



Mary Tavy and Brentor Primary School

Curriculum Policy September 2022

Enjoy, Learn, Succeed
Learning without limits

Intent Drivers – Our Core Values			
Perseverance	Aspiration	Respect	Collaboration

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www.marytavyandbrentorprimary.co.uk

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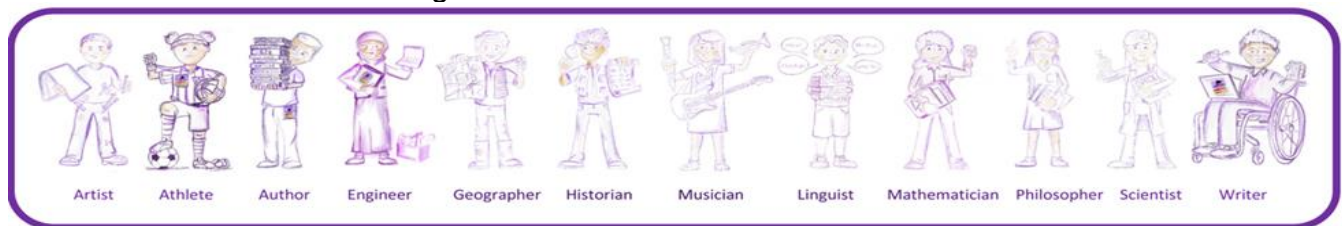
This policy is shared with all members of staff, supply teachers and students working on placement at our school as well as volunteers. Staff review the policy annually to ensure it remains current and fit for purpose. In order for good behaviour to be maintained it is important that **all members of staff, whatever their role, consistently implement the policy.**

Intent

At Mary Tavy and Brentor Primary School, we are committed to providing a cohesive curriculum which is broad and balanced, and provides our pupils with opportunities to gain essential knowledge, skills and understanding. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners. We will aim high, striving for every child to achieve more than they thought possible. Our curriculum will nurture curious minds, stretch the imagination and provide opportunities for every child to discover their particular talents. We believe that education should take place in a fully inclusive environment with equal opportunities for all where children feel safe to try new things.

A great curriculum responds to the needs of individuals and enables them to flourish academically, spiritually, morally socially and culturally. 'Enjoy' is personified in many ways when describing the intent of the curriculum at Mary Tavy and Brentor Primary School. We aim to provide a broad and balanced education that empowers and challenges children. It defines what children will learn at each stage of their education, preparing them for future success, hungry to learn more with an aspiration to achieve at the highest level across all aspects of their life. We have shaped our curriculum to be purposeful, engaging and with clear intentions. The ambitious intent of the curriculum ensures that all children have an entitlement to a high-quality inclusive education, which is underpinned by the teaching of essential skills, knowledge, concepts, and values, which are embedded and developed over time.

Our Curriculum 'states of being'



Curriculum Aims:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards the cumulative acquisition of knowledge and skills for future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and the ability to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Promote fundamental British values.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- For all pupils to make the best possible progress and to achieve the highest possible attainment.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide children with an inspiring and enquiry-based curriculum to promote creativity and a thirst for learning.

A broad and balanced curriculum is not just the timetabled subjects; it is every pupil's holistic experience of school. This encompasses the 'hidden curriculum', such as: extracurricular activities, trips, immersion days, how to behave, how to have tolerance of others and good mental health.

The curriculum also includes experiences of 'cultural capital', which can be described as students being given an awareness of the world around them, this includes Social, Moral, Spiritual and Cultural experiences and knowledge of democracy and the rule of law.

We also understand that having a wide vocabulary and good reading skills are crucial for our students to be able to access all aspects of the curriculum. We believe that all students, regardless of their background, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.

Quality First Teaching

At Mary Tavy and Brentor, this means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress

- Staff have high expectations of themselves and all of the children.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- Teachers are expected to take into account prior knowledge and experiences and to build upon this in a systematic way.
- Highly focused lesson design with sharp objectives.
- High demands of child engagement with their learning
- High levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue.
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently.
- Regular use of encouragement and praise to motivate children.

The curriculum has been reviewed with governors, middle leaders and teachers.

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [National Curriculum programmes of study](#)

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Roles and Responsibilities

Governing Body

The Quality of Education working party monitor the effectiveness of this policy and hold the Head teacher to account for its implementation.

The local governing committee will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND).

Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements.
- The local governing committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The local governing committee is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

All staff

All staff will ensure that the school curriculum is implemented in accordance with this policy

Organisation and Planning

As a staff we spent the Spring term 2021 redesigning our whole curriculum and have created a cross curricular approach to learning with a focus on Reading and Writing as a stimulus for topics. Teachers translate their broad curriculum overviews into discrete – medium term and then weekly plans where the specific needs of the learners are addressed.

