



The Buckfastleigh Curriculum



“Curriculum work is never finished, it is never completed; it is – or should be – a never-ending and essential activity at the core of teaching, and must be understood as something to participate in as practice, rather than something to be achieved and then left.”

Ruth Ashbee, 2021

Our curriculum outlines the principles of teaching and learning at Buckfastleigh Primary School. These principles are separated into three sections:

- **The Intent:** Our vision, design and aspirations for our curriculum
- **The Implementation:** The strategies and steps that we take every day to achieve our curriculum intent
- **The Impact:** To evaluate and evidence standards of teaching and learning

‘SAFE, RESPECTED AND READY TO STEP OUT INTO THE WORLD’

Belong

Creative

Sustainability

Curious

Empowered



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INTENT: The Vision, Design and Aspirations for our Curriculum

At Buckfastleigh, our curriculum aims to:

- Achieve our Vision – **‘Every child is safe, respected and ready to step out into the world’** – this is why we are doing what we do
- Ensure our vision is firmly embedded across all aspects of school life, especially the curriculum.

We do this by.... **‘Setting no limits on what we can achieve with a positive attitude to life’** – this is our ‘what’ and ‘how’.

Our rich and dynamic curriculum, offers all pupils an education that enables them to fully participate in all learning and social experiences, whether that is at school or opportunities in the wider community. It is underpinned by Our Core Values:

- We **BELONG**
Good relationships are key for all children, staff and families so that they feel they are safe, trusted and connected to their community. They are able to engage socially and with learning, both collaboratively and independently.
- We are **CURIOS**
To be motivated learners, we must have a drive to be inquisitive about the world. To develop a sense of wonder and the desire to know more about something.
- We value **SUSTAINABILITY**
In a world with a changing environment, we must educate ourselves to meet our own needs without compromising on the needs of future generations to meet theirs.
- We are **CREATIVE**
Children and adults use their imaginations to be inventive. They go outside of what they already know to explore ideas and use different ways to perceive the world and solve problems.
- We are **EMPOWERED**
Children and adults must have the confidence and resilience to face challenges with a positive attitude, knowing they have control over themselves and what they can achieve.

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At Buckfastleigh, our curriculum is a 'knowledge-led' curriculum. Knowledge is the main focus of our teaching and underpins and enables the application of skills. We place an emphasis on cross-curricular teaching in order to make the curriculum relevant and meaningful for pupils, and for putting knowledge into context.

We believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip children with the knowledge, skills and understanding necessary to be able to make informed and ambitious choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy, successful and rewarding lives.

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| Intent | Our Vision | 'Safe, respected and ready to step out into the world' | | | | |
| | Our Mission | 'Setting no limits on what we can achieve with a positive attitude to life' | | | | |
| | Core Values | Belong | Creative | Sustainability | Curious | Empower |
| | Curriculum Design | Challenge and Enjoyment | | Pedagogy | | Wellbeing |
| | | <ul style="list-style-type: none"> • Theme based approach each half term. • Offers children memorable experiences. • Excites, promotes and sustains child's interest • Fosters children's natural curiosity • Take account of children's interests and fascinations • Make meaningful links between subjects and connections to the real world | | <ul style="list-style-type: none"> • Meeting the needs of all learners. • Developing rich and deep subject knowledge. • Learn within a coherent and progressive framework. • Promote problem solving , creativity and communication • Enables children to reflect on and evaluate their learning • Promote innovation & entrepreneurialism. | | <ul style="list-style-type: none"> • Creates a safe and supporting learning environment. • Develop self-esteem and confidence. • Build respectful relationships • Feel safe and know how to get help. • Celebrate difference • Work independently and collaboratively. |
| | Pupil Voice | | SMSC and British Values | | Enrichment | |
| | <ul style="list-style-type: none"> • Make a positive contribution to the school and local community • Explore ways of becoming an active citizen • Express their opinions and feelings • Take part in democratic activities across the curriculum • Make choices about the things that are important to them. | | <ul style="list-style-type: none"> • Participate in culture opportunities: understand , accept, respect and celebrate diversity • Individual liberty - Be free to express view or ideas • Tolerance and respect- To respect and tolerate the opinions or behaviour others. • Democracy- Be part of a system where everyone plays an equal part. • Rule of Law- learn that all people and institutions are subject to and accountable for their actions and behaviour. | | <ul style="list-style-type: none"> • Providing on site educational visitors or off site trips • Residential Trips and promoting adventurous learning • Wild tribe opportunities to learn outdoors • Community and partnership learning with other local school or opportunity for learning • Holding specialist curriculum days or weeks • Welcoming the parents and carers to take part in the children learning and experiences. | |

