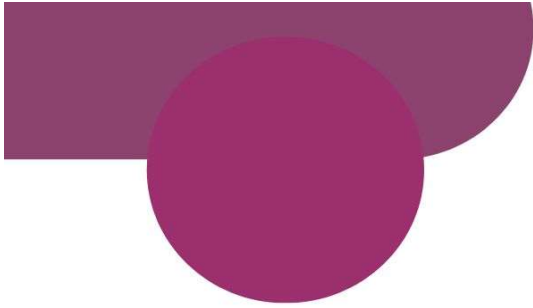
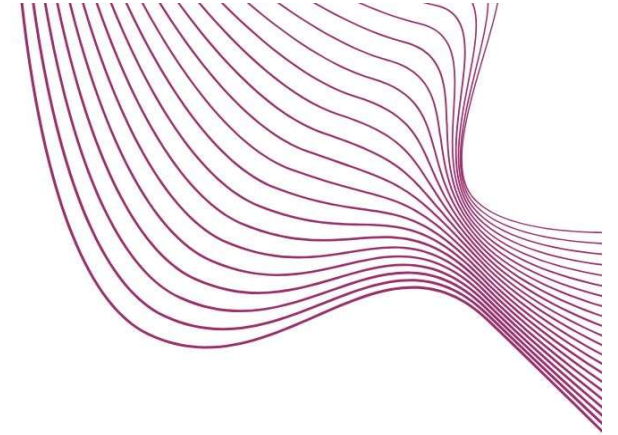




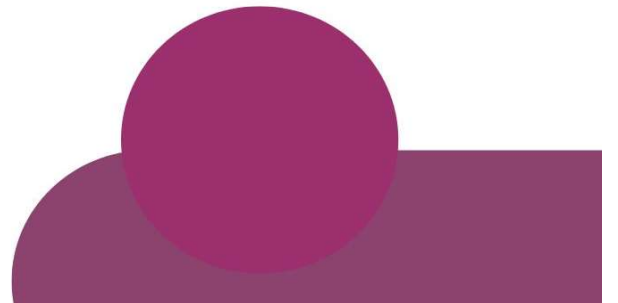
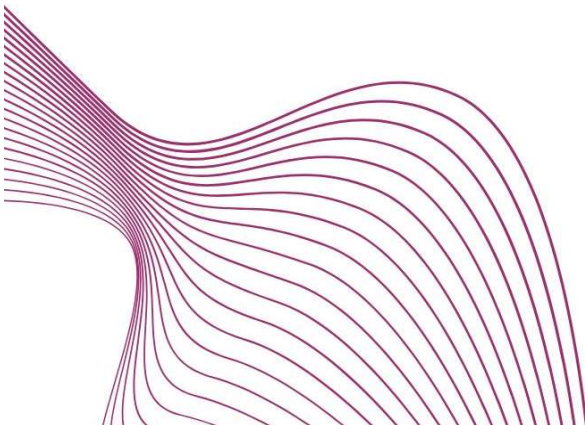
Our Curriculum



Upottery Primary



Upottery Primary School  
Curriculum





# Upottery Primary Curriculum Intent

Upottery Primary						
<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 Core values</b>	<b>Happiness</b>	<b>Care</b>	<b>Respect</b>	<b>Resilience</b>	<b>Learning</b>	<b>Celebration</b>
	We actively promote and foster a sense of self-worth, self-belief and a sense of belonging, enabling all to thrive and succeed.	We encourage care, kindness and compassion towards others in an inclusive and empathic way.	To teach, model and nurture respect for ourselves, others and our environment; treating others as we would like to be treated.	To build resilience and self-motivation to develop strategies and make choices, which enable us to cope with challenges and make informed decisions with confidence.	We enable and encourage independence, personal responsibility and a sense of pride and passion in all learning.	We collectively celebrate the endeavour and achievement of ourselves and others, with generosity of spirit, to promote our core values.
<b>CURRICULUM INTENTIONS</b>	<p>We know the experiences that children are exposed to as they grow, shape them as people. Positioned in the Blackdown Hills 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. Our core values are woven carefully into our curriculum and everyday practise. By consistently considering these values teachers are able to help children develop 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. 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>					



<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 (Cumulative Quizzes)		Cold and Hot Tasks		End of Unit Assessments		PIRA and PUMA Tests in Years 1,2,3,4 & 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>	<b>ATTAINMENT AND PROGRESS</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 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> <p>Close links and transition work with our local secondary school enables the pupils to look ahead with confidence to learning in key stage 3 and beyond. We aim to broaden our children’s horizons – opening their eyes to the different careers they might pursue. We want our pupils to have a clear understanding of the link between achieving well at school and getting into an interesting job and career.</p>
	<b>KNOWLEDGE AND SKILLS</b>	
	<b>READINESS FOR THE NEXT STAGE OF EDUCATION</b>	