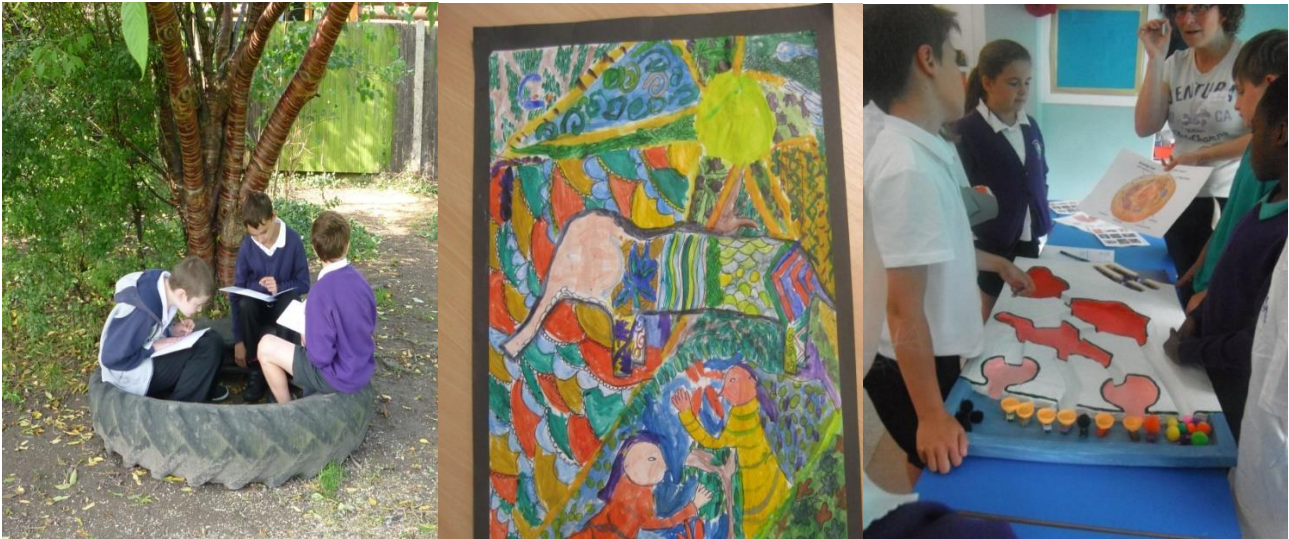


Our Approach to Learning and the Curriculum

‘Making Aspirations Achievable’



Our Mission, Vision and Values

We believe that children need to develop four key qualities whilst at our school:

- Children who have **courage** and self-belief are most likely to achieve their aspirations;
- Children who are **curious** about learning will question the world around them and always challenge themselves and others;
- Children who have **compassion** will be, and teach others to be, better human beings;
- Children who are **creative** will be able to solve the problems of the future.

To enable children to embody these qualities we must:

- Nurture children as individuals and help them recognise what they have to offer as members of society;
- Motivate and inspire children to achieve the highest standards in core skills;
- Ensure children have the opportunity to achieve in all areas of learning and excel in those in which they have a passion or talent;
- Provide children with memorable learning experiences.
- Teach the children to respect the world, other cultures and beliefs.

As a result, the children will:

- Know that they have something to offer that is valued.
- Be excited about learning.
- Be brimming with further questions that they want to explore.
- Be motivated to further their learning outside of the classroom
- Be knowledgeable and highly skilled.

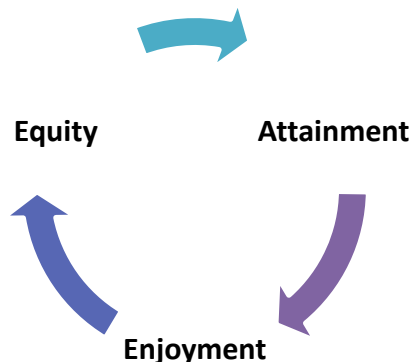
Document Number: FPS-POL-CUR-006

Date adopted: Jan 2024

Date for review (latest): Jan 2025

Our Aims

Our inclusive curriculum achieves a high level of equity, attainment and enjoyment for all children:



- All children have a right to achieve and it is our duty to ensure all children have equity of opportunity.
- We presume that all children regardless of their background or genetic make-up are able to progress in all areas of the curriculum and develop key knowledge and understanding that provides solid building blocks for future learning.
- We set no ceiling on achievements for any child and promote a democratic approach to learning.
- We recognise that children may require different approaches to learning in order to succeed and we respond to the needs of the individual.

How we will ensure this happens

The curriculum will help achieve our mission by:

1. Developing children's understanding of key concepts across a broad range of disciplines whilst giving time to ensure these are studied in sufficient depth.

- The curriculum is designed so that there is sufficient time dedicated to each subject over the course of a term (see [Appendix 1](#)) in order to secure depth of learning in each subject area.
- The overlearning of key skills and knowledge is encouraged and children have time for repetition.

2. Being a rigorous assessment driven curriculum that reflects the fact that each child is unique

- Teachers track pupils' key knowledge and skills in all subjects, ensuring next steps are clear and that feedback is effective.
- We use a dialogic approach to feedback and marking which encourages staff to know the children as individuals.
- Families are partners in children's learning and engage in the feedback process through parent consultation evenings, sharing of children's work at parent consultations and class assemblies, and open communication channels (via email, meetings with class teachers).