Medium term plans are written to ensure coverage of the National Curriculum skills and knowledge. Weekly planning uses the learning objectives, skills and knowledge from the medium term, planning for each session. The weekly plan identifies key resources, questions, and differentiation based on prior learning and promoting challenge.

Teaching is carefully tailored to meet the needs of all the children and builds on prior learning from EYFS to the end of KS2 ensuring consistency and progression across the whole school as the children make the primary climb.

Middle leaders, quality assure the sequencing linking to the knowledge and skills taught to ensure that prior knowledge is built upon and higher order skills such as problem solving and critical reasoning are developed. Middle leaders ensure that learning meets the requirements of the National Curriculum and provide support in ways to expand its scope wherever possible.

Learning environment

Organisation of the classroom/learning environment is adapted to the children's learning needs;

- The use of learning resources and ICT is developed to allow children to work independently and successfully;
- Effective use of other spaces is made: 'the outdoor classroom', hall space and our school field and forest school area.
- Displays are used to celebrate children's work, supportive learning (Learning Walls) and the knowledge the pupils have gained.

Inclusion

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds

- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities have equality of access to the National Curriculum, in line with our 'Learning without limits' philosophy and wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils' access in all subjects.

Intervention

Individuals and groups who are not making sufficient progress are identified through the monitoring of data drops and Pupil progress meetings.

- Provision for intervention is mapped according to need
- Detailed plans are put into place
- All interventions are time bonded and outcome driven

Interventions are evaluated and relevant adjustments are made;

- Pupil Progress meetings take place half termly to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Governor Visits
- Learning walks
- Quality of Education – book scrutinise and pupil conferencing with middle leaders
- Governor – deep dive professional dialogue dates

Middle leaders provide a strategic lead and direction for the subject. Middle leaders plan monitor the way their subject is taught throughout the school to plan improvement by:

- Learning walks
- Monitoring planning
- Pupil progress
- Team teaching
- Book Scrutiny
- Pupil voice
- CPD/ Staff updates

Middle leaders also have responsibility for monitoring the way in which resources are stored and managed.

Planning is monitored to ensure that it is current and used as a working document. They ensure that skills and knowledge are identified in planning, suiting the needs of all children and developmental feedback is provided in line with the school’s marking policy.

Feedback following discrete monitoring is shared with strengths identified and development points acted upon.

This policy will be reviewed every year by Head teacher. At every review, the policy will be shared with the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- Inclusion - SEND
- Equality policy
- Behaviour policy
- RSE policy

Implementation

Through clear strategic planning, our curriculum provides not only memorable experiences (Immersion activities) but is rich in opportunities from which the children can learn and develop transferrable skills. The acquisition of knowledge and the development of skills is carefully planned to create a purposeful and exciting 'Learning Journey of Discovery' for every child with the interleaving of knowledge. In order to ensure that progression and balance is maintained, the programmes of study are developed into medium term plans which clearly highlight the learning objectives and assessment opportunities. Weekly planning is then differentiated to the needs of each class, linking to prior learning, resourced and includes questioning prompts to promote challenge as well as to scaffold. Teachers plan and tailor units of work and lessons to address the specific individual needs of pupils so that all pupils are able to reach their full potential regardless of their starting point. Quality first teaching is provided to ensure that accelerated progress is promoted in each lesson. Our marking policy is implemented consistently and provides opportunities for children to reflect on their learning and think deeply and carefully about their feedback.

Core Subjects

English

At MTB, we place great importance on a curriculum which develops the whole child, inspiring our children to achieve their potential and shine brightly in their own unique way. We place great importance on an English curriculum which develops our children's skills. Our aim is to develop children as fluent speakers who question, explain, justify and debate; confident readers who engage in reading for pleasure; competent writers who compose writing for different audiences and purposes; children with an explicit knowledge of grammar and spelling rules. As our pupils develop these skills they are equipped for secondary school and the world beyond. Our curriculum is enhanced through author visits and celebration days.

At Mary Tavy and Brentor Primary School, we believe that language and literacy is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We aim to deliver quality teaching of basic and higher order reading, writing and listening skills to enable children to become confident and successful in their literacy.

