

Curriculum Aims

At Dartington Primary we aim to create a curriculum that is varied and diverse, inspiring and rich, planned within 'Gateways' that offer excitement, challenge and meaningful context.

Each 'Gateway' will provide well planned, as well as incidental, opportunities for pupil's English and mathematical skills to be applied and developed within sequences.

We want to celebrate pupils' outcomes and aim for these to be outstanding, encouraging all children to shine and be the best they can be.

Our curriculum will recognise that everyone learns in different ways and will provide a scaffold within which we can promote the values of creativity, challenge, reflection, empathy and compassion.

We want to create a safe environment in which everyone can develop as confident, reflective learners who are happy, love learning and make outstanding progress. Our culture will value every child for their contribution and celebrate the richness of our community.



OUR CURRICULUM:

We are passionate about creating an inspiring curriculum to offer challenge and underpin deep learning drawing on the raised expectations of the new curriculum. Our timetable is structured around focused routines in the morning, where pupils develop their core skills of English, mathematics, science and ICT.

Afternoons offer time to become immersed in learning 'Gateways', each with an intriguing title, exciting 'hook', opportunities to apply skills and the possibility to take learning in a variety of directions. Each Gateway is a vehicle for focused teaching in specific curriculum areas, with links to English and mathematics for application of core skills.

Information about each Gateway is provided for parents and carers with ideas for home learning challenges.

MATHEMATICS

In mathematics we are following the new national curriculum. Every class has a daily maths session which are primarily skills based and fit within an overall sequence of work. The skills pupils acquire are then revisited in other areas of the wider curriculum as we place a strong emphasis on using and applying subject knowledge and linking learning with real life problems. We encourage our children to be creative with number, to identify links with other subjects and to develop their mathematical reasoning through collaborative group work and high quality talk for maths.

We have a strong support team who work closely with the children both in class and in targeted small groups. Children are regularly assessed to allow us to track their progress and thereby ensure that misconceptions are addressed swiftly.

ENGLISH

English underpins all learning and we believe it is a vital medium enabling our children to access other areas of knowledge. Therefore we offer rich experiences in reading, writing, speaking and listening or drama. As with mathematics, our mornings are very structured with well organised timetables and high quality teaching and learning.

We plan within sequences and in line with the new national curriculum.

READING



There is a clear commitment to good routines in reading, from the earliest age the school sets the expectation of a daily reading experience for every child. We recognise the importance of creating a love of books in all our children. From the earliest age we encourage children to take a book home and for parents to read to their children.

We follow the Government scheme 'Letters and Sounds' to teach daily Phonics in Early Years Foundation Stage and Key Stage One. We teach phonics in a variety of different ways that are engaging and fun. This is consolidated by using a structured de-codeable reading scheme. (Phonics Bugs)

A wide range of fiction and non-fiction material is available in each class augmented by our own topic library, together with loan collections. As pupils begin the skills of reading they will have access to a range of reading books that are colour coded to be at the correct level for them. Teachers will be able to tell parents which colour band their child is on. In addition parents are invited to access a wide range of additional reading materials for their child to enjoy. We also use books, which belong to the latest and well-respected reading schemes. (Collins Big Cat, Rigby and Phonics Bug)

Our learning 'Gateways' draw on events such as 'Poetry Week' and 'World Book Day' which are celebrated by the entire school.

Establishing a reading routine for all pupils is very important. We expect reading to be a part of a daily timetable, either listening to your child or reading to them. Regular practice builds skills and confidence most quickly and good reading underpins all learning.

In school teachers deliver the teaching of reading in a variety of ways, including Guided Reading. In Guided work your child will read in a small group working on the same objective, with the teacher focussing on a specific aim. This is carefully planned, differentiated to be at the correct level for your child and builds skills over time.

Teachers deliver Guided Writing and Guided Maths in much the same way.

We have a well equipped library and use the Junior Librarian system, which means children become used to borrowing and returning books, accessing a broad spectrum in line with their varied interests. Every child has their own library card and books must be scanned in order to be checked out. Junior Librarian builds a record over time of your child's reading habits and can include book reviews and comments for readers to share. Children are encouraged to take increasing responsibility for running and overseeing our library.

In addition to class use during the day, the library is open and staffed during three lunchtimes per week. ‘

WRITING



Our texts are chosen to specifically teach certain aspects of grammar, text structure and spelling. Our aim is that the children can then transfer and apply these skills across a wide of subjects. We do this by revisiting text types that are already taught to our 'gateway' in order that the children can apply previously taught literacy skills. The children familiarise themselves with a text, imitating it to explore its features. This involves story mapping enabling the children to 'talk the text'. This helps the children to embed the structure and language before innovating and then finally inventing their own version. This is often adapted to suit the text and ability of the children.

