

Eggbuckland Vale Primary School's Curriculum



Intent

All pupils will leave Eggbuckland Vale Primary School with the skills and knowledge to know 'who they are and where they are in the world'. They will have a sense of place and purpose to thrive in a multicultural, diverse society.

Our curriculum will empower our children to be happy, independent and ambitious. They will be successful thinkers and learners who demonstrate curiosity of the world, the past and the life around them.

We are an inclusive community of learners and a trauma informed school; the curriculum is designed to support this rationale, where pupils achieve their potential regardless of need or barrier. We celebrate diversity so that they grow up committed to equal opportunities for all. The use of British Sign Language (BSL) permeates the school.

The curriculum enables pupils to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

Implementation

Our curriculum is broad and balanced, providing our children with purposeful and meaningful learning activities, underpinned by the National Curriculum. The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before. The youngest children learn about their nearest locality and most recent events in their living memories. Global, national and local events and significant figures are incorporated into the curriculum to ensure that pupils develop an understanding of society: past and present. All units are designed through a series of enquiry questions, building up to answering an overarching enquiry with clearly defined outcomes. We develop assessment capable learners, enabling misconceptions to be addressed, therefore building and securing long term memory.

The curriculum is implemented through the use of:

The National Curriculum

The Early Years Foundation Stage Curriculum

White Rose (Maths)

Accelerated Reader (Reading)

Essential letters and sounds (phonics)

Kapow! (PSHE)

NCCE (Computing)

Cambridgeshire (PE)

Language Angels (MFL)

SACRE (RE)

Trust Ocean Curriculum

BSL (All pupils have the opportunity to learn sign through clubs and assemblies)

Pupils are encouraged to develop positive learning dispositions (Resourceful, Open, Aspirational, Resilient and Reflective). This is reinforced through assemblies, class discussion, PSHE lessons and through the use of our feedback policy.

The curriculum reflects the school's context by addressing typical gaps in pupils' knowledge and skills:

- Early identification of children's varied starting points.

- Tailored support to ensure children make rapid and sustained progress, e.g. speech and language therapy, ELSA, social skills groups, vocabulary development.
- The curriculum is sufficiently adapted to meet the needs of SEND pupils.
- Skills are taught in a progressive manner that is relevant to the context of the school.

We place a strong emphasis on the development of the basic skills and their application in a range of contexts necessary to be confident and independent thinkers and learners. We agree a long-term plan for subject. This provides an overview of what topics and themes are to be taught in each term.

Planning identifies the sequence of learning. It builds on prior knowledge and includes disciplinary skills and substantive knowledge of each subject.

Impact

The impact of the curriculum is measured in standards achieved, progress made, and personal qualities acquired. The impact of our curriculum is seen in:

- Pupils produce work of a consistent high standard.
- Pupils make positive progress from their given start points.
- Pupils achieve well in the standard assessment tasks when compared to the national benchmarks.
- Pupils enjoy memorable, worthwhile experiences developing their ability to become global citizens.
- Pupils experience high quality teaching and successfully achieve their end points.
- Pupils display the schools learning dispositions (ROARR) and are ambitious about their own successes.
- Pupils use assessments as a tool to accelerate their own progress (assessment capable learners).
- Adults and pupils enjoy learning together and demonstrates positive relationships in any situation.
- Pupils feel secure so they can express their feelings with confidence.

September 2026

To be reviewed September 2027