

**COOMBE BISSETT CoE PRIMARY SCHOOL  
CURRICULUM STATEMENT**

VISION	VALUES	
<p align="center">Together we can:                      “Soar on wings like eagles,                      Run and not grow weary,                      Walk and not be faint.” Isaiah 40:31</p>	<p align="center">Care (love &amp; service)                      Commitment (friendship &amp; respect)                      Creativity (solving problems &amp; doing your best)</p>	<p align="center">Belief (trust &amp; hope)                      Bravery (courage &amp; justice)                      Brilliance (wisdom &amp; truth)</p>
INTENT – Our children will...	IMPLEMENTATION – We will deliver a whole curriculum that will...	
<p>be the best they can be</p>	<ul style="list-style-type: none"> <li>• provide a broad and balanced curriculum</li> <li>• provide a sequenced and progressive curriculum that builds the retention of knowledge and the development of skills</li> <li>• develops a love of learning</li> <li>• encourage the development of our core Values</li> <li>• encourage a joy in ‘rising to the challenge’</li> <li>• be personalised to meet the specific individual needs of the child</li> <li>• be delivered by knowledgeable and enthusiastic Teachers who identify personalised next steps for each child</li> <li>• be rigorously monitored and reviewed</li> <li>• be developed through focused CPD and rigorous personalised appraisal for staff</li> <li>• hold to account teachers and leadership to ensure the best outcomes for each individual</li> </ul>	
<p>flourish into, and be recognised as, a unique and special individual</p>	<ul style="list-style-type: none"> <li>• explore opportunities for each child to find success and reward</li> <li>• personalise the next steps for each child</li> <li>• provide the opportunity for a child too know ‘I am special at ____’</li> <li>• provide performance opportunities for each class, each year</li> </ul>	
<p>have the knowledge, skills and characteristics to equip them for their time in the world</p>	<ul style="list-style-type: none"> <li>• provide specific learning about British Values (democracy, rule of law, individual liberty, mutual respect and tolerance)</li> <li>• provide opportunities to develop their personal understanding and development of our core Values</li> <li>• provide access to the specific cultural capital needed for the children in modern Britain – a strong vocabulary / a knowledge of music and the arts / an understanding of key stories and texts / introducing them to the best that has been</li> </ul>	

	<p>thought and said, helping to engender an appreciation of human creativity and achievement</p> <ul style="list-style-type: none"> <li>develop our children's diamond 9 growth mindset learning powers</li> </ul> <table border="1"> <tr> <td><b>PERSEVERE</b></td> <td><b>ASK QUESTIONS</b></td> <td><b>SET A GOAL</b></td> <td><b>CHALLENGE YOURSELF</b></td> <td><b>ORGANISE</b></td> </tr> <tr> <td><b>FOCUS</b></td> <td><b>COLLABORATE</b></td> <td><b>IMAGINE</b></td> <td><b>PRACTICE</b></td> <td></td> </tr> </table> <ul style="list-style-type: none"> <li>encourage a joy in 'rising to the challenge'</li> </ul>	<b>PERSEVERE</b>	<b>ASK QUESTIONS</b>	<b>SET A GOAL</b>	<b>CHALLENGE YOURSELF</b>	<b>ORGANISE</b>	<b>FOCUS</b>	<b>COLLABORATE</b>	<b>IMAGINE</b>	<b>PRACTICE</b>	
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feel dignity about themselves, have self-confidence, and know how to manage their wellbeing	<ul style="list-style-type: none"> <li>provide specific learning about PSHE, RSE, mindfulness, spiritual health</li> <li>provide high quality PE, regular competitive sports, regular outdoor learning (forest school), and daily opportunities for physical activity</li> <li>provide opportunities for outdoor adventurous activities at residential</li> <li>encourage the development of our core Values</li> <li>develop children's ability to accept that things do not always go right, go the way they want them to – and to adapt to this acceptance</li> </ul>										
have the courage to stand up for what is right and make a positive difference to others and the world	<ul style="list-style-type: none"> <li>encourage the development of our core Values</li> <li>provide opportunities for pupil leadership (e.g. school council, team captain, worship council, class ambassador, peer leadership)</li> <li>provide opportunities for pupils to take a lead in worship</li> <li>provide opportunities for commitment to charities – 3x year pupil charity</li> <li>develop outward looking pupils who are able to engage in learning about themselves and have an understanding of the wider world and its complex cultures</li> </ul>										
know that they are loved and cherished within a caring Christian environment	<ul style="list-style-type: none"> <li>provide opportunities for spiritual reflection</li> <li>deliver high quality RE</li> </ul>										