Reading

At Mary Tavy and Brentor we believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want to foster a love of reading exposing children to a good knowledge of a range of authors. From Reception children are exposed to the Pie Corbett Reading spine. Essential reads' create a living library inside a child's mind. This is the 'reading spine'. Schools that have a reading spine build a common bank of stories that bind the community together." Pie Corbett, Literacy expert. Children will be able to understand more about the world in which they live through the knowledge they gain from texts. By the end of their time at primary school, all children should be able to read fluently, and with confidence, in any subject in their forthcoming secondary education. We do not put ceilings on what pupils can achieve in reading ' Learning without limits' and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.

We believe in developing a reading culture throughout the school by encouraging, independent readers who show an awareness of the skills required for reading. This is achieved through a newly designed curriculum that focuses on the VIPERS skills (vocabulary, inference, prediction, explanation, retrieval and sequence/summary). All classrooms offer an inviting reading area and children also have access to a newly renovated library that is warm, welcoming and an experience for all. High priority is given to teaching reading in explicit lessons three times a week. The children are immersed, as a class, in a rich and engaging text; these texts are chosen for their topical links, modern themes or classic features. During these lessons all children are exposed to the word reading and comprehension skills necessary for a well-rounded and independent reader. The focus of these lessons are closely linked to the end of year expectations for each year group. Our method of teaching reading ensures all children are able to develop their verbal reading skills and their comprehension and understanding needed for high level questioning. Children are able to read appropriate books from school or home. Children are expected to undertake reading as part of their weekly homework and all pupils should be reading at least 5 times a week. In Key Stage One, children should be supported with their daily reading by an adult. This may become less frequent in Key Stage Two as they choose to read more independently; however, adults should still actively track their children's reading at home and record any comments or discussion in their reading records. This is a vital role for parents to play in improving their child's reading.

Assessment: Teachers actively and regularly track children's word reading in Key Stage 1, by listening to the children read weekly. In Key Stage 2, this is completed within reading lessons as the children read out loud to the class. In addition to this, all children in years 1-6 are formally assessed on their comprehension skills every term.

Writing

Intent: We believe that writing is strengthened by instilling a love of reading. Reading a range of genres and text types helps pupils to acquire the structures of language, so that they can be stored inside their memories and manipulated down the line in their own writing. The more exposure a child has to high quality texts, the more experiences they have to draw upon when writing independently. Our reading curriculum not only provides pupils with a diverse range of themes within texts, it also provides challenge in syntax to ensure children are exposed to high quality writing models. We intend for pupils to leave our school as proficient writers who understand the importance of accuracy and intent in their writing composition. All children experience a sensible balance of fiction, non-fiction and a wide range of poetry. Consideration is given to a spread of text models that provide opportunities for children to experience writing in different levels of formalities, for different audiences and in less familiar registers. Genres are revisited through the year to enable consolidation, extension and revision.

We believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. The compositional and transcriptional skills are taught alongside the creative aspects. Immersion in topics, talk and preparation for writing is essential to the writing development process. We teach writing through teacher led class composition, guided writing with small groups, independent writing and in the EYFS, providing many opportunities for child-initiated developmental writing.

Grammar and punctuation are explicitly taught and children develop a good understanding of how to use these correctly. Writing is always for a purpose, often linked to class topics and teachers are encouraged to make full use of the school environment to provide opportunities for stimulating writing ideas. Writing is promoted across all areas of the curriculum and classrooms and corridors are vocabulary-rich environments. In order to promote writing to all pupils, planning is closely linked to the topics taught that term which will stimulate the children's interests and immerse them in the theme for the term. Children develop an understanding of the requirements of each text type and have good examples to follow before being asked to produce their own. Pupils are given opportunities to write at length and a piece of work may take several days to complete as they go through the writing, editing and publishing process.

Assessment: Teachers guide pupils in their writing through careful individualised marking with the use of pink and green highlighters; positive reinforcement is used as well as next steps to help children improve. We use Purple Pen to upskill the children's work. Work is assessed using marking expectations grids for each year group.

Spelling, Punctuation and Grammar (including phonics)

In EYFS and Year 1 children will follow the programme: Little Wandle Letters and Sounds PPP on a daily basis following a four-part lesson structure which embeds previous learning, providing opportunities for the pupils to practise their learning in addition to teaching the next step. Phonics is taught explicitly in Foundation Stage, Year 1 and Year 2. Children in Year 1 participate in a statutory National Phonics Screening Check. Those identified as needing additional support will continue to be taught phonics until they are secure with this. Children's phonological awareness and spelling strategies are regularly assessed and this informs teaching.

In Key Stage 2 children are given greater responsibility for developing their own spelling in addition to the school spelling scheme. Word banks related to topics and the end of phase spelling lists are often used. Children in KS2 focus on learning the spelling patterns and words from the National Primary Curriculum. They have discrete spelling teaching at least twice a week and homework based on these patterns. Children are taught to employ their knowledge of sounds, patterns and to look for links in words to find effective methods for their own use and we understand that no one method will work for all.

