



DRAKE PRIMARY SCHOOL CURRICULUM STATEMENT

Intent

At Drake Primary School, we want our pupils to become active and confident in a diverse and challenging world. We want children to leave Drake as lovers of books and reading, as performers and participants in the arts and with a wide and deep knowledge of the world. We want children to be equipped with the cultural capital and high expectations to transcend any background and make the very best of themselves.

So that our pupils can move on to high school equipped to succeed, we will make a curriculum to inspire all children. Our curriculum will build on the foundation of the National Curriculum and reach beyond its ambition to shape a learning foundation for life.

Each year group will work on contexts that relate to key people who shaped our town and our lives. They may have contributed to science or the arts, the world of engineering or community and health. As a new primary we see our journey as a school, as we define Drake Primary so our pupils learn about their own identity and their place in the world. We believe that everyone of us has a role to play in caring for and shaping our world.

Our school badge reminds us of intrepid journeys and discoveries and so our classes will be named for pioneers; women and men from a diverse range of cultures and places who have struck out into difficult or hostile environments or who have innovated and been bold agents of change. We will ensure that we are a community of avid readers and lovers of books; we want our pupils to play and reflect and we want our children to express and perform. We will build the fabric of our school to encourage all of this.

We know that developing a real love of reading will open doors to worlds for children. The teaching of reading begins in our Little Pirates classes. Books are at the heart of lessons and topics from the baby room right through until Crew and Turtles. In Reception class, we will continue this journey and build on a love of picture books and familiar stories with songs and repeated phrases. Phonic teaching will start early too, with big smiles and encouragement children will begin to hear the first sound in their name and then sounds in simple words. By the end of Year 1, the very vast majority of children will be fluent in the decoding of phonetically regular texts. From Year 2 onwards, stories remain a key part of our learning and children will be exposed to high quality authors and hundreds of books!

All curriculum areas are mapped by leaders across terms and year groups. Meaningful links are made with our community. The progression of skills and knowledge acquisition is mapped throughout the curriculum. In lessons, key questions prompt enquiry and curiosity, our learning is applied in Forest School sessions or in innovative scientific investigations. Teachers use a range of questioning during lessons to promote thinking, elicit responses and prompt discussion.

Each year group will use knowledge organisers, assessing progress by questioning the children about their content. Before a key theme begins, teachers can assess how much children already know and plan accordingly. At key assessment points mapped out across the year, the children will demonstrate how much they have learnt.

Whilst many subjects can be taught within a theme, there are areas of learning that are taught discretely, such as skills in mathematics and English.

Our school is located near many wonderful places well-suited to learning. Visits to the library, forest, theatre, nature reserves and museums take place termly. Pupils will also travel further afield when necessary; there will be trips to London, Cambridge and residential across the country and in Europe. In our mission statement we underline the value of 'lived' experiences. Lockdowns and the enforced absences of the last two years have only reinforced our determination to ensure every child gains learning from real

experiences. These adventures are the stuff of memories and will live in the children's hearts and minds for the rest of their lives.

We will judge the success of our curriculum in several ways. We will always question stakeholders and ask them to hold us to account. Through the school council, we will ask the children to review the curriculum provision to see what they enjoy, what they find challenging or stimulating and what they think. We will talk to parents through questionnaires, parents' evenings and cafes and give them opportunities to tell us what they think should be taught in our school to help support their children, families and communities. We will ask governors to review our work and local high schools to critically assess the impact of our curriculum on their work.

Through learning walks, observations and partnered teaching, we will assess the impact and quality of teaching and learning. We will support teachers in the acquisition of excellent subject knowledge and engagement in continuing professional development, using action research and training to further enhance their skills. We will review the quality of the children's work regularly, ensuring high expectations for all pupils and that disadvantaged pupils are being supported in closing any gaps from starting points.

We will use a rigorous system of assessment to ensure pupils are supported in making progress. We will use a tracking system for learning, meeting termly to assess cohorts and put interventions or changes in place when necessary. We will analyse outcomes to ensure we take effective action to address gaps or issues identified. Lesson planning in the medium and long-term will be overseen by senior leaders and subject leads who will ensure progression of skills and knowledge with high expectations across the school. We will review the curriculum yearly to ensure it maintains its relevance, high expectations and effectiveness for all.

