



The Costessey Curriculum

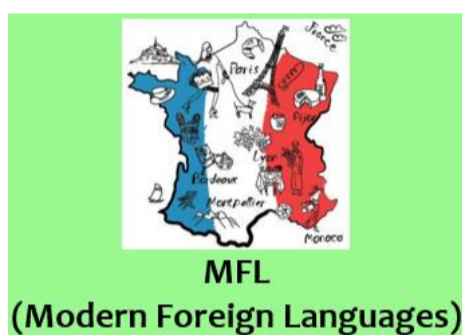
Intent

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.

Our intention is to introduce our children to languages in such a way that they are confident to respond when a conversation is initiated in another language, understanding and responding to both the written and spoken forms. They will become writers as well as readers of languages from the beginning, increasing the length and variety of writing tasks as they progress through school.



Implementation

The academic year is divided into the history-heavy 'Discover' autumn term, the geography driven 'Explore' spring and the arts-based 'Create' terms. Modern Foreign Languages are taught formally across KS2 in all 3 terms, although children in EYFS and KS1 may have opportunities to listen and respond in a variety of languages as they engage in daily routines such as the register. Costessey Primary School has chosen to concentrate on the teaching of French once pupils reach KS2, as if pupils are to have sufficient opportunity to read and write in the target language time it is beneficial to devote time to just one language. However, children may still be made aware of key words and phrases in other languages as appropriate to other curriculum lessons.

To support staff with planning, the school subscribes to the Primary Languages Network. The Medium Term Plans have been adjusted by the Subject Lead to ensure the necessary coverage and progression and to ensure that our pupils have the necessary exposure to the language. 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. Videos of native speakers and songs will be used alongside the voice of the teacher in order to develop and refine pronunciation.

Through our study of French, our children are introduced to the idea of languages themselves – that not everybody will speak the same language that they do, that there are cultural as well as language differences and that travel and understanding of these differences can enhance lives.

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.

Work in French will be found within the Costessey Curriculum exercise book, although in KS2 pupils will also have a vocab book which can follow them through the school. There may be evidence of vocabulary activities in curriculum books, either in written or pictorial form or of activities around the cultural life of France.

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 'retrieval activity' which is recorded in books allowing children to revisit prior learning and vocabulary. 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 the case of French, it may also be that an exercise book contains a link or reference to a child's Seesaw page where they have made either a video or a voice recording demonstrating their curriculum skills.

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 take place each term, involving the Subject Leader, member(s) of the Senior Leadership team and including pupil interviews plus visits to lessons.

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.

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