

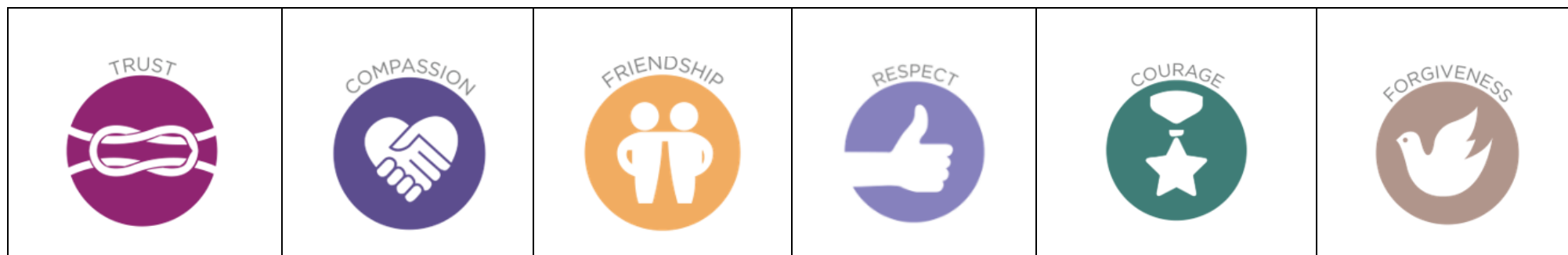


The Quality of Education

At Dewhurst St Mary we believe that our curriculum offers our pupils a well-rounded education developing and gaining knowledge, skills and experiences beyond statutory guidance. We encourage curiosity in all our learners, guiding them to explore and understand the world around them. We seek to create meaningful ways to acquire and use language and vocabulary, closing the gap by providing a language rich environment. We provide opportunities to explore our sense of self and develop our spirituality. We offer our children an aspirational, engaging and dynamic education which will set them confidently on the path to success.

Alongside teaching the requirements of the National Curriculum, we have prioritised key values we want our children to experience and develop during their time with us. We use our values to underpin and unlock learning experiences in all areas of school life and to ensure our curriculum offer is enriched. Our values are personal to our school and reflect the social and educational needs of our families and our community.

Our school's Christian vision, Let your Light Shine, Matthew 5:16 can be read in many ways. Firstly, to recognise your own worth and the light you bring to those around you. However, it also means to help others to find the goodness and glory of God. By helping others find courage and hope when it is need and to offer compassion. To offer friendship and forgiveness and to trust in God and one another, showing respect to all living things in our world. Our curriculum encourages all our learners, guiding them to explore and understand the world around them.



Developing curiosity and enquiry skills help to ensure our children are eager to learn and acquire new skills and knowledge whilst being confident to ask for information and question ideas. Our approach to learning, based in our school values enables inquisitive thinking such as exploration and investigation. We believe will nurture natural problem solvers. In class, we encourage our children to discuss and debate their ideas-taking an active role in their learning. Lessons or sequences of learning may start with a question to stimulate engagement in the subject. Learning to ask and develop deep questions is modelled and encouraged as children progress through our curriculum.

Our curriculum has been designed with these five drivers in mind:

Language	Building on and Revisiting	Memorable Moments	Play	SMSC
<p>Well-developed spoken language and vocabulary correlates with academic attainment, mental health in later years, social interaction and relationship building and employment outcomes.</p> <p>Being able to talk about your learning is an integral aspect of the teaching of every subject.</p>	<p>Cyclical Model We have mapped out the skills (procedural knowledge) and knowledge (declarative knowledge) and content from EYFS to Yr6, so that what children learn builds on what they've learned before.</p>	<p>Active learning promotes recall and deeper understanding. Our children engage with lesson content rather than simply listening. This is additionally underpinned by dynamic and purposeful outdoor educational learning opportunities.</p>	<p>Our children play to practice skills, try out possibilities, revise hypotheses and discover new challenges, leading to deeper learning. Play allows children to communicate ideas, to understand others through social interaction, paving the way to build deeper understanding and more powerful relationships.</p>	<p>Spiritual- Children explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p>Moral- We recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>Social- We use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p> <p>Cultural- Our curriculum teaches children to appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>

Our approach to delivering the curriculum (pedagogy)

The approach we use when delivering curriculum content depends on the age of the children and the content itself. However, we broadly take a centrist approach-combining both traditional and progressive characteristics. Learning is delivered using a balance of teacher led and enquiry based activities, valuing the development of both knowledge and skills. Techniques used will include whole class teaching, modelling and demonstration where subjects are taught discretely as well as project and enquiry based learning with children working in groups. A progressive, more child centred approach, where learners play an active role in the learning process encourages the acquisition of knowledge and skills through 'play'-a more hands on learning experience. This way of delivering the curriculum may be more appropriate to certain subjects, activities, ages, aims or focus of a lesson or desired outcomes.

In general terms our curriculum is delivered using the following sequence:

Engage	Engage is a short stage in which children take part in a memorable experience to stimulate their curiosity, ask questions and make links to their prior learning. It provides an opportunity for cultural and real-world experiences and promotes discussion about the concepts introduced in each lesson, step or unit of work. This stage also includes an introductory knowledge session where children are taught new knowledge or are asked to recall prior knowledge.
Develop	Develop is a longer stage of learning, where children delve more deeply into the knowledge and skills required to understand and build their conceptual understanding. Learning is well-sequenced and interconnected. Vocabulary is developing and all children can use the classroom working wall to support their learning over time.
Innovate	The Innovate stage provides crucial opportunities for children to retrieve previous knowledge and skills in order to apply them in new contexts. They might develop their own version of a model, piece of writing or compose their own music. They might apply their learning to solve further questions or look back at questions which they were unable to solve before.
Express	Express gives children a structured opportunity to reflect on their learning, test their knowledge and celebrate their achievements. They may also express their opinions about others success, for example by responding work produced by their peers. They might look forward to what they would do differently next time or what they might like to discover next.

Our pupils will develop the emotional and physical security needed to become resilient individuals who are able to take risks and deal with different challenges across the curriculum and in the wider world by thinking positively and having the confidence to attempt tasks. Our desire for all our children is for them to be curious about the world around them and to be inquisitive and questioning through their learning and school life experiences.

Children leave Dewhurst St Mary Primary school ready and well prepared to access the challenges of the secondary school curriculum and beyond. They have developed a strong knowledge of a wide, diverse variety of authors, poets, musicians, scientists, sports people, artists or other significant

people and ideas within an area they have studied. They can communicate their knowledge and understanding using specific vocabulary which enables them to be fully understood and to explain their thinking. Our children have aspirations for the future and know that these can be realised with hard work and determination. The children are resilient, confident and independent which supports them in becoming physically and mentally healthy. They leave being able to make a positive contribution to the world in which they live.