



# Curriculum at Ellwood Community Primary School

**At Ellwood Community Primary School, we strive to be the best we can be. We have high aspirations for all our pupils, staff and the community. We want our children to be confident individuals, lifelong learners and global citizens and achieve their very best.**

Our motto

## Believe

**We believe all children have potential and should believe in themselves. We believe in them, our staff, parents, Governors and community. We believe together, we achieve more.**

## Achieve

**We want every child to succeed and achieve their full potential. This could be academically, personally or socially. We also want the school community to achieve their very best.**

## Belong

**We want our children to belong. We want them to belong to their class, school and community and to have a sense of belonging and to feel they will always be welcome at Ellwood Community Primary School and will feel valued.**

# Our School Values

**Our school values underpin our day to day life in school and actively promote personal values and support the fundamental British values of: democracy, individual liberty, mutual respect and tolerance of those from all faiths, backgrounds and cultures.**

**We have six core school values that guide children's choices, behaviour and learning:**

Responsibility

Friendship

Respect

Resilience

Kindness

Honesty

**These values have been chosen by carefully observing which of our previous values have worked well and which ones would develop children the most morally and educationally. These values may change in the future depending on the needs of our children and the wider community.**

## How we teach core values

**The focus with every value is what the value looks like to us and how it looks in action. Teaching of values is cyclical, we return to each core value frequently to deepen understanding. We learn about them and discuss them in classes, assemblies, Life Skills [PSHE], Relationships and Sexual Education [RSE], Religious Education [RE], through listening to visitors, through stories, plays or presentations.**

# Intent



At Ellwood Primary School we believe that the curriculum is a powerful tool that promotes a love of learning and a willingness to explore. We believe that every child is entitled to a broad, balanced education that is right for them and aim to provide a full and rich variety of experiences for the pupils.

The curriculum includes not only the formal requirements of the National Curriculum but also the range of extra-curricular activities that we organise, in order to enrich the experience of the children and to promote their learning and personal growth and development. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

We are continually reviewing and improving our curriculum to ensure that it meets our children's needs. Through careful design, we aim to ensure progression and coherence and full coverage of all aspects of the National Curriculum 2014 and the Early Years Foundation Stage [EYFS] in Reception.

## Our curriculum is planned to:

- ❖ Enable a range of experiential opportunities: Some of our children may not have opportunities and experiences that children in other areas would take for granted, so we strive to ensure our curriculum is planned to provide these experiences. We ensure children's learning, where possible, is based on hands-on experiences; meeting visitors that can inspire children's learning and visiting places of interest that ensure children have first-hand experience of the knowledge they are being taught.
- ❖ Provide a wide range of extra-curricular activities and experiences in order to enrich the experience of the children and to promote their learning, personal growth, aspirations, lifelong learning and development
- ❖ Promote positive mental health and wellbeing which will enhance our children's life skills, social skills and cultural awareness
- ❖ Raise self-esteem, self-confidence, resilience and a love of learning: throughout all aspects of the curriculum the school promotes a can-do attitude and celebrates the successes of children and the progress that is made.
- ❖ We strive to ensure our children develop their language and communication skills. Communication skills are vital for both success and confidence in many areas of life and therefore we want our children to develop the ability to express themselves clearly and effectively. We ensure our curriculum is language –rich, involves use of high-quality texts, promotes an inquisitive approach to language and provides opportunities to practice new vocabulary.
- ❖ Ensure that the core skills of reading, writing and maths are taught and linked to other areas of the curriculum. We recognise that for our children to succeed beyond the classroom these skills are crucial, particularly in preparation for secondary and for their working life. Some of our children start at Ellwood below the expected level for their age group and the school works hard to provide high quality teaching and learning and additional support where needed to ensure any gaps are reduced.
- ❖ Clearly demonstrate progression of skills and knowledge: we recognise that in order for children to learn effectively it is important that the taught curriculum is carefully mapped out to ensure that long term acquisition of skills and knowledge is acquired
- ❖ Raise children's aspirations and set high expectations for ALL pupils.
- ❖ Equip children with the life skills/social skills needed to be an effective citizen.