Grammar and punctuation are taught explicitly as well as forming part of each lesson and identified in marking, with children in KS2 completing regular spelling, punctuation and grammar tests in preparation for the end of KS2 assessments.

Assessment: The children are formally tested on spelling punctuation and grammar in both key stage one and key stage two in their end of key stage SATs tests. In all year groups, the children will have termly assessments to monitor their progression across the year and to identify targets and gaps in their learning which need addressing. Every week, children will have a spelling test working on the spelling words for their phase. These spelling patterns will support them with the SATs spelling tests.

Handwriting

Handwriting and letter formation is taught explicitly throughout the school using the Nelson handwriting scheme. Early intervention and regular handwriting lessons in the Foundation Stage and KS1 aim to ensure all pupils are writing in the appropriate style by the time they reach Year 3 and at this point, children may be introduced to writing in pen. Good presentation is emphasised at all times and through all forms of writing. Pencil grips and writing boards are available for use by pupils that require them. The school has high expectations of handwriting and presentation of work and children are held to account for ensuring their work is always of an appropriate standard.

Speaking and listening

Children are provided with many opportunities to develop their speaking and listening skills through drama, discussions and paired work. Children play an active part in presentations, topic talks, group discussions, debates and drama activities on a regular basis and speaking and listening opportunities are planned for and exploited across the curriculum.

Maths

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Mathematics is a body of knowledge which provides a way of viewing and making sense of the world. It can be used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems. Maths is a proficiency which involves confidence and competence with numbers and measures.

Through Maths lessons it is our aim:

- To develop enjoyment of mathematics and a confident approach.
- To experience a sense of achievement regardless of age or ability.
- To develop mathematical understanding and skills through a practical approach, enabling children to apply their knowledge to everyday situations and problems.
- To develop the children's abilities to use mathematical language to talk about their methods and explain their reasoning.
- To ensure that all children understand the number system and can use a variety of computational strategies: oral, mental and written.
- To develop children's abilities to approach mathematical problems and puzzles in a systematic way.
- To match learning experiences to the abilities and needs of the children.
- To maintain a framework of learning throughout the school through which continuity and progression can be ensured.
- To understand and appreciate pattern and relationship in mathematics.
- To achieve mastery in maths.

From Reception to Year 6, children follow White Rose. Maths in addition to this teachers are encouraged to explore other resources/ schemes that follow the White Rose structure to support curriculum delivery.

Assessment: Children in Reception are assessed through their day-to-day activities and observations using Tapestry. Marking and verbal feedback are used to provide feedback and support daily. NFER tests are used to help aid teacher judgements. These formative and summative assessments help support and identify certain areas of maths that teachers need to revisit for their class/year group.

Science

At MTB Primary School, we use the DMAT Base Curriculum Science Scheme of Work. We tailor this to meet the National Curriculum requirements for Science throughout Key Stage 1 and 2.

- To stimulate and excite children's curiosity about phenomena and events in the world around them.
- To ensure that basic concepts and techniques are established thoroughly as a foundation for further learning.
- To develop scientific language, enabling children to talk about their methods and explain their

reasoning.

- To stimulate enquiry into the nature of our environment and our place within it with a view to developing increasing environmental awareness resulting in young people with respect for our planet.
- To develop the confidence to apply what they have learned to a variety of situations and to realise the cross curricular links that are possible within the subject of science.
- To develop a set of attitudes which will promote scientific ways of thinking, including open mindedness, perseverance, objectivity and recognition of the importance of teamwork.
- To enhance pupils' practical skills involving: meticulous observation, accurate and appropriate measuring, the making and testing of hypotheses, the design of fair and controlled investigations, the drawing of meaningful conclusions through critical reasoning and the evaluation of evidence.
- To become effective communicators of scientific ideas, facts and data.

Assessment: At the beginning of a new science topic children will illicit their current understanding through either a mind map, concept cartoon activity or use a KWL grid. Key learning objectives will then be given a 1,2,3 rating, where 1 shows some understanding, 2 shows that the child is meeting expected and 3 indicates knowledge beyond expected. At the end of a topic children can then go back to finish their mind maps and KWL grids, showing the progress in knowledge and skills within that topic. The skills of 'Working Scientifically' will be assessed during investigations and recorded through the teachers marking/comments in their books.

