



Escomb Primary School



School Mission Statement *Growing and Learning Together*

The context of our school...

- Outskirts of BA Semi rural location near Escomb Saxon Church Witton park
- Local area is steeped in History and surrounded by countryside
- We are situated near the Cathedral City of Durham.
- The school has 17% Pupil Premium children
- The school has 17.5% SEND pupils (27.1% of boys compare to 7.5% of girls)
- We are a predominately white British school.
- Our school believes in equality and diversity

...and how this influences our curriculum.

- Our curriculum includes local historical events, people and buildings and maximises our locality where possible
- We access local resources, such as museums, galleries and public places to enhance pupils' learning further
- We provide a variety of rich and engaging experiences beyond the classroom and local town
- Our curriculum is inclusive for all, no matter of ability. Careful thought is taken when timetabling lessons for those who need intervention
- Pupils are exposed to, and taught about, other cultures and religions to broaden their understanding of diversity in modern Britain.
- Wherever possible, we include a range of genders, races, ages and disabilities when learning about people.

School Vision

At Escomb Primary School we welcome, achieve, aspire, create, challenge, enjoy, learn, respect, care, value, share, and keep each other healthy and safe.

Escomb
School provides
Challenges &
Opportunities to
Motivate and encourage everyone to be the
Best they can be!

Curriculum Vision

Knowledge & skills: to provide our pupils with a wealth of general knowledge about our world in order for them to succeed. We want children to know and remember more.

Wellbeing: to equip our pupils with both physical and emotional and mental wellbeing to ensure a positive learning attitude and experience.

Core Values

In addition, we embed our core values in in everything we do.

Respect & Responsibility
Honesty & Truth
Kindness & Friendship
Empathy & Understanding
Courage & Determination
Resilience & Self-belief

Aspirations: to prepare and inspire our pupils for the next stage of their journey towards adulthood

Rights Respecting School

In 2019 we were awarded the SILVER award for Rights Respecting. The 'Rights Respecting School' award (RRSA) helps our pupils to grow into confident, caring and responsible young citizens both in school and within the wider community. By learning about their rights, our pupils also learn about the importance of respecting the rights of others. So that the Rights Respecting Ethos is embedded in all that we do, we will link Articles to our curriculum where possible. These are found on the Long Term and Medium Term Plans for each subject.

International School Award

In September 2019 we gained re-accreditation of the International School Award. At Escomb Primary School an international ethos is embedded throughout the whole school curriculum so that our children gain the cultural understanding and skills that they need so that they are truly global citizens and prepared for successful lives and careers in an increasingly global economy. Our international work also includes involvement of the wider community as well as collaborative curriculum-based work with a number of partner schools abroad.

From 2010, through Connecting Classrooms, we have had partnerships with schools in Tanzania, Botswana, Mozambique and Japan. These links still have a positive impact on our curriculum as we use resources and teacher's first-hand knowledge and experiences to bring the learning alive. We have also had Language Assistants work from European countries in school. The school has been involved in two Erasmus+ projects with partner schools in Finland, Czech Republic and Spain. We are currently involved in a Turing Scheme programme that links us with a school in Spain.

Curriculum Intent

EYFS Curriculum	Key Stage 1 & 2 Curriculum
<p>PRIME</p> <p>Communication and Language; Personal; Social and Emotional Development; Physical Development</p> <p>SPECIFIC</p> <p>Literacy; Mathematics; Understanding the World; Expressive Arts & Design</p> <p>Characteristics of Effective Learning</p>	<p>English, Maths, Science, Geography; History; Music; P.E.; Art & Design; Design & Technology; Computing, R.E.;</p> <p>PSHE(<i>includes SRE</i>); Spanish (<i>at KS2</i>,</p>

Our academic curriculum is structured providing for each key stage and year group:

- A clear list of what must be covered based on the Statutory Guidance within the National Curriculum (see individual subject Long term Planning Grids)
- Progressive knowledge and skills which will shape children as, for example, scientists or historians.

Curriculum Offer:

We pledge to provide our pupils with the following educational experiences

	Daily	Weekly	Termly/Annually
EYFS	<ul style="list-style-type: none"> • Access to indoor and outdoor spaces • 1 x storytime • 1x Nursery rhyme time • 1 x RWI phonics lesson • 1 x maths mastery • 1x finger gym • 1x social skills • Healthy snack and milk • Extensive choice learning opportunities within a well-planned learning environment, with individualised learning and teaching for each child. • Specialist trained staffing • Active 30 	<ul style="list-style-type: none"> • 1 x hour of Physical Education • 1 x music lesson • 1 x PSHE lesson • 1 x Let's get creative session • 1x Squiggle Whilst you wiggle session • 1 x Celebration & Behaviour Assembly • 1 x Key Stage assembly (Linked to Religious festivals/PSHE themes) • 1 x W/S Singing • 1 x Class Assembly 	<ul style="list-style-type: none"> • Pantomime visit in school • Theatre group in school • Anti-bullying celebration • E-Safety celebration • Whole school sports event (Sports Day) • World Book Day celebration • Whole School Christmas Meal • Whole School Harvest Celebrations
KS1	<ul style="list-style-type: none"> • 1 x Maths lesson • 1x RWI phonics session • 1 x Arithmetic session • Story time • Outdoor Playtime • A healthy meal • Active 30 	<ul style="list-style-type: none"> • 2 x hours of Physical Education • 1 x English text/writing lesson • 1 x Science • 1 x Music/art lesson • 1 x Geography/History • 1 x PSHE lesson • 2 x Handwriting session • 1 x Celebration & Behaviour Assembly • 1 x Key Stage assembly (Linked to Religious festivals/PSHE themes) • 1 x W/S Singing 	<ul style="list-style-type: none"> • Whole School Easter Celebrations • Whole School Christmas Carol Service & Performance • Religious festivals and celebrations (e.g. Chinese New Year) • At least 1 visit or visitor linked to study area • Opportunity to access sports festivals and competitions • Opportunity to attend an After School Club

