

How we teach the curriculum at Elburton School

The curriculum at Elburton School is delivered through 5 Pods: Communications, Logic and Thinking, Community and Culture and ICT. Each of these Pods contains discrete subjects headed by subject leaders. The following are the principles of the Pods and discrete curricular areas.

Communication POD

Lead: Miss E Marriott

Our Vision of the importance of Communication

It is our belief that communication is the most important skill in equipping all our children for their future lives in an increasingly technological and communication based world. Communication is a part of everyday life; a fundamental skill that enables our children to make sense of the world around them and to take an active part in it. At Elburton, we firmly believe that all children have the right to be able to communicate effectively and we therefore take every opportunity to develop every child's full literacy skills and in doing so we develop their ability to speak, listen, read and write in order to fulfil an individual's potential and their place in society.

As teachers, we have the ability to inspire children as communicators by providing inspirational teaching and embedding these key literacy skills throughout the whole curriculum. The importance of this has been highlighted in the new curriculum which states: ***'English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum'***. These important building blocks are embedded through outstanding teaching in the foundation stage and these skills built upon throughout both key stages. Where children are experiencing difficulties with communication, effective intervention is put in place to ensure these children succeed and are able to speak and listen.

PSHE lessons across the school links emotional literacy, social skills and spiritual development alongside an integrated mindfulness approach in order to support pupils. This aspect of the children's education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

Through our exciting MFL teaching, children are given skills to aid language acquisition and develop a love of communication. At the end of their time at Elburton Primary School, we aim to ensure that every child leaves with these skills and as a passionate communicator with the skills needed to live in tomorrow's world, as encapsulated in our school's ethos:

Inspiring today's children for tomorrow's world.

English/Literacy: Lead Miss E Marriott supported in Key Stage 1 by Mr K Smithers with further support from Mrs H Jenkins and Mrs A Paterson.

At Elburton School we believe that Literacy is central to children's learning. At Elburton School we use a combination of Letters and Sounds, Read, Write, inc. and the Hamilton Trust as a basis for planning and delivering high quality Literacy lessons. This involves structured Literacy teaching each day to incorporate a wide range of reading, writing, word and sentence level work and differentiated independent activities to practice and extend skills. Guided reading and writing is incorporated both within and outside of literacy lessons. Guided reading is often taught using the Reciprocal Reading approach and is structured around the Project X reading scheme. Other resources including: Oxford Reading Tree books, high quality texts, e-books and Oxford Owl are used to embed reading comprehension skills. Our library areas are well stocked and we use a range of E-books are used to support independent reading.

The skills taught in English are also used throughout other curriculum areas: listening to and discussing topics; reading a range of non-fiction texts for reference and extensive study; writing in different styles appropriate to the task; and showing an awareness of audience. There is an emphasis on spelling, punctuation and grammar, which is taught both discretely and practiced through our daily Literacy lessons to ensure these essential skills are incorporated into all aspects of the writing process. The Spelling and Grammar Bug is used as a way of encouraging children to learn about punctuation and spelling in an exciting way.

We wish to encourage children to love books, have a desire to read for pleasure and to gain knowledge by using the skills taught. We strive to enable pupils to use high quality writing skills extensively in a range of situations. We aim for our pupils to become confident speakers and listeners.

Modern Foreign Languages: Lead Mrs E Johnson with support from Miss Greatrex

At Elburton School all Key Stage Two children must access to a modern foreign language. It will enhance skills, knowledge and development of children's oracy and literacy and their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this area as well as giving them a new perspective on their own language.

From Year 3 to 6 we have a specialist French teacher from Plymstock Secondary School. She teaches to the National Curriculum expectations and provides continuity across the school.

The provision of modern foreign languages at Elburton School is inclusive and aims to provide quality of opportunity for all children. Children for whom English is a second or additional language contribute to the intercultural understanding of their fellow pupils and are encouraged to take pride in, and develop their existing language skills.

Logic and Thinking Pod

Lead: Mr P Agnew and Mrs C Churchill

Our Vision of the importance of Logic and Thinking

We feel that the Logic and Thinking Pod, within the Elburton Curriculum, encompasses our ethos of

Inspiring today's children for tomorrow's world.

We firmly believe that through our subjects; Maths, Science and Gifted and Talented we have the power to provide inspirational teaching and prepare our children for their future. The vehicle that we can use to create logical thinkers, scientific minds and Number Happy children is by developing a curriculum which challenges all children in an environment where they are encouraged to question, justify and investigate as well as enjoy.

Through all areas of this Pod, we will endeavour to equip children with essential life skills and provide them with the opportunities to flourish and celebrate their achievements both in school and in the wider community. This will prepare them for the world that they will live in.

