

**ELLACOMBE &
LITTLE STARS**

Curriculum Policy

Policy Reference No	CUR007
Review Frequency	Annual
Next Review Date	Autumn 2026

Accessibility and Language Support

If you require this policy in an alternative format or language, please contact the Trust People Team or your Head Teacher /Manager/Executive Head/ Member of Trust Leadership Team/Member of Trust Executive Team (as appropriate). We are committed to ensuring that all colleagues have access to our policies and can fully understand and engage with them and will work with you to provide the necessary support and resources.

Curriculum Intent, Implementation & Impact

Intent: What we want to achieve at Ellacombe

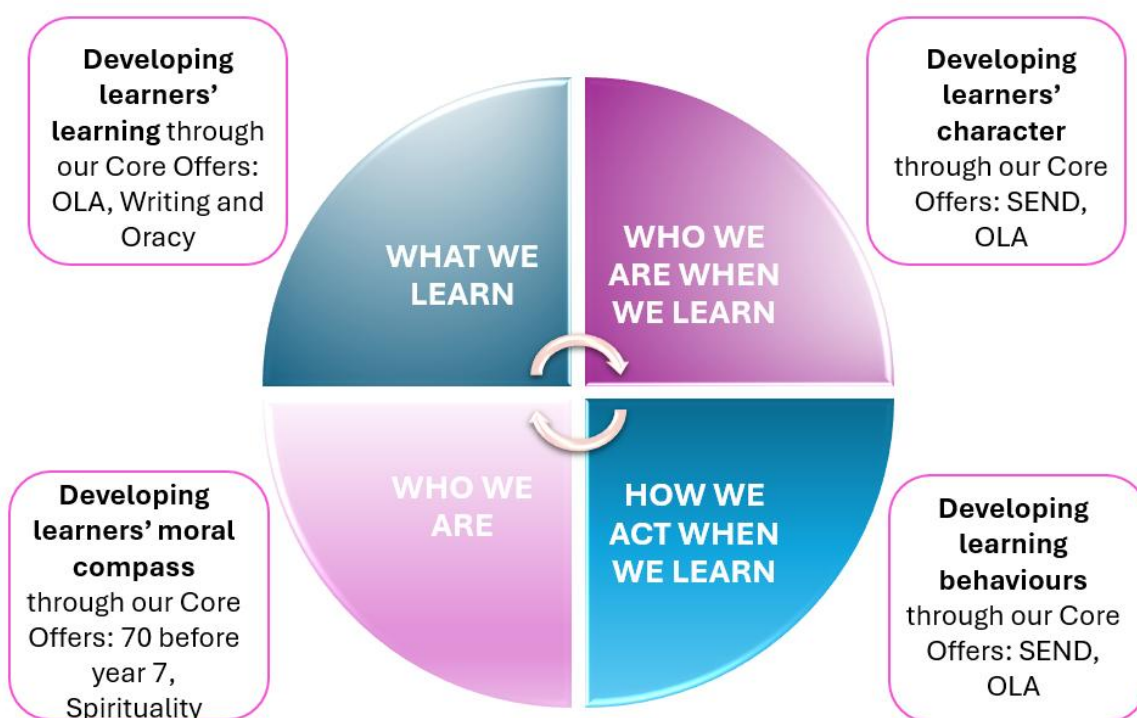
As a Trust, we understand the importance of learning more, knowing more and remembering more, securing knowledge, practice and showing our dedication to become confident and flexible thinkers. We deliver all subjects in the National Curriculum but in a way which reflects the pupils, community and vision in each of our schools under the Trust vision of *"Flourishing Futures"*:

Our curriculum is the beating heart of our school and is rooted in John 10:10. ***"I came that they might have life and live it to the full."***

Our curriculum has been deliberately designed to be ambitious and meet the needs of all our children as well as the National Curriculum expectations. Subjects have been planned to immerse the children within their familiar local context before expanding their knowledge nationally and across the world.

Our curriculum design is rooted in developing our pupils as learners under **4 key principles**:

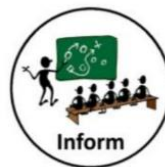
- Developing learners' learning
- Developing learners' character
- Developing learning behaviour
- Developing learners' moral compass



WHAT WE LEARN



Our children will experience a knowledge rich curriculum, underpinned by oracy, language and reading.



