

# Shute Curriculum

## Shute Primary Curriculum Intent

Shute Primary and Pre-School					
<b>Our Golden Rules</b>	We are gentle		We are kind and helpful		We listen
	We are honest		We work hard		We look after property
<b>Our learning values</b>	<b>Perseverance</b>	<b>Respect</b>	<b>Empathy</b>	<b>Progress</b>	<b>Sharing</b>
	Shute pupils can present their ideas to others. They are aspirational in their learning. Shute pupils are self-motivated. They take risks.	Shute pupils take a pride in their learning. They listen to and value their peers.	They care about their work and others in the school. Shute pupils ask questions. They are reflective learners.	Shute pupils make connections in their learning. They can show their learning in different ways. They can build on and link their learning.	Shute pupils are collaborative. They share ideas and value the ideas of others. They can talk about their work to others.
<b>CURRICULUM INTENTIONS</b>	<p>We know the experiences that children are exposed to as they grow, shape them as people. Positioned in the heart of Devon and as the heart of our community, our school offers a wealth of rich and purposeful experiences which help the children develop. From the progressive, carefully considered curriculum, where the children learn the key skills within a context which is meaningful to them, to the time spent learning within our community and the places around us, the children enjoy the richness of experiences that living in Devon can offer them.</p> <p>Our learning values are woven carefully into our curriculum and everyday practise. By consistently considering these values teachers are able to help children develop the interpersonal skills, resilience, creativity, independence and the ability to become critical thinkers. These values help them build a strong foundation for life and give them skills to navigate the challenges in their next stage of education.</p> <p>We recognise every child as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.</p> <p>Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year. Children leave our school with a sense of belonging to a strong community where they have the confidence and skills to make decisions, self- evaluate, make connections and become lifelong learners.</p>				

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<b>CURRICULUM DELIVERY</b>	EY Communication and language		EY Physical Development		EY Personal, Social and Emotional Development		EY Literacy		EY Mathematics		EY Understanding the World		EY Expressive Arts and Design		
	ENGLISH	SCIENCE	HISTORY	GEOGRAPHY	D&T	ART	COMPUTING	MATHS	MUSIC	PE	FRENCH	PSHE/RSE	RE		
	The Learning Environment		Assemblies and Learning Together sessions		Arts and creativity		Educational Visits and Residentials		Learning outdoors		Events		Partnership working with parents and carers		
	Extra-Curricular Activities		Charity Days and Fundraising		Partnership working with other schools in our Federation		Inclusion and diversity		Well-being		House Teams and pupil led groups		Responding to community events		
<b>IMPLEMENTATION</b>	<p><b>Our curriculum design is based on key areas of research;</b></p> <p><b>Development of learning behaviours-</b> Understanding of metacognition. Our curriculum recognised the importance of skills for learning. Being resilient and determined help children develop the strength to overcome challenges. Explicitly teaching them how their brain works and how learning takes place helps them recognise when they have learnt something and gives them</p> <p><b>Development of memory</b> – Learning is most effective with spaced repetition and frequent and regular retrieval of learned content, to increase both storage and retrieval strength.</p> <p><b>Development of vocabulary/oracy skills</b> – The curriculum allows for a language rich learning experience and environment.</p> <p><b>Development of transferrable skills</b> – Our curriculum demonstrates a clear and progressive transfer of skills, along with a balanced knowledge base to ensure that pupils are aware of the explicit links between subjects and are able to use skills that they have learnt across other curriculum areas.</p>														
	<b>ASSESSMENT</b>	Quality Marking and Feedback		Assessment for learning			Elicitation Tasks			End of Unit Assessments		NFER Tests in Years 3,4 & 5			
		Next step marking		Self-Assessment			Peer Assessment			Pupil Conferencing		Tracking Progress Over time			
		Reception Baseline		Y1 Phonics screening			Y2&Y6 SATs			Y4 Multiplication Check		Moderation			
<b>IMPACT</b>	<p>The impact of our curriculum is that by the end of each learning journey, the vast majority of pupils have sustained mastery of the content, that is, they show a good recall and fluency. This means that they are able to use what they have learnt across other learning areas. Some pupils will have a greater depth of understanding. We track carefully to ensure pupils are on track to reach the expectations. We also believe that pupil voice is a very useful tool for assessment. By asking pupils questions such as what they enjoyed and what they learnt, we are able to view the impact of their learning experiences.</p>														
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