		<ul style="list-style-type: none"> • 1 x Class Assembly 	
KS2	<ul style="list-style-type: none"> • 1x English lesson • 1 x Maths lesson • 1 x Arithmetic session • Outdoor Playtime • A healthy meal • Active 30 	<p>As above plus</p> <ul style="list-style-type: none"> • 1 x swimming lesson (Termly class rota) • 1 x MFL lesson • 3 x Storytime • 3 x spelling programme sessions 	<p>As above plus</p> <ul style="list-style-type: none"> • Year 6 Puberty Talk • Year 6 Safety Carousel • Year 6 Residential Visit

Implementation

Delivery

- Our Learning Challenge curriculum is enquiry based. We want our children to know and remember more and be able to confidently retrieve important facts. Therefore, we teach subjects over a term instead of blocking and teaching over a short space of time e.g Geography one week and History the next. We constantly use a range of retrieval strategies to help our children commit knowledge to long term memory. In this way, our children are encouraged to 'think hard' and remember more.
- Due to weekly PPA cover, another member of staff will teach a class for a weekly session each week. Some subjects, which are taught discretely, have a weekly place in the timetable including RE, PSHE and Computing.
- The order in which skills and knowledge are taught, within subjects, has been carefully thought out. Each subject is ordered in a particular sequence for a reason. For example;
- In History, times in history are taught in a chronological order, so that pupils gain an understanding of chronology.
- In Geography the types of maps, that children use over the years, become progressively more detailed over each year. We also plan place knowledge in concentric rings from Reception to Year 6 e.g school environment, Escomb Village, Bishop Auckland, County Durham, North East, Europe etc
- In Art, pupils experience and build upon their skills within drawing, painting and sculpture and the sequence enables pupils to not lose these skills over time.
- In Computing, hardware availability is a factor when sequencing so that pupils have access to the equipment they need for that study.
- In RE, the children build upon their understanding of Christianity in the first instance and then explore other religions in comparisons. We follow the Durham Agreed Syllabus.
- In Science, studies can be seasonal, such as living things, others may need external trips to ensure maximum learning and so these things need to be considered when sequencing.
- In Music, we follow the Durham Music Service progression map – using a wide range of other elements to supplement the delivery of these studies. Classes have the opportunity to have sessions delivered by DMS wider opportunity programme. This is also used to up-skill teachers.
- In PSHE we use Talking Points as the core for our teaching.
- In Spanish, we follow the sequence set in a delivered programme called Lingotots. This is delivered across Key stage 2 by a language teacher.
- We want our pupils to make links in their learning throughout each subject. Year on year, children will build on their prior knowledge, skills and understanding in order to deepen their thinking and learning. The basis of each unit, within a particular subject, always begins with an enquiry based

question. This question drives the unit and connects a sequence of lessons, thus enabling pupils to develop at a deeper level in one particular subject area.	
Locality Links	<ul style="list-style-type: none"> • The school will make good use of local resources and amenities to enhance the curriculum and engage the pupils. It will also enable teachers to draw upon the expertise of staff members at each venue, thus extending their subject knowledge. • Local resources such as: Bishop Auckland Mining Art Gallery and Castle, Durham Cathedral, Botanic Gardens in Durham, Tynemouth River study centre, Hamsterley Forest, will be used to enhance learning.
WOWS	<ul style="list-style-type: none"> • In order to excite, inspire and motivate our pupils in learning, each subject study will begin with a “Hook.” These can be in the shape of a visitor, out of school visit, a quality text, film or an object.
Tools for Curriculum Implementation	<ul style="list-style-type: none"> • There will be a continued focus on staff CPD to ensure high quality teaching and learning across curriculum subjects • There will continue to be a well-managed budget to provide quality resources and to subsidise trips to local links • There will continue to be well-maintained and engaging spaces to learn in school • There will continue to be a culture of high expectation and challenge for all children • Effective monitoring and review mechanisms will be in place to ensure the curriculum, we offer, is continuously of a high standard • Subject leaders, will lead with passion and have high expectations for their subject area, accessing and cascading CPD and network opportunities and following the Subject Leader’s Handbook guidelines.
Impact	
Overall impact	The impact of the curriculum is evident in the outcomes for all pupils. They will be confident and able in a broad and balance array of subjects. They will have a deep and embedded range of knowledge, skills and understanding that they will be able to expand upon year on year and take with them on the next stage of their academic journey and beyond.
Pre Learning and Refection tasks	<p>We are fully aware that some pupils may already have prior knowledge about a particular area of study, indeed some pupils may have very limited knowledge. In order for teachers to apprehend each pupils’ starting points, a simple pre learning task will take place. Here, the children will show, in pictures and/or words, what they already know about their new area of study.</p> <p>At the end of each study, pupils will carry out a Reflection Task. These require pupils to demonstrate the depth of their learning and will be different for each study within each subject, for example: Powerpoint presentation, Speeches, Posters, Q&A sessions and classes coming together to share knowledge. This all helps teachers assess each pupils’ level of knowledge, skills and understanding.</p>