

*Small School. Big Hearts. Big Ambitions*

## **Our Curriculum for Dry Drayton C of E (C) Primary School**

*I pray that your love for each other will overflow more and more, and that you will keep on growing in knowledge and understanding. Philippians 1:9*

### **Intent**

The creation of our curriculum and its various components of core and foundation subjects began because we wish for our children to have happy experiences every day at our school. We have planned this curriculum to ensure that the learning is meaningful, challenging and engages children to inspire them to become independent learners and explorers of the world. We hope that they develop a thirst for knowledge, which the various elements of our curriculum will begin to quench, and are guided both morally and spiritually so that they leave us knowing as much about their role as custodians of this world, as they do about the world itself.

Schools aspire to teach a 'broad and balanced' curriculum. Our vision is to educate and inspire each child in our care, enabling them to gain the knowledge, skills and confidence to make a positive difference in the world. They need to be well prepared to make this difference through understanding and learning about the communities in which they live, from the local to the global community.

Knowledge is the key and a happy school is the door beyond which the learning can take place.

Alongside our curriculum, extra-curricular activities enrich the lives of our children. We offer a wide selection of lunchtime (some run by the children) and after school clubs, music lessons and everyone learns the ukulele and djembe during their time at school. We participate in the South Cambs School Sports Partnership tournaments and competitions and also activities provided by our CB23 schools partnership which include music, public speaking and a careers fair. Forest School and outdoor learning is offered to everyone to open their eyes to the beauty of the natural world around us. We have a close relationship with, and mutual support from our church, St Peter and St Paul and from the village community too.

## Implementation

We have worked together as a whole staff team to create rolling programmes of study in both the key stages to ensure we cover the National Curriculum. This also allows us to shape and plan a unique experience tailored for each cohort. We include national and local celebrations and special events and weave these into the plan to keep the learning fresh and relevant.

Each subject is lead by a teacher or TA who has great enthusiasm, experience, training and passion for the subject. Their role is also to oversee planning, delivery and coverage and then to monitor the impact of their subject on our children's learning including gathering pupil voice. In many cases, we use the idea of 'Big Questions' to start the learning paths which then follow a carefully devised progression of knowledge and skills so that we may better deliver a knowledge rich curriculum, building on that which has been taught previously.

Reasonable adjustments, where necessary, are made in every subject so that our entire curriculum is accessible to all of our children no matter what barriers to learning they may have.

Visiting experts and trips (day and residential), including walks around our village, enrich the learning experiences in order that, as we say in our school prayer, 'our education be exciting and ... our visits to new places be voyages of discovery'.

We teach children about our 5Rs which help us to be good learners, and we learn about these through stories from the Bible which demonstrate these attributes. A good learner is:

**A Reasoner** - Noah and the dove Genesis 8:9-12

**Reflective** - Moses and the burning bush Exodus 3:3-15

**Resilient** - The Parable of the sower Mark 4:1-9

**Resourceful** - The Wedding at Cana John 2:1-11

**Responsible** - The wise man's house Matthew 7:24

## Impact




The impact of the Dry Drayton C of E Primary School Curriculum is that all children are happy, confident and enthusiastic to learn and develop as individuals spiritually, morally and socially. That they are not treated as equal but they have equal opportunities to access every aspect of school life. They understand how to learn and have a wide variety of experiences in school. Through these, they develop an appreciation of literature, maths, religions, science, the arts and how to remain healthy in the world in which they live – mentally and physically. The effect we have had on this world and the impact we may have now,

and in the future permeate our curriculum. That children feel valued and respected is most important and their unique skills and strengths are celebrated generously and sincerely.

To fully understand the impact of our curriculum, come and talk to our children!

The curriculum's impact is monitored and evaluated by the subject lead and headteacher using a mixture of formative and summative assessments. These take the form of work scrutinies, discussions/oral questioning/tests: multiple choice /short written answers/long extended pieces of writing. These inform not only the children's progress - what they have remembered (sticky knowledge) and the skills they have learned - but they support both short and long term planning so that any misconceptions and gaps are filled before the learning is moved on. Pupil voice is also used throughout the school to further develop the curriculum by questioning pupils' views and attitudes to learning a subject.

### How our curriculum links with our motto:

 <b>Small school</b>	 <b>Big hearts</b>	 <b>Big ambitions</b>
<ul style="list-style-type: none"> <li>❖ People who really know each other right across the whole school</li> <li>❖ We can help each other to be brave to face the world and challenges in life</li> <li>❖ A higher adult to pupil ratio</li> <li>❖ Individualised approach to teaching and supporting all aspects of learning</li> <li>❖ More opportunities to represent the school</li> <li>❖ More leadership opportunities</li> </ul>	<ul style="list-style-type: none"> <li>❖ We want to know how to help each other and to keep us safe and healthy</li> <li>❖ We want to learn about people               <ul style="list-style-type: none"> <li>• their emotions and interests</li> <li>• how people used to live and why they did things the way they did</li> </ul> </li> <li>❖ We want to know about our world, God's world, so we can look after it for now and for the future</li> <li>❖ We can learn about sustainable living</li> <li>❖ We understand the importance of the safe use of technology in our lives</li> </ul>	<ul style="list-style-type: none"> <li>❖ We want to know more...</li> <li>❖ We read for pleasure and read to learn</li> <li>❖ We gain skills for life</li> <li>❖ We know how things work and why</li> <li>❖ We know how to make and build things</li> <li>❖ We experience the arts – music/dance/art</li> <li>❖ We use the masters to teach us and to help us to appreciate the arts created by others</li> <li>❖ We make the most of opportunities</li> <li>❖ To be the best we can be, we need guidance from – God, parents, teachers, peers</li> </ul>