Religious Education

Intent: A great curriculum responds to the needs of individuals and enables them to flourish academically, spiritually, morally socially and culturally. 'Enjoy ' is personified in many ways when describing the intent of the curriculum at Mary Tavy and Brentor Primary School. We aim to provide a broad and balanced education that empowers and challenges children. It defines what children will learn at each stage of their education, preparing them for future success, hungry to learn more with an aspiration to achieve at the highest level across all aspects of their life. We have shaped our curriculum to be purposeful, engaging and with clear intentions. The ambitious intent of the curriculum ensures that all children have an entitlement to a high-quality inclusive education, which is underpinned by the teaching of essential skills, knowledge, concepts and values, which are embedded and developed over time. This is based on the requirements of the National Curriculum.

We aim to enable pupils to:

- Develop a knowledge and understanding of Christianity, Judaism, Islam, Sikhism, Hinduism and Buddhism.
- Recognise the influence of beliefs, values and traditions on cultural and community life.
- Ask challenging questions about the ultimate meaning and purpose of life; beliefs about God; the self and the nature of reality; issues of right and wrong and what it means to be human.
- Have opportunities for personal reflection and pupils' Spiritual, Moral, Social and Cultural (SMSC) development
- Learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.
- Develop their sense of identity and belonging and enable them to flourish individually within their communities and as citizens in a multi-faith and multi-cultural society and global community
- Develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own
- Show discernment and enables pupils to combat prejudice.

Foundation: Thematic – topics based upon children's own lives and experiences aligned to the Devon Agreed Syllabus

Key Stage One: Introducing the study of Christianity and aspects of Judaism and Islam and incorporates where appropriate, consideration of non-religious beliefs.

Key Stage Two: Developing the study of Christianity and aspects of Judaism and Islam, and introducing aspects of Sikhism, Hinduism and Buddhism. It also incorporates where appropriate, consideration of non-

religious beliefs.

NB At each Key Stage, teachers may also draw from other religions and viewpoints (including Humanism), as appropriate, to acknowledge the beliefs of the children within the class.

Assessment: Children will be assessed throughout the year on their understanding of different religious beliefs and drawing comparisons to other religions. We will also assess their ability to compare different ideas to their own beliefs and how these beliefs impact the wider world.

Foundation Subjects

Computing

Intent: All pupils at Mary Tavy and Brentor Primary have the right to have rich, deep learning experiences that balance all the aspects of computing. With technology playing such a significant role in society today, we believe 'Computational thinking' is a skill all children must be taught if they are to be able to participate effectively and safely in this digital world. We deliver our curriculum through Purple Mash. A high-quality computing education equips pupils to use creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. At Mary Tavy and Brentor Primary the core of computing is Computer Science in which pupils are introduced to a wide range of technology, including laptops, iPads and interactive whiteboards, allowing them to continually practice and improve the skills they learn. This ensures they become digitally literate so that they are able to express themselves and develop their ideas through information and computer technology– at a level suitable for the future workplace and as active participants in a digital world. We teach a curriculum that enables children to become effective users of technology who can:

- *Understand and apply the essential principles and concepts of Computer Science, including logic, algorithms and data representation.*
- *Analyse problems in computational term and have repeated practical experience of writing computer programs in order to solve such problems.*
- *Evaluate and apply information technology analytically to solve problems.*
- *Communicate ideas well by utilising appliances and devices throughout all areas of the curriculum. Internet Safety Mary Tavy and Brentor Primary takes internet safety extremely seriously. Every year group participates in lessons on e-safety and children understand how to stay safe when using technology. You may find the following links useful to help your child stay safe online at home:*

We ensure a thorough coverage of the National Curriculum objectives as well as progression between year groups. Children will have an understanding of how computer systems work, an understanding of what data is and how it is used, given the chance to develop their programming skills and given the opportunity to create digital media.

We aim to:

- Ensure all children know how to be safe when using computing technologies and what to do if an incident occurs.
- Ensure that all pupils have ready access to computing equipment in the classroom and throughout the school.
- Enable pupils to build on their previous computing experiences.
- Teach pupils life skills and make them independent learners.
- Develop pupils' skill and confidence in their understanding and use of Computing
- Develop pupils' application of their skills.
- Use computing to support and improve learning and teaching across the curriculum.
- Teach pupils how to use computing equipment in the most effective way.
- Enable pupils to plan and assess their use of computing across the curriculum.
- Provide pupils with stimulating and challenging work using computing.
- Improve pupils' knowledge and understanding of the many uses of computing in modern society.
- Celebrate pupils' success in the use of Computing.

The key areas developed in Computing are:

- Computer science;
- Information technology;
- Digital literacy.

