



## 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.

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.



### Implementation

The academic year is divided into the history-heavy 'Discover' autumn term, the geography driven 'Explore' spring and the arts-based 'Create' terms. Computing is taught as a discrete subject across all three terms and our planning is driven by the Teach Computing scheme. These also include a specific focus on keeping safe online and how to negotiate the digital world. Our weekly newsletter to parents also serves to communicate important online safety issues as and when they arise.

Medium Term Plans have been adapted by the Subject Leads to ensure the necessary coverage and progression as set out by the Knowledge, Skills and Understanding documents. 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 computing, we aim to grow ambition through referring to the careers and opportunities that use this particular skill in the future. It is important for our pupils to realise that in an ever-changing world in which many of them will take up have yet to be created, they see computing as an essential skill in many spheres and not limited solely to game design!

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. Computing work may be evidenced in curriculum exercise books, either with printed examples of work children have created or a summary of their experiences and a self-assessment of their progress, or work may be linked/saved to Seesaw accounts.

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

Each new unit in Computing begins with a short quiz check prior learning and knowledge of the upcoming unit. These quizzes support teachers to address misconceptions and to ensure planning is adapted to fill any missing gaps in knowledge. Sessions then begin with a retrieval task which revisits learning from previous lessons and previous years and is 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 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. Sticky Knowledge Quizzes (with the key content identified by Subject Leads) are conducted approximately every four weeks. Where pupils show

that key concepts are not yet sticking, further activities will be provided to enable them to make the necessary progress.

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 or on Seesaw 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.