

# Dickleburgh C of E Primary Academy Curriculum Statement



## Intent

At **Dickleburgh Primary Academy** we aim to provide our children with a curriculum which is broad, well balanced and both stimulates and encourages learning. Through a positive and caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps.

We deliver programmes of study that meet the [National Curriculum](#) requirements. This National Curriculum comprises of:

English, Mathematics, Science, Religious Education, History, Geography, Design and Technology, Art, Music, Physical Education (PE), Computing and Modern Foreign Languages (MFL)

The teaching of Religious Education is statutory in all schools. It is taught as a subject outside the National Curriculum but follows the Norfolk Syllabus.

We recognise the importance of English and Maths teaching to open up other areas of the curriculum and therefore considerable emphasis is placed on these areas. In addition to regular maths and English sessions teachers try to make as many cross curricular links as possible in order to utilise this learning in a range of contexts.

The planning of the curriculum is based on cross-curricular topics, these are determined by the class teacher and planned to include the wider curriculum. The intention is that these topics link curriculum disciplines and provide an engaging and inspiring curriculum. Teachers, in their termly curriculum letters, explain the direction of their planned topics and the curriculum areas that will be covered.

At Dickleburgh Primary Academy we seek to create opportunities for children to experience and excel in a range of activities that enhance and extend the National Curriculum which includes the range of after school clubs on offer.

We also value the role of modern foreign languages in the curriculum and French is taught throughout the school from Year 1 to Year 6. We liaise with high school colleagues and draw upon their expertise and experience to ensure the children get the best quality provision.

When children leave Dickleburgh Primary Academy at the end of Year 6, they are equipped with the full range of skills that enable them to become lifelong learners. Through our approach of teaching and living out Christian Values, children are also equipped with the social skills and understanding to become good citizens in the future.

# Dickleburgh C of E Primary Academy Curriculum Statement



We believe that the school/parent relationship is important in promoting learning beyond the school gates and crucial in ensuring children make the best possible progress. It is for this reason that our Homework Policy is consistent across the school. We aim to be open, friendly and approachable and our open school policy encourages parents to be involved in their children's learning. Furthermore, we host regular consultation and open evenings to inform parents about how they can support their child and celebrate their achievements.

## **English**

In Key Stages 1 & 2, the English curriculum is delivered using the [National Curriculum 2014](#). In the Foundation Stage the Early Learning Goals are followed.

## **Phonics**

Phonics is taught as a daily lesson in Reception and Key Stage 1 using the Jolly Phonics scheme and is supported by Songbirds reading books, published by the Oxford Reading Tree.

## **Maths**

In Key Stages 1 & 2 the maths curriculum is delivered using the [National Curriculum 2014](#). In the Foundation Stage the Early Learning Goals are followed. Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

In our school we provide a daily maths session that seeks to reinforce previous learning and allow children to take on new skills and apply these in a range of contexts. We understand that well developed mental maths and arithmetic skills allow children to access the more complex calculation and number objectives set out in the National Curriculum. A copy of our [calculations policy](#) can be found on our web site.

## **Science**

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies their curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels.

Scientific method is about developing and evaluating explanations through experimental evidence and modelling. Pupils learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world.

At Key Stage 1 pupils observe, explore and ask questions about living things, materials and physical phenomena. They begin to work together to collect evidence to

# Dickleburgh C of E Primary Academy Curriculum Statement



help them answer questions and to link this to simple scientific ideas. They begin to evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They share ideas and communicate them using scientific language, drawings, charts and tables with the help of ICT if it is appropriate.

At Key Stage 2 pupils learn about a wider range of living things, materials and physical phenomena. They make links between ideas and explain things using simple models and theories. They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They think about the effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic investigations, working on their own and with others. They use a range of reference sources in their work. They talk about their work and its significance, using a wide range of scientific language, conventional diagrams, charts, graphs and technology to communicate their ideas.

All lessons have clear learning objectives, which are shared and reviewed with the pupils effectively. A variety of strategies, including questioning, discussion and marking, are used to assess progress. Assessment information is used to identify what is taught next.