Mathematics: Lead Mr P Agnew and Mrs C Churchill

Elburton School is currently following the National Curriculum. This provides the school with a framework for the teaching of Mathematics. We use a variety of planning resources to deliver a mastery curriculum to support our children in embedding the Mathematical content and to tackle deeper thinking tasks.

Elburton School is part of the Cornwall and West Devon Maths Hub and works with lead mastery Mathematicians.

We also support the teaching of Maths with a wide range of practical resources to enable children to move freely between the concrete, pictorial and abstract aspects of Mathematics.

We believe it is important to help the children develop a positive 'can do' attitude to Mathematics as an interesting and enjoyable subject and to think clearly and logically with confidence, independence and flexibility. We aim to help them develop an understanding of Mathematics through questioning, practical experience and experiment, including the use of computers and an appreciation of the patterns and relationships in mathematics through investigation. We also stress its links with other curriculum areas. Home learning is encouraged through the use of Mathematics.

The acquisition of mathematical skills and knowledge, including fluency of basic number facts, is essential to these aims, as is the development of sound mental processes. We aim to ensure that the children become mathematically competent and aware of the skills at their disposal.

There is a carefully structured programme of skill acquisition, and regular monitoring of the children's progress through a range of assessment tests related to the National Curriculum.

Science: Lead Mrs S Bates and Mrs E Lake

The principal focus of science teaching is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. Pupils should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. Science is taught through units related to the National Curriculum. By upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates.

Science is taught and learned through individual, group and whole class work, both in explicit science lessons and through cross curricular teaching. Through working scientifically (investigation and experimental work,) children are given the opportunity to discover and investigate the world around them. We aim to allow children to develop an enquiring mind and a scientific approach to problems by teaching them the skills of observation, recording and interpreting. We also encourage them to question what they observe and to work co-operatively.

Opportunities are sought to link other areas of learning including Health and Environmental Education to Science. Every effort is made to ensure that Science activities and investigations provide the children with equal opportunities and the safe use of equipment is promoted at all times.

Community and Culture POD

Community and Culture Pod: Lead Mrs A Baldwin

Our Vision of the importance of Community and Culture

The work of the Community and Culture Pod is best expressed by the maxim, "Learning about today's world; looking after tomorrow's".

The vision of the Community and Culture Pod is:

- To open children's minds and inspire their curiosity to understand the world around them.
- To create an environment where children can get involved in the greater community and be proactive, responsible citizens.
- To celebrate the cultural diversity in our society and understand the influence of religion in the local, national and global community.
- To gain knowledge and understanding of religion and to learn to articulate their personal beliefs, ideas and values.
- To enthuse, motivate and inspire pupils to want to know more about the world they live in.
- To understand the relationships between the human and physical worlds, how they affect each other and how they might be managed for a sustainable future.
- To consider how historical knowledge influences the present and how this can help decisions about personal choices, attitudes and values.

History: Lead Mrs A Baldwin

In this curriculum area, we aim to help the children to understand the present in the context of the past. Through the study of History, we aim to foster enthusiasm and interest in the past, and also to develop attitudes such as respect for evidence and understanding of conflicting viewpoints.

We provide opportunities for the children to study a variety of History: local, national and from other parts of the world; from recent times to ancient civilisations. We encourage the children to develop a sense of time, recognising that some things change and some things stay the same. We look for reasons and results, for links between events, and similarities and differences.

As the children are increasing their knowledge and understanding of History, other important learning skills are being developed. These include research, organisational and communicational skills. These are valuable in many other curriculum areas, and thus a study of History contributes to a broad and balanced general education.

Geography: Lead Mrs R Light

The aims of the geography curriculum are to encourage pupils to ask questions about their surroundings – both about the physical nature of the landscape, their environment and the effect of humans on the landscape.

Pupils are provided with guidance and the means to answer these geographical questions; through first hand observations, field study and research methods.

They are encouraged to consider their own views and others opinions about issues relating to the world around them. Global links further support their understanding of the wider world.

Religious Education: Lead Mrs L Sumner

It is a legal requirement that all County and controlled schools must provide religious education for all pupils. In Devon, this is carried out in accordance with the agreed syllabus drawn up by a conference involving local churches, teachers and the LA. Parents may request that their child be withdrawn from Religious Education lessons. Work and supervision for such children will be provided. Such a request should be made to the Headteacher in writing.

