



Ellington Primary School



Curriculum Strategy

Our Vision

At Ellington Primary School, we are committed to providing a purposeful, inspiring and stimulating curriculum that fully prepares learners for the next steps in their education and opens the doors to the modern, wider world. Core English and Maths skills are at the heart of all we do and our ambitious curriculum provokes curiosity and excitement.

Our curriculum drivers are at the core of everything we do and underpin our shared belief that our role is to raise children's aspirations, develop independent thinking and gain knowledge and understanding of the wider world. The following drivers underpin our school curriculum and, with our vision and values, allow us to deliver our curriculum strategy. These key drivers are personal to our school and reflect the locational, social and educational needs of our community. The drivers are knitted into every school day life at Ellington.

Aspirations - We believe it is our responsibility to show children that there is a world of opportunities awaiting them. Inspiring dreams, hopes, or ambitions to achieve through long-term goals. Aspirations are important for pupils because they help to motivate them and give them a sense of purpose. When pupils have aspirations, they are more likely to be engaged in their learning and to work towards achieving their goals. Aspirations can also help pupils to develop a growth mindset, which is the belief that they can improve their abilities through effort and hard work. This is associated with higher levels of academic achievement and better outcomes later in life.

Research has shown that pupils who have high aspirations are more likely to achieve their goals, and that these aspirations are influenced by a range of factors, including their family background, the school environment, and their own experiences and self-belief. Therefore, it is important for schools to foster a culture of high aspirations, in which pupils are encouraged to set ambitious goals and supported in working towards them. This is achieved at Ellington through a range of strategies, including providing high-quality teaching and learning, offering a broad and balanced curriculum, and promoting positive relationships between pupils, staff, and parents.

Independent Thinking - We strive to encourage a love of learning, and a metacognitive understanding of how pupils can best learn and self-regulate, that will continue into secondary school and beyond. We will build skills which allow children to take action and solve problems confidently and with flexibility. Developing independent thinking is an important aspect of education, as it can lead to greater pupil engagement and motivation, and can help pupils become more self-directed learners.

Metacognition refers to the ability to think about one's own thinking and learning processes. It involves being aware of one's own strengths and weaknesses as a learner, and being able to plan, monitor, and evaluate one's own learning. Metacognition is an important aspect of self-regulated learning, which is the ability to independently manage one's own learning. Research has shown that developing metacognitive skills can improve pupil outcomes, and there are a number of strategies we



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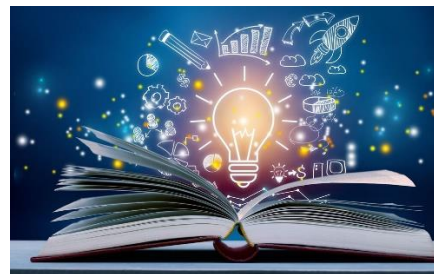
use to support the development of metacognition in pupils. These include modelling their own thinking, explicitly teaching metacognitive strategies, promoting metacognitive talk in the classroom, and setting an appropriate level of challenge to develop pupils' self-regulation and metacognition.

Wider World - Within our curriculum, we learn about cultures, families and ways of life that may be different to our own. Our curriculum develops pupils' learning and understanding of the wider world, celebrating diversity by promoting a positive school culture that values and respects diversity. This is achieved through celebrating cultural festivals and events, promoting diversity in the school environment, and encouraging open and respectful dialogue about different cultures and perspectives.

Weekly whole school Picture News assemblies focus on current affairs. In addition, carefully selected assembly topics twice per week inform children of the diversity which exists around our world. Each class celebrates a class hero each academic year. Our heroes are from a range of different cultures and the children get to understand their hero in great depth. We also learn about Christianity and other faiths within our Religious Education programme of study and explore how these faiths are important to individuals and communities.

Our curriculum is tailored to the needs of all of our children. We celebrate our local heritage and cultivate children's understanding of the communities of which they are a part. Significant people have been intertwined through each area of our curriculum. These include people of local, national and international significance. The study of significant individuals brings life to our learning, meaning children are more likely to recall key facts and events.

Our sequential curriculum ensures that knowledge is cumulative. Knowledge is at the heart of each subject and linked areas of study are exploited in order to consolidate and embed learning across the curriculum.





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Our Vision's Community

- Our happy **pupils** use their voices in school to contribute to the successes of our school.
- Our dedicated **staff** create a culture of high standards, belonging and collaboration to drive achievement and progress forward.
- Our supportive **parents and carers** are involved and encouraging of their child's learning journey and school.
- Our talented **governors** are knowledgeable and a critical friend in regards to the strategic direction of the school.
- Our skilled **subject leads** are equipped and supported to develop our curriculum and their subjects operationally and strategically.
- Our **curriculum** drivers provide us with focus and nourish our ethos which permeates our school.



Our School Promise



Pride gives us strength in all we do;
Resilience keeps us going, trust in **teamwork** too.
Respect for one another; **honesty** is key;
Happiness for everyone in our community.



