching of vocabulary is a key feature of every subject. Pupils are supported to develop subject-specific language, articulate their thinking clearly and communicate confidently through discussion, reading and writing. Opportunities for speaking and listening are carefully planned to deepen understanding and enhance learning across the curriculum.



Reading is at the heart of our curriculum. From Reception to Year 6, pupils access high-quality texts that develop fluency, vocabulary, comprehension and a love of reading. Early reading is taught through the Read Write Inc. phonics programme, supported by fully decodable books matched to pupils' phonic knowledge. Daily phonics and reading sessions ensure that children develop the speaking, listening, reading and spelling skills needed to become confident readers.

In Key Stage 2, pupils build their comprehension skills through the explicit teaching of reading domains, including retrieval and inference. Reading for pleasure is actively promoted through carefully selected class libraries and high-quality texts. Targeted interventions, including Fresh Start, provide additional support to ensure that all pupils become fluent, confident and successful readers.

Read Write Inc.
Phonics

Personal development and wellbeing are central to our curriculum. Through PSHE, wider school experiences and strong partnerships with families, pupils develop confidence, resilience and the skills needed to lead healthy, safe and successful lives. We ensure that every child feels valued, supported and empowered to Be Here, Be Ready, Be Your BEST!



We support pupils to develop the confidence, resilience and self-awareness needed to play an active role in school and the wider community. The emotional health and wellbeing of our pupils is a key priority, underpinning both learning and personal development. Through our PSHE curriculum and wider school experiences, pupils develop the knowledge and skills needed to make informed choices, maintain healthy relationships, keep themselves safe and seek support when needed. We work closely with parents and carers to promote positive wellbeing and ensure that every child feels valued, supported and ready to achieve their best.

Through our values and motto, 'Be Here, Be Ready, Be Your BEST!', we encourage pupils to demonstrate kindness, respect, resilience and a commitment to excellence in learning. Personal development and wellbeing are embedded throughout the curriculum, enabling pupils to make informed choices, manage challenges and develop positive relationships. We support children to become confident, responsible individuals who are well prepared for life in modern Britain.



We evaluate the impact of our curriculum through the knowledge, skills, attitudes and personal qualities pupils develop over time. Children leave D'Eyncourt as well-rounded, lifelong learners who embody our values and are equipped with the confidence, character and academic foundations needed for a successful transition to secondary education and future life opportunities.