WHO WE ARE WHEN WE LEARN



Our children's uniqueness will be nurtured so that they develop self-discipline and integrity to make good choices.



HOW WE ACT WHEN WE LEARN



Our children will develop their learning behaviours and attribute so that they can embrace all opportunities and think critically.



WHO WE ARE



Our children will develop a deep sense of self and others to contribute positively within the diverse community and world in which they live.



Every child in our Trust is recognised as individual and unique as is every community and context. Our vision is to provide an overall education which prepares each pupil with the tools and strategies needed to embrace the opportunities and challenges in modern day Britain. We also aim to ensure that our pupils know how to make a positive contribution to their community and wider society.

The ability to learn is underpinned in curriculum subject areas by the teaching of basic skills, knowledge, concepts and vocabulary. There are clear, identified end points in each phase of learning which build upon what has been taught before and gives our pupils the required knowledge and skills for their next stage of learning. Our curriculum is not solely focused on academic subjects and achievement however - our LAP **“70 promises before year 7”** means we provide pupils with rich learning experiences, educational visits, residential, extra-curricular activities and enrichment opportunities. We want our pupils to feel fulfilled at school and talk about their primary school years as being full of great memories; we believe that our pupils **“cannot be what they cannot see”**.

Our Christian Vision

Our school's Christian vision shapes the strategic and operational direction of our school. It reflects our local context and informs our relationships with each other and our stakeholders. At Ellacombe, this is:

‘Together, we take footsteps towards a brighter future.’

We believe our children's future is created, as a collective, every day. Every step counts!

Our vision is to provide a nurturing and supportive learning environment where everyone has the confidence to fulfil their hopes and aspirations; our inspiring, enriched curriculum promotes a thirst for knowledge and develops self-belief.

Our Christian Values

The school's Christian values underpin our Christian vision and give pupils confidence to listen, question, explore and challenge themselves, and each other, in pursuit of their learning.

Love

Stewardship

Hope

Trust

Perseverance

Our curriculum intent is intrinsically linked to our vision statement; **‘Together, we take footsteps towards a brighter future,’**

Our pupils will consider how our past has shaped our future; exploring the pioneers who dedicated their lives to uncovering scientific truths, the leaders who fought to bring justice and peace, and the artists and poets who inspired generations to come. This will in turn inspire our pupils to understand how they themselves can contribute to society in the future and add cultural capital to our communities.

Through exploring our impact on the world around us our pupils will understand how they have the power to shape the future of our planet. Our School's unique history and that of the local area will form the foundations of our curriculum, building on the history and geography of the school building, the local area and utilising local links.

Implementation: How we achieve this at Ellacombe

How is our curriculum taught at a subject and classroom level?

At Ellacombe, our curriculum is displayed visually through our Flourishing Futures Curriculum Tree. This is a visual representation of our vision, values, roots, core and branches. It shows how the different areas of our curriculum are intrinsically linked, growing out of, and supporting, each other.

Reading:

The teaching and acquisition of reading skills is prioritised across the Trust to allow our pupils to access the full curriculum; at Ellacombe this is the core of our Curriculum Tree. We use a systematic synthetic Phonics (SSP) programme for the teaching of early reading skills beginning with pupils in our nursery classes learning initial sounds and building on this in the Reception and Key Stage One classes. We then use a whole class reading programme to teach reading and vocabulary development, through set texts, once the pupils have acquired enough reading skills to be independently accessing texts.

Our aim is for all of our pupils to be on the whole class reading programme by the end of Year 2. Where a pupil has been identified as not on track to achieve this target, intervention is put in place through bespoke teaching and 1:1 reading support to enable them to catch up and achieve in line with their peers.

We also develop a Love of Reading through pupils being able to access a range of reading resources and texts in the central school library and reading corners.

Planning:

The curriculum overview is carefully mapped out to ensure that pupils acquire knowledge, vocabulary and skills in a well-thought out and progressive manner in every curriculum subject; this ensures sufficient coverage across each subject over time along with opportunities to re-visit key concepts. New learning is based upon what has been taught before and prepares pupils for what they will learn next; there are clear end points which pupils work towards on their learning journey. We know that if our pupils are learning our curriculum, they are making progress and are being prepared for the next stage of their educational journey.