Religious Education at Elburton School seeks to contribute to the development of the child's own beliefs and values, and to bring them to a knowledge and understanding of religion. We aim to meet the requirements by following the Agreed Syllabus for Devon, Plymouth and Torbay. The focused religions include Christianity, Hinduism, Judaism, Islam, Buddhism and Sikhism. Wide ranging aspects of each religion will be explored. Visiting speakers and workshops are organised to further broaden their understanding of these religions.

At the end of their time at Elburton School, the children will have had the opportunity to share their views, and develop a respect and tolerance for other people's beliefs.

Creativity POD

Lead: Mrs H Holmes

Our Vision of the importance of Creativity

Creativity is a part of everyday life, a powerful unique form of communication that can change the way pupils feel, think and act. It helps to prepare pupils to participate in tomorrow's rapidly changing world encouraging them to become autonomous and creative thinkers.

The teaching of creative subjects encourages the development of coordination, speech, language, aural perception, social skills, emotions, physical skills, imagination and aesthetic

and cultural appreciation. It also promotes active involvement in different areas, both individual and communal, developing a sense of group identity and togetherness.

In addition creativity provides opportunities for pupils to face up to different challenges and develop positive attitudes which can lead to improving the quality of life. Pupils learn how to plan, perform and evaluate their actions or ideas to improve both the quality and effectiveness.

Finally creativity is unique in that it can allow some children to access the curriculum, who might otherwise feel excluded. These children may not be successful in the more academic subjects, but through creative subjects, can explore and demonstrate their talents. This leads to them discovering aptitudes, ability and passion for areas of the curriculum that can develop feeling of self worth and appreciation. It also reinforces the fact all people are different and that everyone has something to offer.

Art, Craft and Design: Lead Miss A Norton

Art, Craft and Design is a subject on which children can learn through visual research from the world in which they live. Art is used as a means of visual and tactile communication. We aim to develop children's practical design and craft skills, creatively, expressively and with technical competence. Children are encouraged to respond visually and express ideas and feelings about their own and other artist's visual images and artefacts, showing imagination, enjoyment, understanding and inventiveness. They will be given the opportunity to understand the contribution of artists, designers and craft workers to their own and other cultures past and present. It has an important part to play in school, both as a subject in its own right, and in playing an inherent communicative and supporting role in most other areas of the National Curriculum, as we deliver them in our school.

The children are given opportunities to visit local art galleries and churches, and we forge links with local artists who come and work with the children.

PE: Lead Miss N Jones and Mrs T Sammels

PE at Elburton School involves pupils in the continuous process of planning, performing and evaluating in the areas of Games, Gymnastics, Dance, Athletics, Outdoor and Adventurous activities, and Swimming. We are committed to providing a minimum of 2 hours of high quality PE for all our children.

The greatest emphasis is placed on each child's enjoyment of being physical and the need for activity and movement. We seek to promote physical activity and healthy lifestyles, to develop positive attitudes and to always ensure safe practice.

PE also plays a vital role in the emotional development of children. It can inspire children to achieve not just physically but also academically. Children can learn the vital skills of team work which can also be applied to forming friendships both in and out of school.

At Elburton School we have two playgrounds, a school hall, a sports field, and our own swimming pool.

Information about the sporting clubs available to the children can be found on the clubs section of our website. Throughout the year there are opportunities for participation including Football, Netball, Athletics, Tag-rugby, Dance, Rowing and Cricket

PE and Sport is supported by use of the School Sports Grant. The school is a member of both the Plymstock and Plymouth Sports Partnership. All children participate in level 1 competitions. Representative teams compete at level 2 competitions in a variety of sports. The school has regular access to a specialist PE teacher. The SSG has also been used to support other specialist coaching including Bikeability and Balanceability.

Our school has a proud sporting tradition and a very strong reputation across the city for talented sports stars but also and just as importantly fair play, team work and sportsmanship.

Design and Technology (DT): Lead Mrs T Hatch

Design and Technology capability requires the children to combine their designing and making skills with knowledge and understanding, using aspects from Art and Science, in order to design and make products. This capability will be developed through three types of activity.

Design and Make assignments will enable children to develop a product to meet a need, e.g. a Christmas decoration or Healthy sandwiches. Whilst, for example, learning how to use a saw effectively, the child will be engaged in a focused practical task. By exploring existing products, children can apply what they have learnt to a product of their own.

To achieve success with their products, the children will need to have a working knowledge of a range of materials. By the end of Key Stage Two, children should have had experience of each of these: resistant materials, textiles and food.

Music: Lead Mrs H Holmes

Music is a very important part of the creative arts in general, and therefore has an essential place in the balanced education of all children. The school uses a scheme called Charanga, a highly effective interactive scheme that has clear progression and can be accessed by all staff. Through Music, we aim to enable the children to use, and understand, sound as a medium of expression and communication. To achieve this, every child, by the end of Key Stage Two, will have been given many opportunities to listen to, invent, perform and appraise music in various forms.