# Implementation



The curriculum comprises of the core subjects - English, Maths, Science, Religious Education [RE] and Computing - as well as the Foundation subjects – History, Geography, Physical Education, Art, Design Technology, Music, Modern Foreign Languages [French] and Personal, Social and Health Education [Life Skills] and Relationships and Sex Education [RSE]. Wherever possible, we make meaningful links between subjects as part of our curriculum plan, if these are not possible the subjects are taught separately.

Planning	Approaches to Learning	Teaching and Learning	Enrichment Days and Community Links	Visits	Assessment
<ul style="list-style-type: none"> <li>❖ Long term: National Curriculum and Development Matters, three-year rolling programme of topics showing links to other curriculum subjects</li> <li>❖ Medium term: Teachers plan in-depth coverage in a medium term plan, following the objectives in the Skills and Knowledge breakdown for each subject, which is recorded on a termly planning overview for all subjects</li> </ul>	<ul style="list-style-type: none"> <li>❖ Quality first teaching in every class</li> <li>❖ Consistent approach to learning throughout the school</li> <li>❖ High expectations for learning and behaviour</li> <li>❖ Promote language and communication</li> <li>❖ Be prepared for their next phase of education</li> </ul>	<ul style="list-style-type: none"> <li>❖ Children and parents given a pupil overview of each topic identifying the skills and knowledge that will be covered.</li> <li>❖ Through our teaching, we will excite and intrigue our children to find out more about the world around them.</li> <li>❖ Exploration of our local area and visits will enhance the learning experience.</li> <li>❖ We will develop deep subject knowledge and key skills while differentiating work for all abilities and year groups.</li> <li>❖ Children will be given knowledge organisers which outline knowledge (including vocabulary) that they must master.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Art, Religious Education, Science, author days, money days, European day of languages, e safety, reading challenges, spelling challenges, polar explorer, forest schools, money workshops, NSPCC cooking, Gamelan, parents in school, super learning week, Country dance festival, over 80s club, art competitions, poetry competitions, anti-bullying week, author of the term, internet safety, links with French school</li> </ul>	<ul style="list-style-type: none"> <li>❖ Cathedral, mosque, beach, cinema (film festival), theatre, young voices (Singing), Viney hill, residential, cattle country, literature festival, travelling by Tuba, in the net, cookery classes, secondary transition visits, country dancing, sporting competitions, local area.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Ongoing assessment during lessons and from tasks completed informs planning for lessons, coverage recorded on skills and knowledge overview and pupil's progress on Insight Tracker.</li> <li>❖ Monitoring of teaching and learning by subject leads and SLT will include planning scrutinies, book looks and lesson observations to ensure appropriate coverage of curriculum and differentiation is in place</li> </ul>

# Impact



## Standards

- ✓ Children make at least expected progress
- ✓ Standards are improving and data demonstrates that KS 2 data was higher than National Average in 2019 (pre covid)/2023 higher than NA
- ✓ Phonics -2022 - 84%/2023 – 81% and EYFS 68% GLD/2023 60%
- ✓ Children are encouraged to develop independent research skills to further their own enjoyment and fascination about the topic or subject
- ✓ Evidence of work shows a range of topics covered, cross-curricular links and differentiated work
- ✓ Expectations for standards in foundation subjects are high and match standards in core subjects
- ✓ Teacher judgements are discussed and moderated internally

## Wellbeing

- ✓ Children enjoy learning and show good learning behaviours
- ✓ They enjoy coming to school and feel safe
- ✓ Children are able to access support and know who they can talk to if they are unhappy or worried



## Personal Development

### Children:

- ✓ believe in themselves
- ✓ reach their full potential
- ✓ feel a sense of belonging
- ✓ are respectful and take responsibility for their learning behaviours and actions
- ✓ are confident
- ✓ know how to keep safe, particularly online
- ✓ are aware of keeping healthy
- ✓ are developing resilience
- ✓ are able to discuss their learning
- ✓ take pride in their work