<b>EYFS</b>
"Tell me and I forget, teach me and I may remember, involve me and I learn." Benjamin Franklin 1706-1790
<b>Intent</b>
<p>At Coombe Bissett Primary School we are committed to the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in our school, the community and beyond. Our aim in the EYFS is to build strong and secure foundations rooted in success, both in their personal academic achievements and in their personal, social and emotional well-being development. We aim for our children to develop and go on to be active, caring citizens of society and happy, curious life-long learners, with a belief in themselves that they can do. We intend to give all children the best possible start we can as they embark on their learning journey into the gateway of education and for all children to make at least good progress in all areas of their development, regardless of their starting points.</p>

We provide a secure foundation through learning and development opportunities, which are planned around the needs and interests of all children, that enables their cultural capital to be built upon for their future successes, regardless of their starting points. Our curriculum enhances the opportunities and experiences available to our children and we provide opportunities for individual pathways of creativity to be fostered and supported. We believe our planned curriculum provides the knowledge, skills and understanding all our children need, including SEN and disadvantaged children. It is our intention to make a difference to all the children in our care by immersing them into the experiences of the awe and wonder of the world in which they live.

Our children come from a variety of both backgrounds and nursery settings that feed into our school each year. We have a planned and detailed induction programme which allows for a smooth transition into our school as we begin to understand and value the cultural capital that each child brings. We are then able to ensure the children are well adjusted and ready to play and learn at the beginning of Term 1. We believe parents are a vital part of this learning journey and provide opportunities throughout the year for parents to engage with and support their child's learning experiences. This enables us to have a greater insight into the cultural capital of the family and therefore plan in a more meaningful and flexible way for both the child and their family.

### Implementation

#### **Curriculum:**

At Coombe Bissett Primary School we follow the Early Years Statutory Framework for the Early Years, updated March 2017, by the DFE. The framework specifies the requirement for learning and development in the Early Years. We also follow the non-statutory guidance material "Development Matters", to support the statutory framework.

We have a planned curriculum that is child – centred and is based on the wow experiences and topics that engage, motivate and interest all the children, building on the cultural capital they already have. We encourage creativity through active learning and delivery is play based with a balance of child initiated and adult led learning. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The children will learn new skills, acquire new knowledge and demonstrate understanding in the seven areas of the EYFS curriculum: Personal, Social and Emotional Development, Physical Development and Communication and Language, being the 3 prime areas and Literacy, Mathematics, Understanding the World and Expressive Arts and Design, being the 4 specific areas. Planning is flexible and may change depending on the children's interests and the experiences they bring and show. It is through the provided opportunities for learning and development that our children develop a curiosity and fascination in the awe and wonder of the world around them.

We use the 4 themes of Unique Child, Positive Relationships, Enabling Environments and Learning and Development to provide support for our observations, assessments and planning cycle. Children learn and develop in different ways therefore these overarching principles still underpin our approach in all that we do. We use the 3 Characteristics of Effective Learning: Playing and Exploring, Active Learning and Creating and Thinking Critically to plan our provision. We have a class timetable where the areas of PSHE, including a time for daily healthy snack eating, RE and PE are taught at specific times of the week. The environment is regularly reviewed and provision and activities tailored to meet the needs of the given cohort. Towards the end of the year we plan for their transition to the Y1 curriculum.

#### **Reading:**

The children take part in the whole school reading spine lesson, which takes place at the beginning of everyday. This provides all the children with access to good quality texts, to listen a story, to use their language and communication and later in the year, opportunities to extend their reading into their writing, using the high quality chosen texts. During the week the children will read at least once on a 1 to 1 with an adult and work on 2 adult led literacy tasks. Reading books are checked and changed x3 a week. Each child is able to access the school library to choose a book, supported by an adult. The

library book provides opportunities for the children to share a book that may be beyond their reading age, but is shared with an adult to establish a love of reading and to be immersed in quality texts. Our library offers different types of books for the children to choose from, including those texts that are used in the reading spine lessons.

**Phonics:**

We use the Song of Sounds phonics scheme and the Government's Letters and Sounds phases programme. We teach a daily phonics lesson which is planned for and supported by good quality resources. We use the planned assessments for both these programmes throughout the year to identify children who may need extra help and intervention. Reading books, book marks, sound bags, dictations and spellings, all support the weekly structured teaching of phonics.