All children in Year 4 and 5 receive expert clarinet tuition on a weekly basis. Children learn to read music and perform together and aspects of Charanga are also used to support the learning in these year groups. At the end of the year pupils have the opportunity to perform to the school in a Musical Talents assembly. In year 6, we run a clarinet club for those wishing to develop their knowledge and ability further and this is held weekly.

We also have a School Band club (held after school) which invites children who play an instrument to join and experience being part of an ensemble.

Peripatetic tuition for keyboards and guitar is arranged termly and a charging policy is in existence for these half hour sessions. Children who learn to play an instrument, either in school or privately, may perform during assemblies.

Through teaching Music with clear progression, it is hoped that every child will develop a wider appreciation and enjoyment of the subject.

The school is very proud of the high standard of singing amongst all children and this love of singing is started in KS1. Pupils in KS2 are invited to join the choir in the Autumn term and it is always well attended. Children have the opportunity to perform at the school fair, nursing homes in the local community, KS2 Carol services and from time to time the Lord Mayor's carol service held in St Andrew's church.

ICT POD

Lead: Mr S Griggs

Our Vision of the importance of ICT

At Elburton we recognize the importance of computer technology in everyday life. Through following the new National Curriculum for computing, we aim to equip our children with the foundational skills, knowledge and understanding of computing they will need for the rest of their lives.

The children will be taught how computers and computer systems work; they will design and build programs, develop their ideas using technology and create a range of content. Allowing children regular, meaningful access to a range of computer-based technology throughout the curriculum will help to embed these skills and develop their understanding.

We view 'computational thinking' as a key skill within this curriculum area, and one which can be applied across a range of other curriculum areas. Solving problems, refining ideas, de-bugging, drawing on prior learning and thinking logically, systematically and creatively are all skills that we teach the children in order to be successful in computing. These skills are vital to prepare children for the workplace and able to participate effectively in the digital world.

Children's safety is of paramount importance to us; however, we not only provide a safe environment in which children can learn, but we also teach our pupils how to use information technology safely and respectfully themselves and how any misuse or inappropriate content can be reported and dealt with affectively. We understand how many parents may feel daunted by their children's use and understanding of technology; for this reason we also provide parents with guidance as to how issues involving eSafety can be raised, debated and monitored at home.

Computing: Lead Mr S Griggs

The core of computing is computer science; our goal is to teach pupils in Key Stage 1 and 2 the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

Pupils are taught how to use information technology safely and respectfully to create programs, systems and a range of content which can be applied throughout the curriculum.

Through following a progressive, challenging programme of studies, the pupils will become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – to think computationally and become active participants in the digital world.

Foundation Stage

The children in the Early Years Foundation Stage at Elburton Primary School are valued as unique individuals who develop and learn in individual ways and at varying rates. A high quality Early Years experience provides a firm foundation on which to build future academic, social and emotional success. A child's first experience of school has a major impact on their perception of learning. A child who is happy, safe and secure in their environment will have a firm foundation from which to develop, grow and flourish.

At Elburton Primary School we carefully consider each child in our school in terms of their needs, interests and stage of development and use this information to plan a challenging and enjoyable curriculum across all the areas of learning and development. All staff throughout the Foundation Stage make careful observations and assessments to monitor the children's progress and further develop their learning.

In our two Foundation classes we follow the Early Years Foundation Stage statutory framework. The Foundation Stage curriculum focuses on three prime areas of learning: personal, social and emotional development, communication and language and physical development and four specific areas of learning: literacy, mathematics, understanding the world and arts and design.

Each area of the curriculum is taught through our exciting topic work, so that learning is always meaningful and relevant. Each topic is introduced with a 'Wow' moment to capture the children's imagination and concluded with a final celebration of our topic (these activities include school trips, visitors and topic related themed days.) Our topics include; Ourselves, Autumn, Celebrations (Diwali/Christmas), Light and Dark, Frozen, Houses and Homes, Signs of Spring, Easter and Under the Sea.

Following an initial baseline assessment, Teachers and Teaching Assistants complete regular ongoing observations and assessments to monitor the children's progress throughout the year. At Elburton Primary School we capture children's development by creating an electronic learning journal specific to each child. This learning journal is shared with parents regularly throughout the year. Observations and assessments feed into planning of lessons and activities to ensure children make progress and engage with the Foundation Stage Curriculum.

Children are welcomed into stimulating, organised indoor and outdoor classrooms with interactive learning areas to engage, interest and encourage them to become independent, enquiring learners.

