

## Inspiring Today's Children For Tomorrow's World

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CURRICULUM INTENT	Our Aims	At Elburton our aim is to provide every child with an outstanding education and to make excellent progress in both academic and personal growth. We want our children to be curious, motivated and excited about coming to school. Educational research underpins our curriculum and pedagogical approach. We recognise that progress means knowing more and remembering more and our content builds upon prior learning. We identify the key substantive and disciplinary knowledge in every subject domain and maximise learning by making strong links between subjects whenever possible. It enables all to reach the highest possible standards. Through a broad, carefully planned curriculum offer, both in and out of the class, we strive to find our children’s strengths and interests and to build on these so that every child succeeds and flourishes.					
	The Elburton Charter	SAFE At school where we all feel safe and look after each other.	INSPIRE A school where we encourage and inspire everyone to make good choices.	PRIDE A school where we take pride in everything and always do our best.	FLOURISH A school where we grow in confidence to help the school community flourish.	RESPECT A school where we respect and value each other.	
	Our principles for effective pedagogy	Inclusion	Motivation	Quality assurance	Responsive and relevant curriculum content	Consistency and transparency	
CURRICULUM IMPLEMENTATION	Our whole school curriculum comprises an entire planned educational experience informed by organisational	Continuous Provision from 2-11					
		Knowledge, Life Skills, Mental Health, Health and Wellbeing, British Values, Independent Skills, Community, Social Skills, Spirituality, Morality, Emotional Skills, Emotional Skills, Personal Skills, Leaderships Skills					
		Early Years Curriculum					
		Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the world



		Charity Links	Extra-Curricular Clubs	Community
		<ul style="list-style-type: none"> <li>Friends and Family of Special Children (£2751)</li> <li>Children in Need/Comic Relief</li> <li>Harvest Festival – Shekinah donation</li> <li>Ukraine Fundraiser</li> <li>Bags to School (Termly)</li> <li>Royal British Legion (£669)</li> <li>Age UK Crisp Bag Donation</li> </ul>	<ul style="list-style-type: none"> <li>Tennis</li> <li>Y2-6 Football</li> <li>Y3 Chess</li> <li>KS2 Yoga</li> <li>KS2 Choir</li> <li>KS2 Athletics</li> <li>Y4 Lego</li> <li>EYFS/KS1 Multi Skills</li> <li>Y1 Science</li> <li>Y3 Outdoor Art</li> <li>Guitar</li> <li>Keyboard</li> <li>Y4 Gymnastics</li> <li>Y5 Book Club</li> <li>EYFS/KS1 Babbiejab</li> <li>Y1/Y3 Gymnastics</li> <li>Y3 French Fun</li> <li>Y6 Maths Club</li> <li>Frisbee</li> <li>Netball</li> <li>Y2 Computing</li> <li>KS2 Change for Life</li> <li>Y2 Board Game Club</li> <li>KS2 Dance</li> <li>Tag Rugby</li> <li>KS1 Storytelling</li> <li>Y5/6 Basketball</li> </ul>	<ul style="list-style-type: none"> <li>Otter Art Display at Visitor Centre on Dartmoor</li> <li>'Walk in their shoes' Gambian Project</li> <li>Moths to a Flame art project (COP26 Glasgow)</li> <li>Safer Streets Day</li> <li>Christmas Performances to Parents</li> <li>Virtual Balloon Race</li> <li>PTA School Discos</li> <li>Platinum Jubilee Celebrations in the Village</li> <li>Girl Guide Day on the Field</li> <li>PTA Circus</li> <li>Sports Days</li> <li>PTA Parent Prom</li> <li>PTA Duck Race</li> <li>PTA Wine and Wisdom Quiz</li> </ul>
		Enrichment Activities		Trips and Visits
		<ul style="list-style-type: none"> <li>Forest School</li> <li>Bikeability</li> <li>David King, Olympian, school visit</li> <li>Skipping Event</li> <li>Military Kids Club</li> <li>Y5 Game of Actual Life</li> <li>Y4, 5, 6 Field Gun Workshops</li> <li>Indoor Rowing</li> <li>Y4 Roman Day</li> <li>Faith Visitors</li> <li>Safer Internet Day</li> <li>'Josephine's Stories' World Book Day</li> <li>World Maths Day</li> <li>School Council</li> </ul>		<ul style="list-style-type: none"> <li>Y4 Visit to St Matthews Church (RE)</li> <li>Y5 Visit to Sherford (Geography)</li> <li>Y2 Dunstone Woods (English)</li> <li>Y5 Science trips to Coombe Dean</li> <li>Y1 Synagogue Visit (RE)</li> <li>Foundation Visit to St Matthews Church (RE)</li> <li>Y5 and Y6 Residential Weeks (Barton Hall)</li> <li>Military Kids Club Visit to the Theatre</li> <li>Y2 Paignton Zoo Trip (English)</li> <li>Y4 and Y6 Mountbatten Trips</li> <li>Y6 Naval Day</li> <li>Y4 Visit to Bodmin Jail (History)</li> <li>Y3 Visit to the Box and Barbican (History)</li> <li>Military Kids Club Military Vehicle Visit</li> <li>Foundation trip to Market Hall (Geography)</li> </ul>
		Competitions	KS2 Participation	
		<ul style="list-style-type: none"> <li>Mountain Bike</li> <li>Cross Country Running</li> <li>Multi Skills at Coombe Dean School</li> <li>Football Tournaments/Festivals/Fixtures</li> <li>Netball</li> <li>Indoor/Outdoor Athletics</li> <li>Half Marathon Challenge</li> <li>Boccia</li> <li>Indoor Rowing</li> <li>Gymnastics</li> </ul>	<p><b>All Children</b> 44% - Level 1 Competition 78% - At Least One Club</p> <p><b>Pupil Premium</b> 48% - Level 1 Competition 81% - At Least One Club</p>	

Quality First Teaching.