Assessment:

Assessment is thoughtfully designed to shape future learning and usually takes place within the lesson. It is not excessive or onerous as it is part of the day-to-day working practices of the classroom and aligns with our Feedback Policy; it enables teachers to ensure that pupils embed key concepts in their long-term memory. Key skills and objectives for curriculum areas are revisited throughout the year and applied in different contexts. Pupils revisit prior learning in their workbooks, as an introduction to their new learning, and this provides a context upon which pupils can integrate their new learning into a wider context.

Subject Leadership:

The role of the subject leader is pivotal in the successful implementation of our curriculum. We aim for all subject leaders to be specialists in their areas; they will have the knowledge, expertise and practical skills to be able to champion their areas effectively. Each curriculum subject has a dedicated subject leader with clear roles and responsibilities who leads on the curriculum design, delivery and impact in their own curriculum area. At Ellacombe, the subject leaders work in partnership with other leaders in their 'branch' and a member of SLT, to collectively drive forward their curriculum areas.

Subject leaders and leaders at all levels, including those responsible for Governance and School Improvement, regularly review and Quality Assure the subject areas to ensure that they are being implemented effectively and coverage, breadth and balance is well-established.

CPD:

In order to be able to deliver the best and most up to date curriculum, we provide staff with high quality CPD in their subject specific pedagogy. This may include attending nationwide courses on the curriculum, assessment of research but also as a result of sharing through best practice networks across the Trust including being part of an English Hub. Through the promotion of the National ECF and NPQ programmes, we aim to give staff the expert knowledge required to deliver the subjects that they teach. Alongside this, the Trust is also a member of the relevant national associations for National Curriculum subjects; through this we receive updates, courses and research findings into effective provision for primary pupils. Ongoing professional development through subject leader networks and incremental coaching is available for all staff to ensure that our curriculum requirements can be met most effectively for our pupils. The use of the 'branches' leadership model, at Ellacombe, supports new leaders through working in close partnership with more experienced colleagues.

Impact: How we know we are being successful at Ellacombe

Outcomes for Pupils:

Our curriculum enables all our pupils to make excellent progress from some low starting points; it leads to solidly good outcomes and results for all our pupils. We are consistently aiming to be above national averages for outcomes at the end of EYFS, KS1 and KS2 with gaps closed or closing for those pupils disadvantaged. We regularly achieve highly in the phonics screening check for our Year 1 pupils and usually all our pupils have passed the phonics screening test by the time they leave Year 2 unless there is a special and specific learning need. Pupils with additional learning needs make good progress across the curriculum in line with their own progress measures. Assessment of these pupils is in much smaller and achievable steps.

Monitoring and Evaluation:

The Senior Leadership team in each academy is responsible for the monitoring and evaluation of the curriculum and this takes the form of learning walks, book looks and pupil conferencing. The information from these triangulated activities form the basis of the impact assessment for that curriculum area which feeds into the school's SES and SDP. The quality of the curriculum also forms part of our Academy Health Checks which are quality assured by the Trust's Senior Leadership Team. Annual full peer review days, along with subject specific development days, enable the full curriculum to be monitored and evaluated throughout the year.

Our Curriculum Subjects

Each of our subjects has a curriculum intent which are outlined below. Our subject Curriculum Maps detail the content covered in each year group over the academic year: this enables the building up of the knowledge and skills; links between subjects; and opportunities to re-visit key curriculum concepts.