All aspects of our curriculum are made accessible to all children, irrespective of their ethnic background, gender, disability, religious or linguistic background. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are more able, those with special gifts and talents and the children who are learning English as an additional language. We have used specialist training and expertise to create our SRB curriculum for pupils with Autism. We provide a rich, challenging curriculum, which stretches all of our children. Staff are aware of children who have exceptional talents and gifts and monitor or track their progress carefully to ensure their academic potential or talent is continually developed.

MISSION STATEMENT

"Drake Primary School and Little Pirates Childcare, where a world of opportunities awaits.

Our school and curriculum must reflect the world: past, present and future, in all its diversity.

We unlock opportunity and inspire everyone."

We aim to provide:

- a school where learning is visible and children are safeguarded and nurtured
- a rigorous assessment system to ensure no pupil falls behind
- a diverse learning community where pupils, families and staff collaborate to refine practice and develop positive and rewarding relationships
- a workplace where staff contribute to professional learning communities; locally, nationally and globally.

Our mission is to:

- inspire the poets, geneticists and astronauts of the future
- ensure children are happy and healthy through our values and play

- develop a culture where reading for pleasure is for everyone
- make the arts a central component of children's lifelong learning
- build a curriculum of joy and curiosity.

***General principles**

Our curriculum will give children the opportunity to:

- understand the purpose and value of their learning and see its relevance to their past, present and future
- learn within a coherent and progressive framework
- develop a rich and deep subject knowledge
- see clear links between different aspects of their learning
- experience the challenge and enjoyment of learning
- develop a deep understanding and value of their own identity
- find a voice to shape their communities of the future and make them sustainable and vital places of love and beauty
- cultivate avid readers
- understand the importance of good mental health and physical fitness
- see links between learning and the world of work

***Spiritual, Moral, Social and Cultural**

Our curriculum will give children the opportunity to:

- be part of a system where everyone plays an equal part
- recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views
- learn that all people and institutions are subject to and accountable for their actions and behaviour
- use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict
- respect and tolerate the opinions or behaviour of others
- appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity
- explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences
- demonstrate our school values of love, forgiveness, hope, aspiration, courage, respect, trust, kindness and friendship

***Wellbeing**

Our curriculum will give children the opportunity to:

- learn in a peaceful and supportive environment
- develop self-esteem and confidence in their abilities
- work in a range of groups and settings
- reflect and think mindfully about their learning
- build respectful friendships
- recognise that people are good at different things
- follow their own interests and be themselves
- learn how to respect themselves and others
- understand that our natural environment has a special role to play in our lives and is fundamental to our

wellbeing

***Pupil voice**

Our curriculum will give children the opportunity to:

- make a positive contribution to the school and local community
- make choices about things that are important to them
- take part in democratic activities across the curriculum
- explore ways of becoming an active citizen
- take part in age-appropriate discussions
- contribute to planning their own learning
- express their opinions on a range of different topics and issues
- say what they like and dislike about their learning

***Pedagogy**

Our curriculum will be taught through a pedagogy that:

- enables and fosters children's natural curiosity
- promotes problem solving, creativity and communication
- promotes innovation and entrepreneurialism
- enables children to reflect on and evaluate their learning
- excites, promotes and sustains children's interest

***Enrichment**

We will enrich our curriculum by:

- providing on and off-site subject or topic-related activities
- welcoming parents and carers to take part in children's learning and experiences
- holding specialist curriculum days or weeks
- offering opportunities for children to learn outdoors
- developing partnerships with external providers that extend children's opportunities for learning
- Forest School for all year groups
- visiting the local library
- going on residential visits in key stage 2
- completing a residential visit to France in year 6
- learning to swim every year
- having a high-quality themed parent cafe for all classes every term
- benefiting from 3 musicians in residence
- having music ensemble sessions in all key stage 2 classes
- providing digital music clubs
- giving physical wellbeing and resilience training
- providing enhanced play opportunities
- singing and performing in the Norfolk Show