Elburton Principles

Teaching is based on a clear understanding of metacognition and learning.	Teachers have a deep knowledge of the subjects they teach.	Teachers monitor learning and provide feedback.	The classroom climate create by teachers inspires and motivates pupils	Pupil groupings are flexi	Developing strong partnerships with parent and carers that influence learning at school and home
Purpose of the learning is made explicit leading outcome	Modelling	Questioning	Challenge for all and support where necessary	Continuous formative assessment	Moderation of assessment and judgements
Quality marking and feedback	Teaching for mastery	Assessment for Learning	Hook that engages the children and gives the context for learning	Time for reflection and response	Dialogic classrooms (oracy)

Inclusion

Needs of Pupils:

Cognition and Learning

Social, Emotional and Mental Health

Communication and Interaction

Sensory and Physical

Level of Support

**SEN Concern**

- Children identified through a graduated approach as needing additional support to access the curriculum
- Not on the SEN Register

**SEN Support**

- Children requiring additional advice or support from outside agencies to access the curriculum
- *KSEND - On SEN Register*

**EHCP**

- Child's complex learning needs set out in a statutory document.
- *Statutory - SEN Register*

Types of Support

**Specialist Support**

- 1:1 adult support to manage access to the curriculum, minimise risks and ensure safety
- Bespoke curriculum and resources upon outside agency advice

**Targeted Support**

- RWI, 1-1 tutoring, targeted reader, Speech and language follow up, NELI, Precision teaching, comic strip conversations, differentiated spelling and TTRS, EP/CIT targeted follow up, MAST support, CAMHS

**Universal Support**

- Quality first teaching
- Visual resources, manipulatives, now and next, visual timetables, wait buttons, differentiation, cued articulation

CURRICULUM IMPACT	In time we want to see how well our curriculum goals enable achievement in five key areas.	High Quality Outcomes	Curriculum Content is Responsive and Relevant	Mastery for all Challenges all	Embedding Knowledge and Skills	Being part of a Family and a Community
		<ul style="list-style-type: none"> <li>- Children make progress and attain in line with or better than national expectations. They are given opportunities to achieve the greater depth standard.</li> <li>-Assessment documents show that knowledge and skills are embedded throughout the curriculum.</li> <li>- Is the learning journey led to a purposeful outcome or product?</li> <li>-Do the children experience a taste of the best that has already been achieved?</li> <li>- Are there relevant contexts for high quality outcomes for English and Maths?</li> <li>- Are teaching expectations high enough?</li> <li>- Are there clear assessment criteria?</li> </ul>	<ul style="list-style-type: none"> <li>- Are children able to connect local, national and global contexts for learning?</li> <li>- Do children experience enjoyment in their learning in their maximised?</li> <li>- Are tasks adapted to reflect current affairs and technological and environmental changes?</li> <li>- Is AFL responsive and effective?</li> </ul> <p><i>We evaluate through monitoring planning, pupil conferencing, evaluations and work scrutiny.</i></p>	<ul style="list-style-type: none"> <li>-Children are confident and successful learners, demonstrating our learning values, and make the right choices for their learning. The learning values have progression which provide challenge. Children will be prepared for the next stage of their educational journey.</li> <li>- At point of learning, is the curriculum sufficiently challenging and appropriate for each child?</li> <li>- Are there opportunities to develop a deeper understanding of the learning values?</li> <li>- Are there high expectations for all?</li> <li>- Does the work of the children show that tasks are rich?</li> </ul> <p><i>We evaluate through curriculum outcomes, book</i></p>	<ul style="list-style-type: none"> <li>- Do children have opportunities to solve problems and undertake learning at a deeper level?</li> <li>- Do children have the opportunity to build on their knowledge and skills throughout the school?</li> <li>- Are knowledge and skills carefully planned in the curriculum topics?</li> <li>- Are there coherent links within projects that increasingly challenge and embed K&amp;S?</li> <li>- Do children have opportunities to embed their knowledge and skills in the curriculum?</li> <li>- What knowledge and skills have pupils gained against expectations?</li> <li>- Is each NC subject given integrity and taught systematically through each Key Stage?</li> </ul>	<ul style="list-style-type: none"> <li>-Children enjoy learning and coming to school.</li> <li>-Their mental health and well-being is supported.</li> <li>-They are developing a sense of spirituality, self-esteem and confidence.</li> <li>-They know the importance of being healthy. They aspire to reach their potential.</li> <li>-Children demonstrate the Elburton Charter in their learning and in their behaviour in and around school. Children learn to make the right choices for their safety.</li> <li>- Does the curriculum engage pupils?</li> <li>- Do children share their learning with others?</li> </ul>

		<p>- Are children challenged to think and to evaluate their learning?</p> <p>-Is assessment purposeful, efficient and used to shape future learning?</p> <p><i>We evaluate through a variety of approaches, these include monitoring, work scrutiny, data analysis and learning outcomes.</i></p>		<p><i>scrutiny, conferencing and assessment.</i></p>	<p><i>We evaluate through curriculum assessment.</i></p>	<p>- Do children learn from others?</p> <p>- Are our school learning values explicitly taught in our topics and prepare them for their future lives whatever they may be?</p> <p>- Is the Elburton Charter embedded in our school?</p> <p>- Do pupils engage with local community, national and global issues?</p> <p>- Are pupils able to relate their values and experience to British Values?</p> <p><i>We will evaluate through pupil conferences, lesson observations and curriculum evaluations.</i></p>
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