English	As communicators, our children will experience an English curriculum which is underpinned by oracy and language. Our children will build confidence as verbal and written communicators who are fluent readers and are prepared for the next step in their education. The English curriculum will be language-rich, foster a love of our literary heritage, encourage children to take pleasure in books and acquire knowledge across the broader curriculum. As writers, children will learn to craft texts for a variety of audiences and purposes and develop their authorial voice with an increasing knowledge of vocabulary and grammar which will equip them for the future.
Maths	As mathematicians, our children will develop a deep conceptual understanding through exploration, reasoning and problem solving of all areas. We expect our children to explain and articulate their understanding and become fluent in number so they can use known number facts to make efficient choices with calculations. They will make connections and discover patterns to take creative approaches when faced with challenges, showing an appreciation of the beauty and power of Mathematics. We aim to develop resilient learners and our children take time to deepen their understanding of mathematical concepts using resources and representations.
Science	As scientists, our children will experience a sense of awe and wonder of their environment and the natural and physical phenomena of the world they live in. They will understand how scientific advancements and the work of scientists continue to shape human achievement. They will learn scientific enquiry skills that will enable them to predict, investigate and evaluate evidence and draw conclusions. Pupils recognise the power of rational explanation that enables them to ask and answer questions.
Geography	As geographers, our pupils will hone their knowledge of place and location as they develop a curiosity and fascination about the world and its people. Our children will understand the world's most significant human and physical features while understanding how people interact with and impact the natural world. They will understand the links between the growth of settlements through industrial progress and growth of societies enabling them to become stewards of the future and environmentally minded global citizens. They will discover how landscapes and environments, both rural and urban, have changed over time and the impact of these changes.
History	As historians, our children will be encouraged to question their understanding of the past; inspiring a curiosity to learn more about the society in which we live and those of the wider world. Children will critically examine sources and evidence, establishing clear and coherent narratives through civilisations, empires and communities across both Britain and globally. With this knowledge, they will be able to critically evaluate and explore change, making connections, identifying contrasts and trends over time and recognise how the past impacts upon the present and our futures.
RE	As global citizens, our children will develop a positive sense of self and others through a coherent, knowledge-rich understanding of religion and belief. They will gain an understanding of what people believe and the difference this makes to the way in which they live. They will express their own ideas in response to material they engage with and be curious to ask increasingly challenging questions. Through these meaningful discussions and reflections, our children will develop respect for those of different faiths and beliefs and develop a moral and cultural awareness of what it means to be human in today's diverse world.

PE	As well-rounded, active citizens, our children will feel a sense of belonging by immersing themselves in a wide range of physical activities. The PE curriculum enables our children to use movement confidently, developing respect for themselves and each other and a positive sporting attitude. Our physically demanding and challenging curriculum inspires all to succeed and excel, developing both physical and mental health and wellbeing. Opportunities for positive competition in sport and other activities build character and self-discipline whilst encouraging our children to continue to have an active lifestyle beyond their school life.
Art	As artists, our children will be challenged and inspired to develop a sense of individual expression and have the confidence to imagine, invent, design and create their own works of art through a wide range of media and techniques. Experimentation, fuelled by curiosity, is embraced and valued as children develop techniques in using colour, pattern, texture, line, shape, form and space. Alongside this, children will deepen their knowledge of great artists, as well as local artists, who have shaped and contribute towards our artistic culture and heritage on a local, national and global scale.
DT	As designers and constructors, our children will be empowered to be inquisitive and curious learners. Within the design technology curriculum, they will become critical thinkers, partaking in analysis of the impact of Design Technology on everyday life and the wider world, where they will evaluate past and present innovative enterprise. Our children will research, plan, design, make and critique products that solve real and relevant problems within a variety of contexts considering their own needs and others' views, needs and values.
MFL	As linguists, our children will deepen their understanding and respect for the world and cultural differences in other countries. We are committed to developing a love of languages to encourage children to become curious and interested in the world around them. Using authentic texts, pupils will embed the skills of listening, speaking, reading and writing in another language. This learning will be applied in a variety of contexts, enabling them to build an understanding of the language structures, patterns and sounds; this will stimulate their curiosity about language. Children's knowledge of how language works will be developed to lay foundations for the future language learning.
Computing	As users and programmers of communication and information technology, our children will develop their computational thinking, logical reasoning and digital literacy. They will use a variety of computer software programmes to express themselves, to develop their ideas, to solve challenges, to design coding programs and systems and to create content. Our emphasis on online safety for all pupils will equip our children with the knowledge and skills to keep themselves and others safe online and to use information technology in an informed and responsible way. Through our curriculum, our children will be able to thrive and participate actively in a continually evolving digital world.
Music	As musicians, our children will be inspired to develop a love of music through listening, performing, composing, playing, evaluating and learning about music across a range of historical periods, genres, styles, traditions and cultures. Our children will foster their musical talents with opportunities to learn musical instruments, develop their understanding of musical notation, improve their singing voices and create music on their own and with others. This will enable our children to grow in self-confidence, express their creativity as well as experiencing a sense of achievement.
RHE	As healthy, confident and resilient children of modern Britain, our children will be supported to understand themselves and others; their families, our communities and the wider world. In doing this, children will be supported to develop a deep sense of self-worth, self-respect, self-awareness as well as self-discipline. We want our children to be equipped to both face and overcome challenges and develop the character that we know is fundamental to being successful, happy and productive members of society; that they can achieve goals and ambitions and they have the skills and the resilience to recover from setbacks which may occur in life.