



The Costessey Curriculum

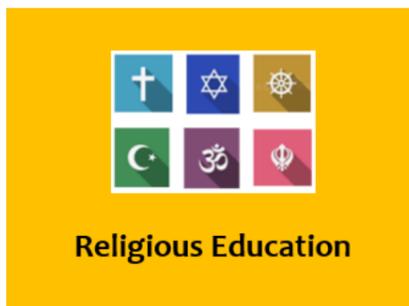
Intent

At Costessey Primary School we instil ambition for all through **discovery, exploration and creativity**. We seek to build the academic, social, emotional and economic skills to prepare children to take up their full place in our ever-changing world.

We continually strive to bring real-life experiences and opportunities into the curriculum and immerse the children within their current theme and make learning relevant. We have a wide range of physical resources so children are able to have a hands-on experience with religious artefacts and objects as well as inviting visitors into school where possible. Our aim is that our children leave our school with a broad, well-rounded view of the world and the different people, beliefs and traditions within it.

Our Knowledge, Skills and Understanding documents are designed to ensure that the skills required of our pupils build year upon year, allowing our pupils to leave KS2 already familiar with the reach of individual subjects and ready to take on the challenge of a subject-based timetable at secondary level.

We want our children to leave Costessey Primary knowing that religious beliefs are important to many; that different religions expect their followers to follow certain customs and practices and that is important to find out about and respect others' religious beliefs. We believe that by giving children the chance to learn about different religious beliefs, we are equipping them with the skills and facts needed to make informed personal choices and to become part of a wider community as they grow up.



Implementation

The academic year is divided into the history-heavy 'Discover' autumn term, the geography driven 'Explore' spring and the arts-based 'Create' terms. RE is taught throughout the whole year in either weekly, 30-minute lesson (KS1) or fortnightly, hour-long lessons (KS2).

Medium Term Plans are written by the Subject Leads to ensure the necessary coverage and progression as set out by the Knowledge, Skills and Understanding documents. For RE, long-term overviews come from the Discovery RE Scheme. This is then used by the subject lead to form a medium term plan for each year group which ensures a full coverage of the main world religions throughout the school and a progression of knowledge as the children move up the school. Year group teams are therefore freed to invest their time in the creation of quality lesson resources tailored to their cohort and incorporating a level of challenge to stretch the more-able.

In RE, we aim to encourage ambition by making children aware of different places, people and experiences and encouraging children to explore both their local communities as well as the wider world. Where possible, we will visit religious buildings within our locality or welcome visitors into school to share their knowledge about different religions. Artefacts are used sensitively in classrooms where appropriate to allow our children a closer connection with their RE units of study.

Our daily Collective Worship allows us to explore key religious festivals as they arrive throughout the calendar, as well as explore the social, moral, spiritual and cultural aspects of historical events.

The daily visual timetable in all classes from Y1 to Y6 informs pupils of what subjects will be studied when. A matching image plus explanation of the activity context in Curriculum Books allows pupils to see at a glance the development of work in each curriculum area. There are separate exercise books for English, maths, maths meetings and science. All other subject work belongs in the Costessey Curriculum Book with the exception of art, which belongs in sketchbooks.

All sessions have a learning challenge question, which children are encouraged to revisit and self-assess against at the conclusion of the session.

Sessions begin with a recap element (this may not be recorded in books). For discussion or practical based sessions, the record in books may be photographic, showing the practical activity in progress or an image of the class flipchart / screen to which ideas have been contributed. In RE, photographs of dramatized retellings of stories can be a key way to encourage pupils to engage with the characters and subject matter. In this way, pupils will be reminded of the work they have undertaken and be able to talk their way through their complete learning journey.

AfL and the regular revision of activities and resources is an integral part of our teaching. Lessons often start with a 'retrieval' task which revisits learning from previous lessons and previous years.

Teachers will alert subject leaders and the senior leadership to any areas of concern as they arise. Subject leaders will conduct regular book looks in order to be able to provide swift support where necessary, assessing the appropriate level of challenge and adjusting as necessary. Teachers and subject leaders will work together to identify those pupils who would benefit from an additional level of challenge.

Medium Term Plans will be reviewed at the end of each term with a view to making any adjustments as necessary before the next cycle. Even where all sessions have been deemed successful, subject leaders will still review plans in the light of the next cohort, taking into account any specific needs or challenges presented by that particular year group.

'Subject Evaluation' days will take place over the year, involving the Subject Leader, member(s) of the Senior Leadership team and including pupil interviews plus visits to lessons where possible.

Impact

As our curriculum is a progression model, children who are succeeding with the challenges provided in each year group can be deemed to have made progress from the previous year.

Teachers will be aware of the learning journeys that their pupils are on and be able to provide examples of where they have adapted or deviated from plans to meet needs, evidencing that adaptation with work in books.

Work in books will show that children take pride in their work. Activities will be able to be tracked through a coherent sequence of lessons and misconceptions will be addressed with further activities. Subject specific vocabulary will be evident in pupil work.

Where children find it difficult to record their thoughts in written format, alternative recording methods (e.g. video / voice recordings on Seesaw; use of an adult as a scribe) will capture their progress in a subject.

Pupil voice interviews will reveal children who are able to talk confidently about what they have learned. They will be able to talk about the specific features of different subjects and demonstrate an understanding of how what they are studying now builds upon what they have studied previously, as well as where their studies will take them next.

Children will be able to explain how they receive feedback from their teachers and how they know what it is they need to work on next.

The quality of written work in Curriculum Books will be brought into line with the quality of written work in English books.

Pupil work on display in classrooms and corridors will celebrate pupil success and showcase the range of opportunities that Costessey Primary School provides.