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Curriculum Intent

EYFS

EYFS Curriculum is designed enabling children to:

- Respect and care for the world around them
- Know and talk about the world beyond our school
- Experience a language rich environment
- Be able to work in a team to reach a common goal
- Take care of themselves and others
- Meet the expectations as outlined in the EYFS framework
- Develop the expected key skills for reading, writing and number
- Be prepared for learning beyond the Early Learning Goals and into Key Stage 1

Key Stage 1 and Key Stage 2

Key Stage 1 and Key Stage 2 curriculum is designed:

- To provide a relevant, progressive and well-structured academic curriculum which enables children to develop and master a broad knowledge and wide range of skills in a language rich environment.
- To encourage critical thinking and ambitious questioning throughout the curriculum
- To think and discuss our learning, knowing more and remembering more.
- To know, love and celebrate our school values.
- To provide ambitious and challenging learning experiences indoors and outdoors which motivates and inspires all learners.
- To enable our children to be respectful and successful in terms of being able to find employment in the future.
- To maintain healthy relationships and active lifestyles and to be moral citizens.
- To promote good health and wellbeing.
- To work with our local community and wider world.

EYFS Curriculum

PRIME AREAS: Personal and Social Development, Communication and Language, Physical Development

SPECIFIC AREAS: Literacy, Mathematics, Understanding the World, Creative Development.

National Curriculum

CORE: English, Maths, Science

FOUNDATION: Geography, History, Modern Foreign Languages, Music, Physical Education, Art & Design, Design & Technology, Computing, Relationship, Sex & Health Education

Additional Curriculum Subjects

RE
PSHE

Our academic curriculum is structured providing for each key stage and year group:

- Clear Long-term plans per subject to ensure progression
- Medium term plans which show links to other subjects and key learning, taken from National Curriculum objectives
- Explicit objectives ensure our community know and understand key knowledge and skills expected in each year group/key phase
- Subject Specific Intent, Implementation and Impact Statements
- Progressive knowledge and skills



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Curriculum Implementation

Statutory Curriculum

Children in EYFS will receive:

- Well-planned activities that promote learning in all areas of the EYFS to help children achieve the ELG and beyond
- Daily maths and English teaching
- Daily phonics teaching using Read Write Inc
- Progressive experiences and teaching sequences in order to develop reading writing and number skills
- A high-quality continuous provision both indoors and outdoors
- Outdoor enhancements which are focussed on Prime Areas of learning
- Visits, visitors and real experiences, in addition to the inspiring enhancements around our provision
- Both child and adult led outdoor opportunities daily to experience the world around them
- A daily group story time
- 3 x daily reading of the same text over a week so children can remember and recall the whole narrative, joining in where necessary repeated reading of key texts
- Weekly planned circle time sessions with a personal, social and emotional focus
- Daily snack time to discuss healthy body and healthy mind
- We work closely with families to gain an understanding of children's starting points and previous experiences. We use this knowledge to extend learning throughout their time in early years.

Children in KS1 and KS2 will receive:

- Daily fluency, problem solving and reasoning teaching in Mathematics
- Daily phonics teaching in KS1 (and for Key Stage 2 children who require it) using RWI
- Explicit spelling teaching in KS2 and Year 2
- Timetabled basic skills teaching of grammar and Punctuation.
- Timetabled handwriting skills lesson from Year 1 to 6
- Daily English lessons following our writing journey
- Daily reading lessons following our reading curriculum
- Daily story time with carefully selected texts
- One science lesson per week
- One history/geography lesson per week
- Two PE lessons per week
- One computing lesson per week
- One RE day per half term
- One PSHE lesson per week
- One art/D&T lesson per week in KS1, one art/D&T day per half term in KS2
- One music lesson per week
- One French lesson per week (KS2)