**Writing:**

Children have opportunities to both mark make and then write throughout the day. Basic letter formation is taught on a regular basis. We use letters with entry strokes from the beginning of the Reception year. There is evidence of writing on displays. All children have a name card to copy their names from. The children use their phonic knowledge to write decodable words and tricky words. They progress to writing simple sentences with basic punctuation. They are able to access resources to support this learning, including Sound Mats and Alphabet Cards.

**Maths:**

We teach Maths using the Concrete, Pictorial, Abstract Approach. We have a variety of Maths resources, including Numicon.

**Continuous Provision:**

The children have access to a range of continuous provision tasks, both inside and outside. The opportunities for continuous provision enable children to embed their learning and use the taught skills throughout the year to become independent, innovative, creative learners who are able to analyse and problem solve. During the day the children have the opportunities to work independently, work collaboratively with their friends and with the adults working in the class. Our classroom is divided into areas to allow the children to make informed choices in their play. It is through this play that we believe children are best able to demonstrate their knowledge and skills, pursue opportunities for social interaction and has an impact on their understanding about the world around them

**Enrichment:**

Throughout the year we plan opportunities for children to learn and develop using outside agencies and opportunities. These include a visit from our community policeman, the Wiltshire Fire Service, our local doctor, WAA to provide First Aid training, drama groups, musicians and NSPCC. We walk the children to our local village, to see the shop and take part in Church services each term, we visit the local farm each year to see the new lambs, sheep shearing and ride on the trailer, we visit the WWT nature reserve at Coombe Bissett for warden led activities. Last year the children were allowed to take a sheep fleece back to class and we were able to make it into felt and create Space pictures. All children have the opportunity to take part in the school Nativity each year and perform on the stage at the Village Hall. We have 2 class trips each year. We take the children to Salisbury Cathedral and the water meadows for one trip and then to the beach in the summer. Other trips may be organised depending on museums, festivals, art exhibitions etc that may be held locally.

**Observations:**

Children develop and learn in different ways and through observations we are able to understand how each child is developing their learning styles. Observations are regularly planned for and noted and recorded by the adults. There are however, often unplanned Wow steps in their learning and photos and videos are used to capture these at short notice. All adults understand the importance of observations in the planning cycle. We use assessments from parents and home to support our assessment progress.

**Assessments:**

Formative assessments are used and planned for to inform planning and the children's next steps. We use the Tapestry platform to record the progress of children. We use Tapestry to record the Baseline Assessment completed in Term 1. We use Tapestry to record the milestones in the age and month bands of Development Matters throughout the year. Parents record milestones of their child's learning at home on Tapestry. Summative assessments are completed at the end of the year in the form of the EYFS Profile and a written report of the Characteristics of Effective Learning. We also assess the needs and interests of the children throughout the year and the adults build up a picture of this throughout the year to share with other adults working in the setting.

**Planning:**

Planning is long term, medium term and short term and within the cycle of Observation-Assessment-Planning. Planning includes whole school projects, class topics and enrichment opportunities, including school trips, visits and visitors into our school. We are confident with "In the moment Planning", as this supports the cultural capital and interests that a child may show on that day.

**Celebrations:** We use the whole school policy for recognising and celebrating good behaviour and achievements in learning. We use the traffic light system, plus a gold circle to celebrate behaviour, a token system to celebrate work and behaviour achievements and the certificate system, 4 each week, to celebrate achievements in learning, both in school and at home. We use a class sticker system to recognise individual achievements for everything during the school day. These are kept on the child's individual sticker sheet.

**Working with Parents:** We highly value the vital role which all parents play in their learning and development. We recognise the role that parents have in educating their children through:

Our detailed induction programme both welcomes and informs parents of the value they have in supporting their child as they begin their learning journey, both with us and in their future schools. We have a parent information evening before the children start in September and also home visits. We hold information evenings in Term 1 to explain the teaching of Maths and Literacy and the use of Tapestry to support parent input with assessments. The at home access to Tapestry and the child's on line Learning Journey, allows our parents to be a part of our assessments. We hold 2 further parent meetings during the year to inform parents of the progress their child is making and how they can support their child at home. Communication with parents is important to us and all parents receive the school letters, class letters and Governor newsletters. In addition to this, every child has a message book to be used by home and school. The message book is checked daily by an LSA. Parents are encouraged to sign the children's reading diaries and homework diaries. We maintain an Open Door policy, where parents feel welcomed into the school and classroom at any time to discuss any queries or concerns.

**Governance:** We have a dedicated Early Years link Governor who visits Oak Class on a regular basis. A focus is agreed with class teachers and reports are written and shared at FGB meetings.