



Dishforth CE Primary School **Our Vision, Aims, Values, Legacy and Curriculum**

Our Vision

"The roots to grow and the wings to fly"

We seek to enable all children and adults at this school to be 'rooted and grounded in Love' (Ephesians 3:17) so that they might grow to the fullness of their potential having 'The Roots to Grow and The Wings to Fly', and living lives of trust, compassion, respect and perseverance.*

We encourage the children to develop a sense of respect, tolerance and self-confidence whilst supporting the children to achieve their potential and inspire a life-long passion for learning.

As a church school at the heart of our local community, Christian values underpin our work with the values of respect, trust, compassion and perseverance fundamental to our relationships and our commitment to ensure equality for all pupils.

We are a welcoming, friendly and caring inclusive school, committed to working in partnership with parents, governors and the Church.

Our Aims

- To be an inclusive school in which all learners are given equality of opportunity and treated fairly.
- To provide academic excellence by providing teaching and learning of the highest quality and by promoting the moral, cultural, spiritual, social and physical development of our pupils.
- To provide a rich and varied curriculum, in line with national requirements, that ensures that all children are challenged to achieve their best, have high aspirations and become confident, independent learners in exciting and well- managed classrooms.
- To promote and nurture Christian and family values within a happy environment where everyone feels valued and secure.
- In developing Christian values, we will aim for all children to have respect and understanding for different cultures and religions and an increased knowledge of the global community.
- To provide a happy, welcoming, safe and stimulating environment which promotes curiosity, creativity, enjoyment and interest in all aspects of learning.
- To develop flourishing school, home, church and community links.



Our Values



Our Legacy

After being at our school, children will be:

Confident
Happy
Inquisitive
Leaders
Determined

Our School Curriculum

Rationale

We believe strongly that the curriculum must meet the needs of our children and the teaching and learning needs to reflect the highest of standards and expectations we have of them. A schemes and theme approach is used to link subjects in a meaningful way following the National Curriculum.

Intent

At Dishforth CE Primary School the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school. We constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and an enquiring time, where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Our definition of learning is to: know more, understand more and remember more.

We use our Dishforth CE Values (respect, trust, compassion, perseverance) to promote positive attitudes to learning which reflect the values and skills needed to encourage responsibility for learning and future success.



Experiences

In conjunction with families and staff, we have created a passport of experiences for the children to undertake whilst they are here at Dishforth CE Primary School – a passport for each phase in the school: EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2.

The passports contain a list of activities for the children to tick off throughout the age phase. The activities are designed to encourage children to either: learn new skills, develop resilience, build confidence, collaborate, problem solve, risk take or persevere.

The activities are wide ranging in nature and help pupils to become more resilient in: practical activities, outdoor learning, investigation, enterprising activities.

We believe the passport of experiences will enrich a child's education and journey through primary school. These will be woven into the curriculum each year and may be a mini adventure, be part of the whole school theme or take the form of a lesson within an enquiry.

Community involvement

Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as assemblies, curriculum enrichment and cultural events.

Children leave Dishforth CE Primary School with the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

Implementation: The curriculum at Dishforth CE Primary





Five curriculum principles

Our Curriculum will be literacy rich



A literacy rich curriculum will immerse children in high quality text. Children will develop into confident readers and writers with rich language. Children will develop a lifelong love of reading and writing.

Throughout the year, well planned literacy lessons allow our children to develop skills in reading, writing and speaking and listening. This, in turn, enables children to express themselves creatively and imaginatively, and to communicate with others effectively, confidently, fluently and with understanding, both in the written and oral forms. Children develop a love of language through all forms of reading, writing and speaking. All children are exposed to, and study high quality shared texts, through daily whole class guided reading lessons and listening to daily whole class readers. These texts are chosen to meet and extend interests, enhance knowledge of a subjects or challenge existing ideas. Texts are used as a spring board to interesting and creative writing opportunities. High quality texts are used across the curriculum and children are immersed in, and exposed to a diet of vocabulary, which is high-level and subject specific, to extend their breadth of language. Children become competent and confident communicators and develop a life-long love of language.

Our Curriculum will be enquiry led



An enquiry led curriculum will provide children with the skills, knowledge and understanding they need to think critically, question and reason. Children will be taught to listen to other, respect different viewpoints and to be open minded during debates and discussion. It will support children in developing resilience by seeing mistakes as learning opportunities.

Our enquiry-based learning emphasises the children's role in the learning process and asks them to engage with an idea or topic in an active way, instead of sitting and listening. This learning approach is all about asking questions and being curious. Enquiry-based learning is often led by a question that's too big to answer in one go, but is not too large that the children don't understand. Each teacher guides the pupils through a scaffolded learning process with the aim of answering this question in the end. The end result could be a piece of writing, construction, performance, or any other type or project or challenge which showcases the pupils' learning and the answer to the overall question. All children take part in regular Philosophy for Children (P4C) sessions. These P4C enquiries may link to an area of learning or may be standalone sessions. P4C sessions are facilitated by the class teacher and is planned to develop one of the 4 Cs – being Caring, Collaborative, Creative and Critical thinkers.

