**Purpose and Principles: What we believe in.**

At Sutton-on-the-Forest Primary School we believe in an all-encompassing and creative curriculum, with the principle feature being that learning is relevant and purposeful. We value all subjects and strive to equip our children with a depth and breadth of knowledge and skills in all areas of the curriculum, which will enable each child to fulfil their potential.

To achieve this, we believe that an exciting, personalised and accessible curriculum is necessary, where children and staff work together to reach an end goal during the course of each topic. Through our class topics, we enrich the children’s learning, making it real and relevant to them and our society. Including home school links is also a priority, to ensure that we are working in unison with parents as well as learning alongside the adults in school and discovering new wonders together.

It is important to us at Sutton-on-the-Forest Primary School to reflect our four school values; Respect, Compassion, Friendship and Perseverance in all that we do, and these values are at the heart of our creative curriculum. We want our children here to foster a lifelong love of learning where they question, persevere and succeed in reaching their goals.

**Enrichment: What can we offer pupils?**

We believe that by enriching our curriculum, the learning for each child becomes real and relevant. We want to nurture our children’s enquiring minds, follow their interests and include a wide variety of experiences throughout their time at Sutton-on-the-Forest Primary School. Within our topics we create opportunities to welcome visitors into school, both specialist educational visitors and visitors from our local community.

Educational visits, which feed into the learning within the classroom are also planned into our topics throughout the year. We like to be adventurous, letting our children take risks and discover new things through Forest School. We love to explore our local community, making use of our beautiful surroundings. As part of our enrichment, we also offer extra-curricular activities for all age groups run by teachers and external agencies, e.g. inviting specialist sports coaches to deliver high quality session.

**Content: What will be taught and learnt?**

So, how does it work? Each term, every class will embark on a topic which will act as the ‘host’ for their learning to be linked to. Children will work together to discover what their topic is through exploration of the ‘launch’ – this might be looking at artefacts linked to the Romans for example. Together with their teacher, the children will then decide on what their end goal for the topic is, something that will be shared with parents and which the children will work towards throughout their topic, giving the topic a real purpose.

Children will ask questions throughout their topic and add them to their class ‘Learning Journey’ board, finding ways to answer them, building their knowledge base, discovering new skills and implementing these. Teachers will ensure that learning is progressive, building on prior learning, and covering the National Curriculum, whilst the children’s enquiring minds will shape how these skills are linked to the topic.

Where possible, cross-curricular links will be made, for example, developing projects which use mathematical, scientific, literacy and design skills in unison.

As a school, we follow the White Rose Maths scheme which builds the children’s mathematical knowledge and skills using small steps. This is taught separately to the topic, but where possible, links will be made to the topic or real life in order for children to see maths in action.

Science will be taught discretely to ensure that children’s scientific knowledge and conceptual understanding establish a secure foundation in order to progress to the next stage. Where possible, links will be made to the topic or through cross-curricular sessions.

**Planning Delivery: Our teaching story.**

Each year teachers will develop a Long Term Plan outlining the host topics for each term or half term. Teachers will decide on English texts to support high quality learning throughout the topic and detail the starting point for their class topics.

The children will take an active role in the planning of their topic through questioning and their interests, adding these to their ‘Learning Journey’ boards as a visual for all to see. Teachers will then set out their Medium Term Plans to ensure that the National Curriculum is being covered in all subject areas and that the children are using their prior learning to build upon, thus progressing in their skills.

We feel it is important for learning to change course, if and when the children require it. This helps make their learning relevant, personalised and accessible to all.

**Resources: What will help us deliver our curriculum?**

At Sutton-on-the-Forest Primary School, we are fortunate to have a strong staff team supported by an active Governing body. We believe that using staff effectively within school to support children’s individual needs should be at the heart of our practice.

Bringing our curriculum to life requires staff to be willing to engage in all areas of the curriculum, to learn alongside our children and to take part in the fancy dress days too!

Practical resources that also ensure high quality delivery of our curriculum include using relevant topic books with high educational value, visiting experts, real life artefacts linking to the host topic or subject - creating a discovery table, a fully stocked art and DT cupboard and having cooking equipment to hand, to name a few.

We also embrace online learning, teaching our children online safety as well as engaging in new methods of setting work in the classroom and at home. We use Google Classrooms to support learning in our classrooms, and also at home, preparing children for the technological world that they live in.

**Review and Evaluate: What is working well and what needs to be improved?**

In order for our curriculum to be robust and support the children’s learning, it is important that we are continuously evaluating our practice and monitor the impact it has on learning. Assessment will take place throughout each topic, with children sharing what they have learnt, producing work directly impacted by the teaching and learning and recognising where improvement is needed. Teaching staff will be focussing on where learning will progress to next, looking at both the National Curriculum and Progression of Skills in relation to their subjects and chosen topics. This will happen continuously throughout each topic, for each subject, over the academic year. Teaching staff will be asking questions such as ‘How well is the curriculum helping children to progress in reading?’ and adapting their focus where necessary to meet the children’s needs.

The curriculum will also be reviewed on an annual basis in order to ensure each year group has covered all skills progression statements outlined in each subject and to plan host themes for the following year.