

Our Curriculum implementation

In our successful curriculum the knowledge and skills are taught in a systematic, engaging and interesting way.

Each topic has a clear endpoint, which is shared with the children and parents. Key knowledge and skills are identified and links between subjects are highlighted. Opportunities for first hand experiences are given top priority. Our excellent location enables outdoor learning and use of the locality to feature strongly in the planning and teaching of the topic.

Children are active participants in their own learning. They are encouraged to ask question at the start of the topic to guide what needs to be taught, and thus develop an inquisitive mind. They are also given high quality feedback in order to develop their knowledge and skills for them to do their best in all subjects.

Being an enthusiastic, fluent and efficient reader is essential to all learning and because of this reading is given high status in our school. Our rigorous approach to teaching reading ensures that children read regularly and are taught specific reading and comprehension skills. They are given the opportunity to experience a wide range of quality texts to develop a love of reading as well as exposure to tier 2 and 3 vocabulary. Teachers engender a love of reading by reading daily to their classes, sharing and discussing their favourite books and giving time for sustained reading. They value reading and this is apparent through the high quality loaning libraries, reading areas and promoting books in all curriculum areas.

Synthetic, systematic phonics is taught by highly skilled and trained staff. The children are taught in groups which are fluid and respond to their development and next steps. Children at risk of falling behind are identified early to keep up with their peers.

Developing an extensive, expressive and accurate vocabulary is also seen as essential to lifelong learning. Key vocabulary is highlighted in all areas of the curriculum, planning and is shared with parents. Vocabulary is discussed and explained in all subjects and children are expected to use efficient and accurate vocabulary in their work.

We have high expectations of children's handwriting and presentation and this is demonstrated through displays and in books. Staff model handwriting and lots of signs around school are handwritten.

Children are expected to become efficient and confident mathematicians. They are given many opportunities to learn, practise and apply their mathematical skills and knowledge in lessons. They are taught problem solving in a clear and systematic way in order to facilitate the application of skills and knowledge. Mental processing of calculations is very important and children are asked in the big maths portion of the lessons to work on their mental maths abilities. This includes times table knowledge.

Where possible, links between subjects are made so that children receive a rounded view of the topic being taught and to create more links and interest in their learning. The school is especially keen to ensure that skills across the curriculum are evident. As an example: we teach and check that the quality of maths is high when applied in other subjects. To keep teaching relevant to the children is of high importance so links between what is being taught and the 'real world' are used as much as possible. To this end, we use visitors and visits to enhance the curriculum. These include: visitors encouraging and teaching about health and wellbeing and sports stars and artists to encourage and inspire. Visits are an expectation, and these are planned to give children first hand experiences in order to enhance a topic, gain enthusiasm and enjoyment and to go and experience something that has not been experienced before.

Part of our core beliefs and expectations of behaviour lay around our rights and responsibilities, both for ourselves and others. The children learn that we have a right to be safe, to be respected and to learn. They are also taught that it is our responsibility to keep others safe, show respect and allow others to learn. We are proud of our high expectations of behaviour and attitude that we expect our children to demonstrate.

We are very lucky to have lovely outdoor areas around our school, all of which are utilised well. These include: our Early Years and Key Stage 1 provision; wild life area; extensive sports field; our developing allotment and marsh area; our small wooded area and our camp fire area. We use our outdoor areas regularly to take learning out of the classroom, enjoying the environment and to increase our feelings of health and wellbeing. We paid to train one of our staff as a forest

school leader and now use her expertise across classes to enhance our topics and access forest school equipment and lessons.

We work very hard to deliver the best possible opportunities and experiences for our children. The high quality education that our children receive is due to the rich diversity of approaches that are adopted. These include the following:

