



Our Curriculum

'To Be All That I Can Be'

Aims

The overall intent for the curriculum that we provide for our children at Egginton Primary School is encapsulated in our school motto - '**To Be All That I Can Be**'. We aim for children to be happy, proud, kind, independent, resilient and to have a thirst for learning and the opportunities it brings.

At Egginton, we wholeheartedly believe in delivering a well-rounded, holistic curriculum that provides our children with a wide range of opportunities in all aspects of primary education that will prepare them effectively for the next stage in life regardless of their individual starting points or backgrounds.

We pride ourselves on delivering a creative and inspiring curriculum that weaves together the formal requirements of the National Curriculum with relevant experiences pertinent to our children's needs to enable a memorable learning journey at Egginton Primary School. We are particularly keen to promote the creative arts and sports at our school and provide children with the experiences and opportunities to achieve in these areas.

As a small, rural village primary school we enjoy being at the heart of the local community and engaging with as many aspects of village life as possible.

Due to the strong, nurturing relationships that exist within our caring school environment, we are able to deliver an inclusive, highly personalised curriculum that meets the individual needs of the children in our care. We carefully balance our duty of providing timely support and guidance for our children as well as encouraging and building the necessary independence and resilience that they need in order to thrive in life.

How our curriculum is organised

Our small school is organised into three mixed aged classes. Although the curriculum content and objectives differ for each year group, each class is united by a central whole school curriculum theme. This curriculum theme is introduced at the beginning of each term and each class's learning and curriculum content is linked to it wherever possible.

We operate on a two-year rolling curriculum programme that ensures that the curriculum content covered during a pupil's time in each class is broad, balanced and relevant. Our



curriculum ensures that we focus on the key curriculum skills needed to achieve in each subject strand and our pupils are provided in with a wide variety of opportunities to learn, practise and apply these skills in a range of different curriculum contexts.

Our long-term planning grids outline our overall curriculum content and how it is organised under a termly theme over a two-year period to ensure the National Curriculum objectives are taught but also to ensure our curriculum is relevant to our learners' needs and enables them to build and progress in key skill areas. Each theme is reviewed every two years to ensure that planned curriculum themes are adapted and the content builds on the prior knowledge of the learners and avoids any unnecessary repetition from previous topics of work.

Lessons on specific subject areas are sometimes taught in weekly sessions of approximately one hour in length spanning for a duration of several weeks. However, on other occasions, subjects will be blocked and taught in detail over a period of one or more week. Our teachers adopt a flexible approach to the teaching timetable to ensure that learning content is taught and delivered with the optimum impact.

Regular theme weeks and enrichment days also form a key part of our curriculum delivery and enable us to further enhance learning and 'bring it to life' for our pupils.

Assessment

Formative assessment is central to our learning ethos and is ongoing in all aspects of our curriculum delivery. Our teachers skilfully adapt their questioning as the group and independent tasks to ensure children are provided with appropriate challenge to enable them to progress within the mixed age group environment. On a daily basis, our teachers evaluate and adapt their lesson content and delivery based on accurate and precise formative assessment of our pupils' needs.

Summative assessment tasks in the core subjects are carried out on a termly basis in English and Maths to help inform our teachers overall assessment judgement for each pupil. There is a rigorous and detailed transition process that takes place when pupils move from one class to the next that enables the new teachers to plan accordingly for their new pupils from the point of entry into the new class.

At the end of each academic year, teachers use their professional knowledge to make assessment judgements in each subject area to assess whether pupils are working at the expected standard for their age based on the content that has been delivered for that area of the curriculum over the course of the academic year.



Subject Leadership

All teachers are assigned specific subject areas to lead. However, being a small school, we primarily adopt a 'team approach' towards the leadership of the wide range of subjects within the curriculum. This enables decisions to be made in joint agreement and ensures a creative but consistent approach to each subject area that also takes into account teachers' individual teaching styles and strengths.

British Values

We take our responsibility to promote fundamental British Values very seriously. As well as celebrating the British values of Individual Liberty, The Rule of Law, Mutual Respect, Tolerance of different Cultures and Faiths explicitly in themed assemblies, they permeate through our curriculum planning, teaching and ethos. We aim for our pupils to be responsible young citizens that are strongly equipped to thrive in the vibrant and diverse modern British society. We celebrate difference and diversity and make sure we take every opportunity we can to make this a central theme within our curriculum,

Inclusion

At Egginton we pride ourselves on our inclusive ethos and approach to education. Teaching staff adapt their lesson content and teaching approaches wherever possible to meet the needs of all of our pupils, including pupils with SEND, to enable them to fulfil their potential in all areas of the curriculum.

RE

We follow the Derbyshire Agreed RE syllabus and adapt the planning and curriculum content in line with the prior knowledge, needs and understanding of our pupils. As with other areas of the curriculum, syllabus content is taught over a two year rolling programme. We ensure that children are prepared for modern day society by teaching them about a variety of faiths within our RE curriculum. We provide enrichment opportunities for children to visit different places of worship in the local area to deepen their understanding of different faiths in Britain today.

A daily "Act of Worship" is held in accordance with the requirements of the 1988 Education Act. Daily assemblies are seen as an important part of the children coming together as a community. Collective worship takes place in class groups or as a whole school group. The content has a variety of forms: Bible stories, multi-faith, topical, anniversary, local and global news events and may be deemed to be 'broadly Christian' in character.



Seasonal festivals are observed and parents and carers are invited to these celebrations in school and at the local church. Parents are allowed to withdraw their child from all or part of religious education lessons and collective worship provided. Parents wishing to do this are asked to contact the Headteacher.

J. Cunningham

J. Cunningham (May 2024)