

Fowey Primary School

Vision: A happy, inclusive and welcoming school that values each individual and works together to enable everyone to achieve their very best.

Mission: We are committed to welcoming all members of our community to succeed in our school. We believe that we have a responsibility to ensure that everyone in our school community achieves their very best and we aim to provide a balanced, aspirational education that allows our children to become rounded, successful and happy young adults who are equipped with the skills they need to succeed in life.

We are different, but we fit together.

Values: Collaborate, Aspire, Respect and Empathise (at Fowey Primary School we C.A.R.E.)

Curriculum Intent

At Fowey Primary School the curriculum is divided into three core subjects; English, Maths and Project-Based Learning. PE and PSHE (including E-safety and safeguarding) are taught discreetly. RE is taught both discreetly and through our project learning (as most relevant).

Our curriculum is a hands-on learning adventure! We believe that children learn best when they are excited, engaged and involved in learning.

Fowey Children:

- 1) experience rich, deep learning; mastering and embedding key knowledge and concepts through carefully planned progression.
- 2) are given and seek opportunities to work collaboratively with children, across the school
- 3) are well-rounded, active citizens who want to enrich and are enriched by wider society and their local community
- 4) understand that learning is all around us and that their learning makes a valuable contribution to the real world
- 5) are courageous, resilient, independent learners who know that we learn best when we are challenged.

Curriculum Implementation

English

We are passionate about reading and writing at Fowey- a passion which we share with our local community and its links to great literature. We teach English through a canon of carefully selected novels using an approach called Novel Study. We use a Talk for Writing based approach in EYFS/KS1, again based around our canon. These core texts allow us to inspire our children, develop their reading and comprehension skills and provide a springboard for exceptional writing. Chosen specifically for their textual challenge and their ability to broaden the horizons of our children our texts cover themes of immigration, poverty, war, different families, punishment, multi-culturalism, gender and a little bit of magic!

You can see our Canon of texts [here](#).

KS2 Novel Study/ Whole Class Reading

1:5 hours per day (9-10:30)

EYFS/KS1 Talk for Writing

1 hour per day (9-10), 15 minute input in EYFS followed by continuous provision

15 minutes rhyme/daily singing in EYFS and Y1

Phonics

25 minutes per day for all children in EYFS/KS1 taught through the Read, Write, Inc phonics programme. Continued as a daily intervention for all children still requiring phonics input in KS2 using RWI Fresh Start.

Spelling and handwriting are also practiced daily with weekly spelling tests on a Friday.

Maths

Engaging and challenging maths lessons enable children to develop a sound understanding of core number skills and children are challenged to apply these in a range of real-life contexts and investigations.

50 minutes each day

15 minute input in EYFS followed by continuous provision

Project-Based Learning

Our authentic projects launch with a bang! A special hook day is designed to spark the imagination and get everyone trying to answer their question for learning. Reviewed annually, our projects represent a real opportunity for our children to develop their knowledge and understanding in a broad range of subjects, apply their English and Maths learning in a real scenario and work collaboratively with children across their phase. We group our projects into three areas; creating, exploring and discovering with one project in each area per year. Our projects include art, history, geography, science, music, drama and computing.

You can see our project map for 2019-2021 [here](#)

PE

We are lucky to live in a stunning environment and we want our children to make the most of our location and all it offers for a healthy mind and body. Every child at our school has two weekly PE lessons. In EYFS and KS1 we focus on building children's motor skills, control and focus through a multi-skills focus. In KS2 this covers a full range of sports including net games (e.g. basketball), racket games (e.g. tennis), invasion games (e.g. hockey) dance, gym and movement. We also offer weekly PE after school clubs, swimming and

give all children access to sailing or windsurfing lessons in upper KS2. Our active play equipment includes climbing frames, walls, monkey bars and an outdoor gym to encourage children to be physically active in their play.

We are very proud of our success in our local netball and football leagues where we often win the cup!

PSHE

We want our children to have all the information they need to make great choices but we know that children are learning and that they sometimes need support and guidance to do this. We support our children to learn and understand about themselves and others; their mental health, their safety, their developing personality, difference and the world around them through our PSHE programme You, Me and PSHE.

We teach Sex and Relationships education as part of this programme every year in Years 2, 4 and 6. Children in EYFS and KS1 also begin to learn about their bodies, appropriate touch and keeping secrets using the NSPCC Pants resources.

You can find more information on this [here](#).

RE/Collective Worship

We want our children to have a good understanding of a range of different cultural and religious views so that they are able to go into the world as informed and respectful citizens.

We hold assembly together as a whole school twice a week and as key stages once a week. On the other days we have reflection in our classrooms. Our assemblies focus on our values (collaboration, aspiration, respect and empathy) as well as teaching our children British Values using the news resource Picture News.

We have a strong relationship with our local church and celebrate Harvest, Christmas and Easter with our local community. We take part in town carols each year and perform many events at the church (e.g. for Armistice Day).

We hold RE focus days throughout the year (this year for Divali, Yom Kippur and Ramadan) where we come together as a whole school and spend the day exploring and enjoying the cultures and traditions of different faiths as well as specific study in classes through our projects.

Curriculum Impact

What will it look like when we are meeting our aims?

We have few incidents of prejudice-related bullying. Those that occur are always reported, usually by children themselves.

Children are confident and happy; delighted to be at school!

Progress and attainment are in line with or above national averages in all areas and children achieve excellent outcomes, relative to their own starting points. Families feel a sense of pride in their child's progress.

Children give quality feedback and there is evidence that this is considered and acted upon.

Parents and Carers support our curriculum through volunteering and home-learning.

Children's reading habits change, inspired by their novel study texts and stimuli.

Children are able to teach others their key knowledge and are able to present their knowledge articulately.

Children work well in different groups, are easily adaptable to working with others and know other children across the school.

Attendance will be very high as children love to be at school!

Children are recognised by the local community as making a valued contribution to life in Fowey and the wider area.

How will we monitor this?

Allocate an experienced teacher as a curriculum lead

Termly PIRA and PUMA tests

National Comparative Judgement moderation in writing

Termly writing moderation in each year group

Pupil Panels and Student Council

Regular book looks

Three data drops per year, followed by internal moderation days

Project Portfolios and Quizzes

Regular learning walks

Challenge day visits

Governor visits and monitoring