Handwriting is a crucial part of writing and we teach a cursive style of writing, encouraging joined up handwriting from year one onwards. We teach spellings regularly throughout the week. In key stage the children participate in a daily phonics session which is timetabled during the first part of the school day. In key stage two the children learn and apply spelling patterns and rules alongside learning spellings that are personal to them. We teach the children a range of strategies that enable them to learn spellings. They also develop strategies that help them to spell at the point of writing. Throughout the school, children are encouraged to revise and edit their own writing.

SPEAKING AND LISTENING

Speaking and listening opportunities are a high priority, with children talking about their learning and explaining their thinking in pairs, groups and in front of the whole class. This is taught across a variety of genres and curriculum subjects.

INTERVENTIONS

In both Mathematics and Literacy we run a number of intervention support and extension programmes to support all pupils in achieving age related expectations and to offer challenges to our more able children.

SCIENCE

Science is a core subject within the National Curriculum and is a particularly rich source of opportunity for pupils to apply their English and mathematical skills in context. Science and discovery skills are taught through both discrete and integrated science sessions within our

Gateways on a two year rolling programme. Children gain an especially solid understanding of life processes and living things and materials and their properties through our Forest School approaches and commitment to learning outdoors. Practical investigation skills and experiences underpin our approach to science teaching. National events such as 'Science Week' are celebrated by the entire school.



RELIGIOUS EDUCATION

We are a Church of England (Voluntary Controlled) School and include moral and spiritual guidance in all our work. Arrangements are made for children to attend acts of worship and periods of religious education, but it is open to parents to request that their child should be wholly or partly excused from either or both of these activities. Any such request should be made in consultation with the Headteacher.

Religious Education in County-maintained and Controlled schools is given in accordance with a syllabus agreed by the Local Education Authority on the recommendation of a Standing Advisory Council and Syllabus Conference, which includes representatives of the Authority and the teaching profession. RE offers children opportunities for personal reflection and spiritual development and considers the influence of religion on individuals, families, communities and cultures. It provides opportunities to learn about religion as well as from religion. Through RE we seek to develop pupils' skills in investigation, enquiry, communication, interpretation, analysis and evaluation, which are important skills to develop.

WORSHIP

Each week we run a programme of whole school worship, class and team assemblies.

The Reverend Debbie Parsons oversees the Anglican schools within our area and is a welcome visitor. Debbie, and other members of the Totnes Ministry, maintain links with the school in order to be involved with the children and attend acts of worship.

Our Acts of Worship and assemblies provide children with opportunities to come together, to explore religious experiences and reflect, to learn, to sing and to celebrate. They also have a strong social function within our school community. We have a timetable of daily worship beginning with a whole school assembly on Monday, with class and phase assemblies on other days.

Awe and wonder is, for us, a huge part of developing a child's spirituality and is explicitly acknowledged in our worship and embedded in all aspects of the curriculum.

In accordance with the law, our acts of worship draw on the Christian example. Parents do have the right to withdraw their children from an Act of Worship and are welcome to discuss this matter with the Headteacher.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

We are very excited by the opportunities that ICT presents to entice and extend learning and have embarked on an exploration of new ways to learn.

We have banks of laptops and iPads available for each phase so that children can learn both keyboard and touchscreen technology. We are developing use of programmes that collate pupil's responses and connect learners, as well as opening up windows to the wider world.

Our approaches are dynamic and open a world of possibilities.

As part of the curriculum and their wider learning our children learn computer skills as soon as they start school and develop skills confidently over time.

DESIGN TECHNOLOGY

Work in technology is practically based and is tailored to helping children to organise their work as independently as possible. Much of our Technology work is included within our Forest School learning and also includes working with textiles, cookery and using graphics. The children are taught to use tools safely and appropriately.



GEOGRAPHY

We study a number of locations and populations in Britain and around the world, including drawing on the richness of our local environment. Our 'Gateways', which will sometimes have a geography focus, provide opportunities for children to investigate how and why places and environments develop, how they can be sustained and how they may change in the future.

HISTORY

We study many periods of British History as well as looking at world events. Once again, our 'Gateways' will sometimes have a history focus. Starting points often build upon the experiences which children have already and we examine comparable events in the past.

It is important that our children understand the social consequences of the events from the past, as they may provide lessons for the future. This area of the curriculum is a key element within the primary school. It provides a wealth for language, maths and science.

ART AND DESIGN

Creative work is central to all aspects of the curriculum and an integral part of every school day. Through drawing, printing, painting and the use of different media, we aim to promote and develop the child's imagination, curiosity and originality. The variety of creative arts is important in their own right, but also supports many other aspects of the curriculum.

MUSIC

Music is taught in every class and we use the Charanga on line scheme of work. From an early age children are introduced to music from other cultures. We have a wide selection of percussion instruments in school and also teach the children to play the ukulele.