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IMPLEMENTATION: The strategies and steps that we take every day to achieve our curriculum intent

At Buckfastleigh we aim for a consistently high application of our 10 Key Principles for effective teaching and learning. These are explained in our Teaching and Learning Policy:

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| High expectations | Positive relationships |
| Effective behaviour Management | Meaningful sequences and outcomes |
| Good subject knowledge | High quality questioning |
| Opportunities for regular review | Effective modelling |
| Opportunities for independent and supported practise | Scaffolding and guiding learning |

Through our curriculum, children are immersed and engaged in relevant learning. Knowledge across subjects is linked where appropriate allowing for the application of knowledge and skills across subject areas. As the children move through school, the new knowledge they gain builds on prior learning. This ensures our curriculum is cohesive and coherent and is delivered consistently from one day to the next as the children move through year groups. Sequences of learning are planned to have clear and meaningful outcomes in clear stages called based on an Engage, Develop, Innovate and Reflect model.

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|-------------------------------------|---|---|---|--|---|---------------------------------|-----------------------|-----------------------|
| Implementation | Our 10 key principles for effective teaching and learning | High Expectations | Positive Relationships | Effective Behaviour management | Meaningful Sequences and Outcomes | Good Subject knowledge | | |
| | | High quality questioning | Opportunities for regular review | Effective modelling | Opportunities for independent and supported practise | Scaffolded and guided learning | | |
| | How our Integrated Curriculum is structured | Our Foundation subjects are taught within themes and topics that have a significance for learners and society while others are taught discretely. All have meaningful and relevant outcomes for the children and follow four clear steps of progression in the sequence. | | | | | | |
| | | Engage | Develop | Innovate | Reflect | | | |
| | | <ul style="list-style-type: none"> hook learners in with a memorable experience set the scene and provide the context ask questions to provoke thought and interest use interesting starting points to spark children's curiosity | <ul style="list-style-type: none"> teach knowledge to provide depth of understanding demonstrate new skills and allow time for consolidation provide creative opportunities for making and doing | <ul style="list-style-type: none"> provide imaginative scenarios for creative thinking enable and assess the application of previously learned skills encourage enterprise and independent thinking work collaboratively and independently to solve problems | <ul style="list-style-type: none"> encourage reflective talk by asking questions provide opportunities for shared evaluation celebrate success identify next steps for learning | | | |
| | Our Subjects | Writing No Nonsense Literacy | Reading AR, ERICs, Rethink Crack. | Maths White Rose | Science Plan Assessment | RE Devon SACRE | PSHE Jigsaw | History BFL |
| Computing Teach Computing | | Music Charanga | Design and Technology DATA | Phonics Read, Write inc | Art and Design BFL | PE PE Hub | MFL Twinkl | |
| Enrichment Days | | Sporting Events DSSP Prim Ed & Sp | Community Events Harvest, Nativity... | Clubs WW, Sports, Craft, ... | Outdoor Learning Wild Tribe | Friends of Buckfastleigh | | |

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IMPACT: To evaluate standards of teaching and learning

At Buckfastleigh, we have a clear cycle for monitoring and evaluation. This runs alongside our everyday high expectations on ‘Quality of Education’ and ‘Behaviour and Attitudes’. Leaders at all levels are involved in monitoring and evaluating the impact of our curriculum and this feeds into our school improvement actions and staff professional development. As a staff team, we are looking for:

- Positive and improving learning behaviours
- Exemplary conduct
- High levels of attendance and punctuality
- Healthy and active lifestyles
- High outcomes – demonstrating skills, knowledge, vocabulary and understanding
- High quality and bespoke professional development opportunities
- Thorough self-evaluation
- Ambitious and focused school improvement

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|---------------|--|---------------------------------|----------------|-----------------------------------|---------------------------------------|-----------------------------|---------------------------------|--------------------|---|
| Impact | Evidencing the improvements in the standards of T&L through... | Behaviours and Attitudes | | | | Quality of Education | | | |
| | | Learning Behaviours | Conduct | Attendance and punctuality | Healthy and Active life Styles | Outcomes | Professional Development | SEF and SIP | Development of skills knowledge, vocabulary and understanding. |

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