

Curriculum Overview of Corringham C of E Primary School School Context

|               |            |       |      |               |         |            |
|---------------|------------|-------|------|---------------|---------|------------|
| School Values | Friendship | Trust | Love | Determination | Respect | Excellence |
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INTENT – We come to school every day to ...

| Curriculum Vision | Developing our sense of self  | Develop our sense of others  | Develop our sense of the world   |
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|                   | <ul style="list-style-type: none"> <li>To learn how to lead safe, healthy and fulfilling lives, supported by an understanding of our core Christian beliefs.</li> <li>To understand that failure is part of the road to success</li> <li>To become critical thinkers</li> </ul> | <ul style="list-style-type: none"> <li>To find a sense of belonging to the school and its community.</li> <li>To learn how to cooperate with peers and respect one another inside and outside the classroom</li> <li>To celebrate the achievement of others</li> </ul> | <ul style="list-style-type: none"> <li>To be supported in the next stage of education or training and feeling prepared for life after school.</li> <li>To become responsible individuals who contribute to community living by acquiring a wealth of knowledge and experience, that will enable us to take an active part in future challenges that face the world.</li> </ul> |

IMPLEMENTATION

|  |                          |  |                   |   |                           |   |  |   |                            |
|--|--------------------------|--|-------------------|---|---------------------------|---|--|---|----------------------------|
| Nine principles for excellent teaching | Daily review of learning | Present new learning in small coherent steps | Ask key questions | Provide explicitly clear and excellent examples | Guide children’s practice | Systematically check children’s understanding | Provide scaffolds for challenging activities | Provide opportunity for independent practice Review learning weekly/monthly | Obtain a high success rate |
|  |                          |  |                   |   |                           |   |  |   |                            |

| Organisation of the curriculum | Reading   | Writing | Phonics | Maths | Science  | History | Geography | Art | DT | ICT | RE                                   | Music   | PSHE  | PE                         |
|--------------------------------|---|---------|---------|-------|--|---------|-----------|-----|----|-----|--------------------------------------|---|-------|----------------------------|
|                                | Discrete Subjects   |         |         |       | Curriculum drivers taught through termly topic where appropriate |         |           |     |    |     | Lincolnshire Syllabus and Theme Days | Infant Music Programme -KS1<br>Music Services KS2 | SCARF | Weekly Sports Provider MSP |
|                                | <p><b>Corringham School uses the Chris Quigley Essentials Curriculum and the EYFS Statutory Framework to ensure progression of skills and knowledge are reviewed and developed throughout the school.</b></p> <ul style="list-style-type: none"> <li>Curriculum topics span for one or two terms</li> <li>Every curriculum topic includes either Science (can be discrete), History or Geography</li> <li>The school <b>primarily</b> uses Hamilton Trust to organise progression in maths and learning along with White Rose maths or Twinkl dependent on suitability for children relating to the aspect being taught.</li> <li>Literacy skills are taught with the opportunity to further develop the skills through cross-curricular activities. EYFS &amp; KS1 <b>primarily</b> use RWI for Phonics.</li> <li>Where appropriate, continuous provision resources are provided for children to interact with creatively. This encourages independent learning for children allowing time for guided groups with high quality adult interaction to take place to move children’s learning on.</li> <li>The introduction for knowledge organisers (see school website) will provide information, key vocabulary and facts, diagrams, maps and pictures children need to know by the end of each curriculum topic.</li> </ul> |         |         |       |  |         |           |     |    |     |                                      |   |       |                            |

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| Celebrating our Locality | Rural and farming community – Tractor visits, Eggs to Chicks, Rand Farm, Uncle Henry’s, Lincolnshire Show (visit) Lincolnshire Show Challenge | Visits to Gainsborough Old Hall, West Burton Power Station, The Deep, Woodside Falconry Centre, Dukes Barn, Yorkshire Wildlife Park, Doddington Hall, RAF Bases, Eden Camp | School garden and gardening club<br>Outside environment | STEM visitors, Parents and the wider community sharing experiences / jobs linked to topics, Topic days |
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| <b>Assessment</b> | Termly Summative assessment - Scholarpack | Ongoing formative assessment | Daily, high quality, live, verbal feedback | Regular opportunities for children to demonstrate their new knowledge | Phonic Screening checks (EYFS & KS1) Year 2 and Year 6 SATs |
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## IMPACT

| Quality of Education   | Behaviour Attitudes  | Personal Development   |
|--|--|--|
| <ul style="list-style-type: none"> <li>Opportunities are available for all children to grasp concepts at a greater depth.</li> <li>A knowledge and experience rich curriculum will prepare all children with skills for the 21<sup>st</sup> century.</li> <li>All children are engaged with and are enthusiastic about the curriculum and their learning.</li> </ul> | <p>All children:-</p> <ul style="list-style-type: none"> <li>will build binding constructive relationships that enable them to make positive contributions to the school community.</li> <li>will see their learning challenges as opportunities –not obstacles.</li> <li>will be willing to take risks and innovate.</li> <li>will understand the difference between right and wrong – and why</li> <li>will take personal responsibility for their behaviour and attitude.</li> <li>know that asking for help is a sign of strength – not weakness.</li> </ul> | <p>All children:-</p> <ul style="list-style-type: none"> <li>are equipped with the knowledge to be able to care for their physical and mental wellbeing.</li> <li>are prepared for life in modern Britain.</li> <li>will have enterprise skills in preparation for the future</li> <li>are curious, creative and courageous</li> <li>use challenges to thrive and become an even better versions of themselves.</li> </ul> |

## EVALUATION

| Review | High Quality Outcomes   | Innovation  | Communication   | Developing Staff   | Improving and Changing  |
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|        | <ul style="list-style-type: none"> <li>Learning must be clear, explicit and purposeful.</li> <li>Children's recorded learning or teacher's systematic recording of learning must clearly show progress</li> </ul> | <ul style="list-style-type: none"> <li>Teaching and learning is reviewed in the light of current thinking and research</li> </ul> | <ul style="list-style-type: none"> <li>Learning is reviewed regularly with all members of the school community</li> </ul> | <ul style="list-style-type: none"> <li>Professional development meetings focus on building the capacity of staff</li> <li>Learning is open and teachers learn and adjust their practice in light of what they see</li> </ul> | <ul style="list-style-type: none"> <li>Teaching and learning is reviewed, improved and changed in light of outcomes and expectations</li> </ul> |

| Monitoring | <ul style="list-style-type: none"> <li>Book looks</li> <li>Teacher's records</li> </ul> | <ul style="list-style-type: none"> <li>Data outcomes</li> <li>Pupil Progress Meetings</li> </ul> | <ul style="list-style-type: none"> <li>Pupil Voice</li> <li>Termly conversations with parents</li> </ul> | <ul style="list-style-type: none"> <li>Learning Walks</li> <li>Lesson visits</li> <li>Professional development meetings</li> </ul> | <ul style="list-style-type: none"> <li>Curriculum evaluations</li> </ul> |
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