Assessment: Teachers assess the children's computing skills and understanding from the tasks that they complete during lessons. Ongoing assessment is employed in each lesson where the teacher observes the children's keyboard and mouse skills, their ability to use a search engine effectively and their knowledge of how to stay safe on the internet.

RSHE

Intent: Our RSHE curriculum will encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. We believe that children are all individuals and this will be promoted through discussion and encouragement of tolerance.

We aim to provide pupils at Mary Tavy and Brentor Primary School with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

All children learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The One Decision programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to:

- Have a sense of purpose.
- Value self and others.
- Form relationships.
- Make and act on informed decisions.
- Communicate effectively.
- Work with others.
- Respond to challenge.
- Be an active partner in their own learning.
- Be active citizens within the local community.
- Explore issues related to living in a democratic society.
- Show respect for all people whatever their faith, belief or culture.
- Become healthy and fulfilled individuals.

Assessment: Teachers assess their classes PSHE skills through discussion based feedback and tasks they complete during the lessons. Additionally, teachers consistently consolidate the learning from RSHE through all areas of the curriculum and evidence is apparent in the children's language, attitudes, values and behaviour.

Humanities Curriculum

Geography

Intent: At MTB Primary School, we use the DMAT Base Curriculum Geography Scheme of Work. We tailor this to meet the National Curriculum requirements for Geography throughout Key Stage 1 and 2. The scheme of work is well-sequenced, with a clear progression in knowledge, skills, concepts and vocabulary and links to other curriculum subjects. The scheme of work provides resources to support teaching and learning in Geography. We intend to inspire pupils with a curiosity and fascination about the world and its people. Pupils will gain knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We intend to develop children's competency in the geographical skills through the use of fieldwork, maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

In EYFS, pupils are taught the knowledge and skills for 'People and Communities' and 'The World' using a thematic approach outlined in our EYFS Curriculum for Understanding the World (see EYFS Curriculum). The themes are linked to the Scheme of Work for Key Stage 1 to ensure progression as pupils move from EYFS to Key Stage 1.

In Key Stages 1 and 2, a rolling programme is in place to ensure that the Geography topics are taught to all pupils during each Key Stage, taking account of the mixed-age structure of our classes.

- Inspire in pupils, a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- Develop a growing knowledge about the world to deepen their understanding of the processes that give rise to the key physical and human geographical features of the world.
- Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.
- Develop their knowledge of the location of places of global significance, their defining physical and human characteristics and how they relate to one another.

Develop the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, globes and aerial photographs.
- Communicate geographical information in a variety of ways, including through maps and writing at length.

Assessment:

Assessments will take place after each completed unit and towards the end of the school year to assess and review pupil's progress and attainment. These assessments will be drawn from teacher assessment and formative assessments based on their development of geographical skills.

History

Intent: At MTB Primary School, we use the DMAT Base Curriculum Geography Scheme of Work. We tailor this to meet the National Curriculum requirements for Geography throughout Key Stage 1 and 2. The scheme of work is well-sequenced, with a clear progression of knowledge and vocabulary and links to other curriculum subjects. Historical skills and concepts (such as change, cause and effect etc) are integrated within the curriculum and developed through the key knowledge which the children learn each year. The scheme of work is supported using resources from the National Historical Society.

The aim of history teaching at Mary Tavy and Brentor Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to social, moral, spiritual and cultural education by teaching how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources, allowing them to learn through discovery. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?', about information they are given.

Assessment: Teacher assessments will take place after each completed unit and towards the end of the school year to assess and review pupil's progress and attainment in, chronological understanding, depth of historical knowledge and enquiry.

French

Intent: Our MFL curriculum is French and we believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others. This feeds into our whole school vision where we actively celebrate religions and cultures with a focus on developing cultural capital throughout the school. Children will develop an interest in learning other languages and the teaching of French in KS2 provides an appropriate balance of spoken and written language; laying the foundations for further foreign language teaching at KS3 and linking to our feeder secondary schools in which French is taught.

The learning of a foreign language provides valuable educational, social and cultural experience for our pupils. They acquire communication and literacy skills that lay the foundation for future language development. Learning another language raises awareness of the multilingual and multicultural world that we live in. It also introduces an international dimension to pupils' learning and gives them an insight into the culture of other people. The learning of a foreign language provides an excellent opportunity for cross-curricular links and the reinforcement of knowledge, skills and understanding in other subjects.

The skills developed in Japanese include:

- Understand and respond to spoken and written French.
- Speak with increasing confidence, fluency and spontaneity.
- Can write in French at varying length.
- Discover and develop an appreciation of the French culture.