3. Delivering a learning programme which is scaffolded and rigorously planned but is flexible enough to respond to the interests of the children.

- The programme of learning content is clear.
- Children are invited to follow their interests and talents through the depth of discovery in lessons, role-play, discovery zones and having time to pose questions about the world.
- Children have the opportunity to extend their learning in areas of interest: by producing their own self-led projects; through accessing a range of extending learning tasks from the half termly homework menu; in clubs as part of our extensive enrichment programme.

4. Providing thematic links that give our curriculum a joined-up feel and provide real purposes for learning whilst ensuring rigorous progression in every subject.

- Specialists are involved in learning whenever possible, giving the learning a real-life context.
- Schemes of work are employed for PE, Computing, MFL and PE. Music and one PE lesson each week are delivered by subject specialists.
- Children respond well to knowledgeable experts and staff are encouraged to demonstrate their areas of expertise across the school.
- Learning is linked to themes where appropriate but some subject areas are taught discretely.

5. Encouraging a breadth of aspiration and celebrating individual talents and interests.

- The Head teachers' award celebrates children's achievements and encourages them to reflect on the 4Cs.
- Weekly Learning Explorer Certificates and postcards home celebrate success.
- Children have access to a broad range of experiences in order to develop cultural equity and aspiration.
- Essential experiences are a planned and integral part of our curriculum.
- Our extensive enrichment programme enables children to pursue their particular talents or interests.

6. Being weighted towards the development of children's core and life skills.

- English, Maths, Science, Computing and Design Technology are a core focus of our curriculum to reflect the need to provide children with the skills necessary to be successful in the ever-changing modern world.
- All KS2 children receive a half term of swimming lessons each year.
- All children develop their food technology skills every term, using our purpose-built DT and cooking room.

7. Emphasising civic duty and promoting an egalitarian society.

- The school is part of the international programme Step4Seas. Through this we adopt a community approach to school development. The involvement of all stakeholders in the 'Dreams' phase engage the whole community in learning and aspirations for the school.
- The school is working towards becoming a UNICEF Rights Respecting School – currently working towards the Silver Award having achieved Bronze.
- The curriculum encourages reflection and direct action to improve the environment through sustainable living. Children are given agency to change the world around them – including through democratically elected Pupil Voice committees.
- The school is heavily involved with the local village community. The children are involved in events set up by the arts group, the gardening society, the churches, the parish council and the PTFA as well as visiting our local care home.

8. Outdoor learning takes high priority.

- All children have access to free flow learning choice time during the week.
- Our ecology curriculum ensures that all children nurture the school environment throughout their time here.
- Children grow plants, access a forest school area and use the school pond and allotment.
- Local visits are regular and essential experiences include visits to different landscapes and settings.
- At least one PE session each week takes place outdoors.
- All children receive at least one half-term of Forest School sessions each year.

What this looks like

When you walk into our school you will notice:

- A happy, purposeful and energetic community.
- Children that are polite, thoughtful and reflective.
- Children enjoying their time in school; engaged in learning and able to speak passionately about their interests.
- An inclusive environment where all children thrive.
- Children that are confident to ask questions and embrace challenges.
- Children demonstrating high levels of attainment and exceptionally competent and knowledgeable staff.
- Lots of learning outside and children moving around the school site.

Appendix 1 – Example weekly timetable KS2

Class timetable

	8:45-9:00	9:00-10:00	10:00-10:15	10:15-10:30	10:30-11:30	11:30 – 12:00	LUNCH 12:00-1:00	1:00-1:15	1:15-1:50	1:50-3:05	3:05-3:15	
M	Finger Gym / Busy Bees	English	Assembly (whole school, phase or class Candle Time)	B	Maths	Group Reading	L	Mini maths	MFL	PE	Whole Class Story	
T	Finger Gym / Busy Bees	English		R	Maths	Group Reading	U		RE	History/Geography		
W	Finger Gym / Busy Bees	Group Reading		PPA	E	PPA			N	Maths		Computing
Th	Finger Gym / Busy Bees	English		A	Maths	Group Reading	C		PSHE	Art		
F	Finger Gym / Busy Bees	English		K	Maths	Group Reading	H		Science / DT			

Example weekly timetable KS1

Class timetable

	8:45-9:00	9:00-10:00	10:00-10:15	10:15-10:30	10:30-11:15	11:15 – 12:00	LUNCH 12:00-1:00	1:00-1:15	1:15-2:00	2:00-2:10	2:10 - 3:05	3:05-3:15	
M	Finger Gym / Busy Bees	Phonics/Reading Practice	Whole Sch Assembly	B	Maths	English	L	PE		Handwriting	History/Geography	Whole Class Story	
T	Finger Gym / Busy Bees	Phonics	PPA	Singing assembly	E	PPA	N	Mastering	Handwriting	RE	B R		Maths
W	Finger Gym / Busy Bees	Phonics/Reading Practice	Candle Time	R	Maths	English	U	Mastering	Handwriting	MFL	E		Computing
Th	Finger Gym / Busy Bees	Phonics/Reading practice	Candle Time	A	Maths	English	C	Mastering	Science/DT		A		Science/DT
F	Finger Gym / Busy Bees	Phonics/Reading practice	Celeb Assembly	K	Maths	English	H	Mastering	PSHE		K		ART