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| <p><i>Whole Curriculum Dimension</i></p> | <p>Outdoor Learning:</p> <ul style="list-style-type: none">• One half-termly unit of work within the school year• Access to wider nature grounds (local pond and woodlands) <p>Healthy Schools & Wellbeing:</p> <ul style="list-style-type: none">• Progressive and sequential PSHE and SRE scheme of work• Annual celebration of anti-bullying work.• Annual celebration of internet safety work.• Annual art gallery to display children's creative work. | <p>Our Community:</p> <ul style="list-style-type: none">• Annual Remembrance Day assembly• Termly Church links (including Easter, Christingle and Harvest celebrations)• Links to our community (Parish Council, Church, local historical/cultural sites, other schools) <p>Wider World:</p> <ul style="list-style-type: none">• Class heroes to celebrate diversity• Three charities supported each year, chosen by the pupils• Annual World Culture day celebration• Focussed school driver |
| <p>Experiences from EYFS to Year 6</p> <p>In order to shape our values, enhance our curriculum, deepen our children's knowledge and understanding and broaden children's vocabulary we will:</p> <ul style="list-style-type: none">• provide experiences both in and outside of school. This includes, providing a variety of enrichment opportunities such as visitors into school, visits to a wide range of different places and residential stays in Years 4, 5 and 6.• provide opportunities for children to develop a sense of awe and wonder of the natural world. Children are encouraged to be ecologically aware and show respect for the environment and others. Opportunities are provided to embrace our Eco-schools culture.• provide a literacy rich environment; developing spoken English through good role models, developing vocabulary and a love of books and reading using good quality reading materials, which also act as a stimulus or enhancement to learning experiences.• create independent learners who are able to show curiosity and drive their own learning. Children will be equipped with the skills to manage their own risk and take responsibility for their actions.• maintain our Healthy School focus; including mental health and wellbeing of our school community and through outdoor learning as this forms the basis to all other learning within Early Years and beyond.• provide a variety of valued role models for our children to develop their future aspirations and knowledge through pupil responsibility roles• develop partnerships and collaborations within and beyond our local community.• engage parents in the learning journey of their child; building relationships and developing positive views of education. | | |



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Wider Curriculum Experiences

Enrichment Opportunities:

- At least one visitor into school/one visit out of school per term for each class e.g. Vindolanda, author visits, STEM
- Whole school focus weeks and days, including science week, World Book Day, Art Gallery exhibition
- At least one community event per term e.g. Harvest, coffee morning, stay and play, open afternoon
- Termly career days with a focus on a different career sector each term. This will give the children a huge variety of knowledge and experience preparing them for later life.

Leadership experiences:

- Annual application and election of School Council
- Annual application and election of Eco Council
- Bi-annual training and implementation of Peer Mentors
- Annual training of Young Sports Leaders
- Year 6 children take part in the Young Leaders Award
- Year 6 children will be nominated to be prefects and support across the school
- Reading Buddies share a love of reading through KS2 children leading KS1 children

Diversity:

- Each academic year, each class has a new class hero. These heroes come from a diverse range of backgrounds and children will celebrate their hero through a class assembly and regular hero events.
- Our enrichment map details the diversity topic each class will focus on during a half term. We celebrate diversity through our curriculum driver; The Wider World.

Sporting opportunities:

- All classes have two PE lessons per week
- At least six extra-curricular sports clubs are available each term
- Annual Sports Day events for EYFS and Y1 to Y6
- Inter and intra school competitions and events through our membership in the Ashington Sports Partnership involving all classes from Reception to Year 6
- KS2 representation at competition events and in school games leagues (football, tag rugby, netball, etc)



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Life skills:

- Financial education through enterprise events and visitors to school
- Public speaking and confidence building through shows, class assemblies, Harvest, Remembrance Day and Christmas performances, and our Year 6 Leavers' Concert.
- Presentation of own ideas and interests at parent events
- Termly career days focusing on a different sector each term. The whole school will focus on specific sectors each term with visitors and visits linked.

Curriculum Aspects

Language rich environment:

- Every class has a book area/reading corner.
- EYFS focus text planned to link to topics and includes traditional tales, stories, non-fiction and poems/rhymes.
- EYFS has dedicated 'rhyme time' planned with songs and rhymes linked to topics, number work, interests, movements etc.
- Timetabling reflects our focus on providing a Language and Literacy rich curriculum
- Timetables reflect specific 'story time' for all children every single day. Story time is valued and celebrated by all classes.
- We have 100 stories for Ellington. This is a carefully chosen selection of 100 books that children will read between Reception and Year 6.

Mastery Curriculum:

- Our children learn best through a 'little and often' approach and must be given sufficient time to master a skill or embed knowledge.
- Key Assessment points for each year group in reading, writing and maths must be the focus of repetition to ensure children have a secure grasp of the subject.

Tools for Curriculum Implementation

- A focus on staff CPD to ensure high quality teaching and learning across curriculum subjects
- A well-managed budget with Subject Resource Audits driving the budget allocation
- Well-maintained and engaging spaces to learn in school
- A culture of high expectation and challenge for all children.



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- Well-structured Subject Action Plans, monitored by *Governors*, which identify and drive improvements forward.
- Regular opportunities for subject leads to observe, scrutinise and take part in professional dialogue regarding teaching and learning in their subject.
- School Development plan is visible, known and shared with all teaching staff so all are involved in our learning journey.

Curriculum Impact

We will assess the impact that our curriculum has on our children by whether they have mastered the subject-specific knowledge defined in our long-term plans in Key Stage 1 and 2, if children have achieved the Early Learning Goals at the end of Reception, required phonetical knowledge at the end of Year 1 and expected standards at the end of Key Stage 1 and 2.

We will use appropriate and relevant formative and summative assessments to inform this.

We understand that knowledge builds over time and children will only demonstrate effective learning as a result of a positive change to their long-term memory. To continually drive improvements, the effectiveness of our school curriculum will be reviewed regularly.