Assessment: Teachers assess the children's understanding, pronunciation and fluency of newly introduced French vocabulary as well as how children write at varying length in Japanese, for different purposes and audiences. Formative assessments inform adaptations made to planning.

Creative Curriculum

Art

Intent: Art and design at Mary Tavy and Brentor Primary School is seen as a fundamental part of school life. We are committed to providing a rich Art and Design Curriculum for our children and we believe that by developing this, we can contribute to the quality of our children's lives, both within and beyond school. Art and Design enables children to express themselves, to be creative and to learn about their own and other cultures and communities. We see Art and Design as a means to support learning in a range of ways; skills developed in Art and Design can be transferred across the curriculum to aid learning in school and beyond.

We aim to provide a high-quality Art and Design Curriculum which will inspire and challenge our pupils by:

- Equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- Enabling them to think critically and develop a deeper understanding of art and design.
- Teaching the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and providing the opportunities to explore and evaluate different creative ideas.
- Introducing them to a range of works and great artists including an understanding of their historical and cultural influences
- Developing knowledge of the styles and vocabulary to enable them to discuss and appreciate the works they have seen
- Teaching them about art and design in different cultures and communities

We use a variety of teaching and learning styles in Art lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities.

Units of work always include spending time appreciating the work of one or more artists. These might be older artists or those with a more modern style. Children examine at how the artist produced their artwork, rehearse the techniques themselves and then use these to produce work of their own in the same style. Teachers draw attention to good examples of individual creative work as models for the other children and we encourage the children to evaluate their own work as well as the work of their peers. Within lessons, we give children the opportunity both to collaborate as well as work independently, and have the opportunity to use a wide range of resources.

Assessment: Teachers assess children's work in Art by observing them work during lessons. Verbal feedback is offered throughout the lesson, whilst not compromising a child's creativity. Art work is marked at the end of the unit of work in each child's Art sketchbook, with teachers providing comments which refer to the child's use of the skills and techniques taught.

Design and Technology

Intent: As a school, we have chosen to use a published scheme, Kapow Design and Technology, which uses the content from the D & T Association's 'Projects on a Page', to teach the Design Technology Curriculum in Key Stage 1 and 2. The Scheme of Work meets the requirements for the National Curriculum for Design and Technology, and enables our teachers to deliver creative, inspiring and engaging lessons.

The scheme also provides for progression in skills and knowledge. The curriculum content covers the following areas:

*Cooking and Nutrition,
Mechanisms,
Structures,
Textiles,
Electrical Systems.*

Four strands of the Design and Technology Curriculum run through each unit (Design, Make, Evaluate and Technical Knowledge) and the fifth strand, Cooking and Nutrition is a standalone unit each year. Where possible, links are made with other curriculum subjects, as these will often lend 'purpose' and 'user' for the products which pupils will design and make. A rolling programme ensures that all pupils are taught the full entitlement of Design and Technology within our mixed age class structure.

We use a variety of teaching and learning styles in Design and Technology lessons. Our principal aim is to develop the children's knowledge skills and understanding. Within lessons, we give the children the opportunity both to collaborate and work independently, and have the opportunity to use a wide range of resources. Children are taught to use a range of tools and to use these creatively. Children have the opportunity to understand and apply the principles of nutrition and learn how to cook. Children learn to critique, evaluate and test their ideas and products and the work of others. Teachers draw attention to good examples of individual creative work as models for the other children and we encourage the children to evaluate their own work as well as the work of other children.

Assessment: Teachers assess children's work in Design and Technology by observing them during lessons. At the end of a topic or series of topics, teachers make a judgement against the National Curriculum levels of attainment, thus informing planning and informing an annual assessment of progress for each child. Work is recorded in topic books or specific DT booklets that children work through. These include structured worksheets, diagrams, drawings, photos, plans and evaluations.

Music

Intent: 'Music is a universal language that embodies one of the highest forms of creativity' (The National Curriculum) At Mary Tavy and Brentor Primary School, our intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective is to inspire creativity and self-expression and encourage our children on their musical journeys, as well as giving them opportunities to connect with others. We aim to foster a life-long love of music by exposing them to diverse musical experiences and igniting a passion for music. We hope that listening and responding to different musical styles, finding their voices as singers and performers and as composers will enable them to become confident, reflective musicians, who understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge and experiences to involve themselves in music, in a variety of different contexts.

The teaching and learning of Music develops children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of activities. Music lessons facilitate the communication of musical dimensions (timbre, pitch, texture, tempo, duration, structure & dynamics), through composition, improvisation, listening and appraising to develop an understanding of music from different eras and cultures. This enables children to develop their skills and techniques as singers, instrumentalists and performers.