## **Religious Education**

Religious Education is a curriculum entitlement for all children and the school follows the Norfolk 'Agreed Syllabus for Religious Education'. The purpose of RE is to help children and young people to hold balanced and well-informed conversations about religion and belief. In order to fulfil this purpose, we advocate that R.E. needs to provide a balance between three disciplines. These are:

**Theology:** This is about believing. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

**Philosophy:** This is about thinking. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence.

**Human/Social Sciences:** This is about living. It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies.

# Dickleburgh C of E Primary Academy Curriculum Statement



Religious Education does not seek to urge religious beliefs on children or to compromise the integrity of their own beliefs by promoting one religion over another. Parents have the right to withdraw their child from Religious Education. Suitable alternative provision will be made.

## **Our Values**

At Dickleburgh we have a firmly embedded set of Christian Values that are taught and lived out by the entire school community. Through regular worship, references in RE and other lessons as well as seizing upon opportunities in other areas of the curriculum, children are explicitly taught values such as: friendship, forgiveness, respect, endurance, compassion, thankfulness and honesty.

## **Humanities**

For the most part History, Geography and Art are the key curriculum areas behind termly topics and other subjects such as English will be used as a vehicle to explore these areas. At Dickleburgh we are keen to provide children with opportunities to experience geography and history first hand and as such teachers organise regular school excursions to help inspire the children.

## **Music**

The school has a long tradition of musical activity, offering considerable opportunities for children to develop their talents in all aspects of music including composition, singing and appreciation.

Visiting peripatetic teachers for guitar and piano offer the opportunity to work towards music accreditation. In key stage 2 we have whole class trumpet and guitar instrumental teaching. We all sing during the week and our children develop considerable skills, often singing in two, three and four-part harmonies.

## **Physical Education**

The aim of physical education is to promote physical activity and healthy lifestyles. Children are taught to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators.

Children take part in games, gymnastic movement, dance and athletic activities using indoor and outdoor environments where appropriate. Children can take part in after school clubs and have the opportunity to compete against other schools.

Physical education is important for developing healthy lifestyles in young people and at Dickleburgh we provide a wide variety of physical activity and opportunities to develop sporting skills both during and outside the normal curriculum hours.

# Dickleburgh C of E Primary Academy Curriculum Statement



## **Extra-Curricular Activities**

We provide a large range of seasonal activities including football, rounders, rugby, netball, hip-hop dance, gymnastics and musical theatre to name a few. Such activities are run by qualified, external instructors – these activities typically carry a cost to parents (details can be found in the school's Charging Policy

<http://www.dickleburgh.norfolk.sch.uk/wp-content/uploads/2018/11/st-benet-charging-and-remission.pdf>).

## **Assessment.**

We believe that measuring pupils' progress and reporting regularly to parents is crucial in ensuring that children make the best possible progress. Pupil's learning is assessed at key points of the school year – a baseline in **September**, autumn term progress in **December**, spring term progress in **March** and overall progress in **May** and **June**. The results of these assessments are reported to parents in the autumn and summer report cards. Our spring term report focuses on attitudes to learning. The school also has an open-door policy and parents are always welcome to come in and meet with class teachers to look at work and discuss issues related to their child. Each child maintains a daily diary to assist in this communication which is particularly invaluable for those parents whose schedules make face to face communication more difficult during school hours.

Levels are no longer used to assess children and instead teachers in KS1 and KS2 will make judgements about the children's skills in relation to age related expectations as set out in the new curriculum.

Assessment for learning is well established throughout the school and the use of questioning, observation and marking will continue to be key parts of formative assessment.

Statutory assessments take place at the end of Year 2 and Year 6.

## **Monitoring**

All subjects are led by Teacher Subject Leaders and, in conjunction with the Headteacher, we aim to monitor subjects beyond summative assessments with:

- Learning walks,
- Scrutiny of subject books and folders,
- Lesson observations,
- Planning reviews.