Peripatetic teachers offer individual tuition for a wide range of instruments and performances celebrate our musicians. Please note that we do not provide insurance for instruments left on the premises, so make sure you make your own arrangements. Peripatetic teachers offer tuition in many instruments from violin to saxophone to children in KS2 and this can be booked through the office. Singing is a strength of our music provision and our children sing with confidence and enthusiasm. We use song to express emotions and communicate, as well as to perform. Our 'Glee Club' performs at festivals or events during the year and as many children as possible are provided with opportunities to perform.

PHYSICAL EDUCATION

We are passionate about Physical Education and sport and recognise the opportunities that are provided for individuals, teams and school to play, perform and strive to achieve together at the highest level.

In Physical Education we are extremely lucky to have skilled staff within our team. Our Key Stage One and Two children have up to two hours of high quality physical education each week, within which we aim to provide each child with a wide and varied range of physically active experiences. We cover invasion games, striking and fielding games, team challenges, athletics, gymnastics, dance and swimming. We aim to provide children with a positive experience whilst continuing to raise self esteem and confidence.

With a focus on development in PE and Sport we run a continuous cycle of professional development for staff with Dan Smith working alongside coaching and modelling skills, as well as a wide range of enrichment, challenge, small targeted groups and diverse range of clubs.

We offer sporting activities for participation and experience, as well as at competitive level.

We encourage our children to be active and healthy, following the Leap programme with our younger children and Daily Physical Activity in Key Stage Two.

P.E. KIT

We encourage our children to be as active as possible throughout the day and to wear suitable clothing to allow this to take place safely. Children do not change to take part in Leap into Life or Daily Physical Activity and parents are invited to consider this, particularly regarding appropriate footwear.

However, KS2 children do need to have a kit for P.E. lessons including a school PE tee shirt and navy blue or black shorts or leggings. Appropriate footwear is also very important for health and safety.

For further details on the school's expectations regarding PE Kit please see the full letter from the PE Team on our PE section of the website and in our prospectus.

SPORTS PROVISION

The school has an annual sports day and provides a range of activities and after school clubs such as football, fencing or ultimate frisbee. Premier Sports is our current after school provider with qualified staff introducing and running the various activities. Our children are entered into the Totnes Learning Community Inter Schools Sports Day, Inter Schools Swimming Gala and other team events.

SWIMMING

In the second half of the Summer Term Meadowbrook Pool is used to maximum advantage so that each child has the opportunity of swimming lessons several times each week. Key Stage Two hold an annual Swimming Gala at the end of the Summer Term.

Children should learn to be responsible for their own towels and costumes, which must be brought to school in a bag. Children should have long hair tied back. Goggles may be worn if they fit appropriately and are part of a child's regular swimming routine.

At Meadowbrook there is always a qualified lifeguard on duty.

S.M.S.C (spiritual, moral, social and cultural development - including Health and Sex Education)

This area covers a wide range of aspects of human life from teaching children to wash their hands and keep clean to information about drugs and sex education in the upper part of the school. The whole school has embarked upon a programme of social and emotional aspects of learning, which involves whole school themes and assemblies.

HEALTH EDUCATION

The word 'health' is given a wide interpretation covering physical health, hygiene, emotional facets and social awareness, in order to help children increase their knowledge and skills and to present them with values and attitudes that they should find helpful later in life. Our curriculum is planned from the Health for Life scheme for ages 5-8 year olds and 9-13 year olds. The Health Education programme incorporates some sex and relationships education and is woven into our termly topic work, details of which can be obtained from your child's class teacher.

Developing our Sex and Relationships programme is a focus area for 2015 - 16, due to changes in the new national curriculum. Health Education is included in our planning every year. This involves a detailed sex Education programme including personal hygiene, physical changes at adolescence and human reproduction. This same programme will be offered to both boys and girls.

We recognise the importance of Sex and Relationships Education in the curriculum and are also aware of parents and carers right to withdraw their child in consultation with the school.

Children apply to take on a range of responsibilities as they approach the top of the school as part of their citizenship award programme. Leadership opportunities include Sports, Dance and Play Leaders, as well as Special Time, Little Time, Digital and Maths Leaders. These responsibilities enhance the life of the school, enable younger pupils to see the older peers as role models and for lifelong skills to be established.

SCHOOL COUNCIL

Our school council is a really important structure in our school. At the beginning of our school year (September) each Key Stage Two class elects a school councillor and deputy to represent their views on the council. The candidates who wish to be elected, talk to the class about why they should vote for them and the children vote for their representative.

When all the representatives have been chosen the new school council meet, and discuss issues for their class to be celebrated or resolved. The councillors take minutes at their meetings and the decisions made are reported back to their class. We encourage the children as much as possible to be involved in independent problem solving. A member of staff is at the meetings to facilitate this process.