Assessment: Teachers assess children's work in Music by observing and videoing them working during lessons. At the end of each term, teachers make a judgement against progression and attainment, thus informing planning and informing an annual assessment of progress for each child. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

PE

Intent: As stated in the 2014 Physical Education Curriculum aims, the PE curriculum at Mary Tavy and Brentor Primary School is designed to meet the needs of all pupils to ensure that they: - develop competence to excel in a broad range of physical activities - are physically active for sustained periods of time - engage in competitive sports and activities - lead healthy, active lives. Our approach to teaching PE develops the learner as a whole and alongside the physical skills, encourages learners to reflect on and improve their skills.. We aim to instil a positive attitude towards PE and physical activity to promote healthy lifestyles for our pupils currently and in the future.

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle.

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their ownwork as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and compete with each other, and have the opportunity to use a wide range of resources.

Assessment: Teachers assess throughout lessons using formative assessment and make adaptations where necessary based on skills and progress. Informal teacher assessments are made at the end of each unit to measure the progress of each child.

Outdoor Learning

First-hand experience is fundamental to the productive and successful learning of children. 'Learning Outside the Classroom' (LOtC) relates to any activity which uses the outdoors to enrich the curriculum.

Visits encourage an improved understanding of our surroundings, enrich the curriculum, have a positive effect on children's self-esteem and facilitate many skills including the ability to work with others. Educational visits are planned in advance, giving sufficient time for approval, risk assessments, for parents to give their permission for the visit and to collect necessary funding and equipment.

Mary Tavy and Brentor Primary School Primary aims to provide high-quality, progressive and frequent provision of LOtC experiences, which promote personal development and well-being.

Mary Tavy and Brentor Primary School Primary aims to maximise LOtC in order to:

1. Increase knowledge, understanding and appreciation of our locality and other areas which are different in nature and environment.
2. Develop confidence, independence, sense of adventure and responsibility, particularly towards personal safety and the safety of others.
3. Develop social skills through opportunities to explore situations different from the home/school environment.
4. Provide opportunities for the community to participate in the education of our children.
5. Develop partnerships with providers (e.g. outdoor, field study and environmental centres, farms, museums, sacred spaces, historic houses, theatres).
6. Celebrate achievement e.g. by using ipads; display; include details about activities and achievements in newsletters and on our website/learning platform

Social, Moral, Spiritual and Cultural development (SMSC)

At Mary Tavy and Brentor Primary School, we strive to create a learning environment that promotes our pupils' Spiritual, Moral, Social and cultural development (SMSC). Equipping our pupils with the knowledge, skills, attitudes and values they will need to be healthy and respectful citizens and to succeed in their future lives.

Opportunities are provided throughout our curriculum, as well as assemblies and extracurricular activities:

- We encourage our pupils to be reflective through pupil voice.
- Develop opinions and points of view through class discussions.
- Celebrate achievements through termly governor awards and weekly celebration assemblies.
- Encourage children to reflect on their own behaviour with a focus on resolution and resilience.
- Explore what is happening in the world through daily 'newsround sessions'.
- Celebrate whole class behaviour with our House Points System
- Weekly whole school assemblies to introduce discuss one of our Values – which are our INTENT drivers which is then relayed throughout the week in lessons and daily collective / circle time sessions

British Values

We teach British values at Mary Tavy and Brentor Primary School throughout the curriculum and wider school, these include:

- The Rule of Law
- Democracy
- Individual Liberty

- Mutual Respect
- Tolerance for those of different faiths

To do this our children will develop;

- An understanding of how citizens can influence decision-making through the democratic process.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An acceptance that people having different
 - faiths and beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of discriminatory behaviour.
- An understanding of the importance of identifying and combating discrimination.

Protected Characteristics

Promoting the Protected Characteristics at Mary Tavy and Brentor Primary School

We work to ensure that our children understand that:

- There are no outsiders in our MTB School Family
- Everyone is different
- We celebrate our differences
- We are all equal in our differences

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine Protected Characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Race
5. Religion or belief
6. Marriage or civil partnership
7. Sex
8. Sexual orientation
9. Pregnancy and maternity

At MTB Primary , we actively promote these in our curriculum and work to embed them into our ethos.

Impact

Children will leave Mary Tavy and Brentor Primary School Primary School ready for the next stage in their learning at secondary school. The curriculum will have provided a range of knowledge and skills to support them in their future endeavours. The children will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The children will have a strong desire to embrace challenge and to be resilient learners. Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for others. Our children will be respectful and will show tolerance and acceptance to those from different faiths and background