THRIVE



We are a THRIVE school and recognise this as a strength of our provision. For us this means that we have THRIVE within our whole school ethos and THRIVE approaches across our whole setting. It is modelled in our relationships and evidenced in the calm, caring and focused atmosphere.

THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Currently 30 of our team are Licensed Thrive Practitioners having undertaken ten days of training across a year. Jill Mahon, Headteacher, and Amelia Poore, Thrive Lead, are also Action Plan Mentors and Thrive Trainers, so there is an embedded and sustainable base of skill, expertise and experience across our whole school staff.

At times for some individuals life events can introduce episodes which become interruptions to their social and emotional development which means they are also not able to access learning. We are able to use the THRIVE programme and approaches to work with parents and carers and create a response in order to begin to address their needs.

THRIVE approaches also enable us to plan and develop empathy and compassion across our school community, with differentiated programmes which might be applied with whole classes, small groups or individuals. We especially use the less structured times of the day, such as 'Out'N'About' to explicitly develop these learning opportunities for our pupils.

Learning about power, identity, holding a viewpoint, understanding others, grasping cause and equips are important skills for children to experience and develop. All of our Thrive work is about underpinning learning and providing children with an understanding of themselves so they are switched on to life, ready and willing to learn.

We feel so passionate about this work that it is embedded in our learning values (empathy and compassion), within our Christian distinctiveness and in the ethos of the school.

FOREST SCHOOL LEARNING

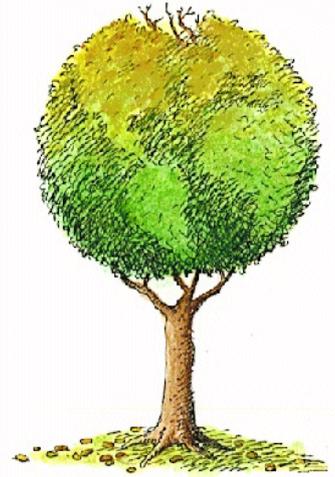
Forest School approaches and learning from our natural environment is part of our school ethos and reflected in the fact that we have seven members of staff trained as Forest School Leaders. The opportunities to experience the awe and wonder of our world enable us to develop our understanding of our sense of self and responsibility for others.

Forest School learning offers a wide range of activities and challenges, drawing on our rich environment and encouraging children to make choices, understand our living world, use a range of tools safely and reflect on their learning.

Groups may vary from whole classes to small numbers, with programmes tailored to meet a range of needs. We have Forest School activities available during lunch 'Out'N'About' time led by one of our trained leaders.

As well as a wide range of curriculum learning, Forest School enhances self esteem, social and emotional development as well as life skills. As such it is very much part of our pastoral programme.

We are passionate about Forest School learning - please ask us if you would like to learn more. We are only too happy to share our enthusiasm!



MARKET GARDEN

A very clear symbol of our commitment to learning from the natural world is our market garden as you enter our school. This wonderful resource, complete with poly tunnel, raised beds, orchard and cob oven, was the vision of one of our parents, who then motivated a workforce of talented and committed parents who created this during weekends. The cob oven was researched, designed and built by a group of parents and pupils as part of a Creative Learning project run through the school.

This area has come to represent a great deal - not least our four learning values of creativity, challenge, empathy and compassion and reflection.

FOREST FAMILIES

Continuing our Forest theme, we have family groupings where children from across both Key Stage One and Two meet in mixed age 'families' for a half day each month. Each of our 'families' have taken the name of a tree, celebrating the uniqueness and specialness.

Forest Families are led by staff who explore a range of whole school topics linking to our assemblies and learning themes.

Our children enjoy learning together, our older pupils are super role models and younger children respond really positively to their peers.

Each of our Forest Families is linked to a Christian value, such as friendship, hope and peace.

Extra Curricular Activities

At Dartington Primary School we run a wide range of clubs at lunchtime or after school with a varied timetable across the year. Clubs are advertised in school to the appropriate age group and via the newsletter where necessary. Tennis Ball Person, golf, art, animation, drumming, football, dance, puppet making are examples that might be offered. Please see the office for further information on dates and times. We also offer residential visits as well as a range of trips and offsite learning.

Residential Visits

We view the learning gained from residential visits as an important part of social and emotional development, as well as wider learning. To this end, a series of residential visits is planned for the older pupils in Key Stage 2. The additional opportunity for the development of independence and social awareness is very valuable for all pupils.

Visits are organised at the lowest possible cost, and the opportunity to save over a period of time is available. A full risk assessment is undertaken by the co-ordinator of the trip.

Find out more about the new National Curriculum:

Can you link the new national curriculum guide for parents that I attach please