Our Curriculum will be rich in outdoor learning



A curriculum rich in outdoor learning experiences will promote respect for the environment. It will ignite children's curiosity and instil a love for the outdoors. Through outdoor learning experiences, we aim to promote healthy lifestyles and offer a range of real- life experiences.

We recognise that learning does not only take place in the classroom. Throughout the year we endeavour to provide high-quality teaching experiences that engage children in learning that is not solely restricted to the classroom setting. This is either within our school grounds and further afield,



such as on educational visits and residential experiences. Where ever possible, opportunities are found to take learning outdoors across the whole of our curriculum. The outdoor environment is accessed in a myriad of ways, which include being used as a stimulus for developing literacy skills and for enhancing mathematical, geographical and scientific learning. Children have access to Forest School sessions which allows for new opportunities for learning and development that might not be accessed during regular day-to-day schooling. These include shelter building, navigation, using tools, knots and making fire.

Our curriculum will be rooted in the Christian values and our school's core Christian values

A curriculum rooted in Christian values will teach the children to be confident, compassionate and respectful individuals. It will encourage children to be responsible citizens who have the skills an understanding to develop into well-rounded individuals.



Values are universally accepted principles that guide good behaviour. **As a Church school we recognise that our Christian distinctiveness is a key part of our ethos and we actively promote all Christian values.** Our school's chosen Christian values (Respect, Trust, Compassion and Perseverance) are the values we have carefully considered as being important for our children, in order for them to develop into good learners and citizens, and to carry with them into their lives beyond Dishforth CE Primary School. Within our Collective Worship we use teachings from the Bible, and examples of how many people (past and present) have used and expressed these values, to show the children how these Christian values are still relevant to us in the world in the 21st century. These values underpin all of work that takes place in our school, with adults continually modelling these values to our children.

Our curriculum will be rich in first hand learning experiences

A curriculum rich in first hand learning experiences will make learning memorable. It will enrich the learning experiences of all children and promote awe and wonder.



Over the year we endeavour to ensure that all our children are able to encounter a range of first-hand learning activities and experiences. These experiences are planned to either compliment the learning within schools or extend beyond the curriculum. When learning in a practical hands-on environment, children are very often engaged, stimulated and want to learn as much as possible. We recognise that first-hand learning experiences provide our children with a different, engaging way to learn which can lead to increased retention of information. It can offer practice in problem solving and critical thinking, in a real-world situation, as well as providing exposure to our children of situations, thoughts and beliefs beyond their immediate environment.

Social and Emotional Wellbeing

At Dishforth CE Primary School we recognize that social and emotional well-being are crucial to children's ongoing success. Children are actively taught about their emotions and how to manage them throughout their time at school. Staff use the 'emotion coaching' model of de-regulation to support children to identify their emotions, cope with big feelings and problem solve for the future. Additionally, children learn about their own brains and how their feelings, thoughts and actions interact as part of a weekly assembly and during class time. From the beginning of Nursery to the end of Year 6 children are actively taught how to socialize, be good friends and tolerate differences, giving them the skills that they need to become confident, welcoming and out-going citizens.



Impact

High Quality Outcomes - at Dishforth CE Primary we pride ourselves on our ability to ensure that every child makes expected or rapid progress from their individual starting point. We assess each child when they arrive to form a baseline assessment which we use to show the progress they make. Pre-assessment and pre-teaching informs planning and assessment in order to narrow gaps between groups of children, so that all groups can reach their full potential. Through this, key vocabulary and concepts are pre-taught to children who need it.

Our curriculum adopts an approach whereby we teach key skills and content in each of the curriculum areas and then move towards deepening children's understanding through a problem solving and reasoning structure; thus allowing children to have a deep and mastery understanding of key objectives. Throughout the units of work, we also use Proof of Progress Quizzes (POP Quizzes) to test understanding and adapt planning accordingly in order to allow children to make rapid progress.

Our children leave us with a broad, rich and deep knowledge of the curriculum studied, mastering skills and retaining knowledge so that they are well prepared for the next stage of their education, wherever that may be. At the end of each key stage the vast majority of pupils who have been at the school for the full key stage have sustained the content taught - that is they know more, remember it and are fluent in it, with some pupils having a greater understanding.

We measure the impact of our curriculum in the following ways:

- The quality of standards achieved against the planned outcomes;
- Children know more, understand more and remember more;
- A celebration of learning for each term involving families;
- Proof of Progress (POP) Quizzes at the end of each learning cycle to demonstrate acquisition of new learning;
- Pupil discussions about their learning – their attitudes and development;
- Termly assessment and tracking of individual pupils' progress in each curriculum subject;
- Subject leader monitoring
- Moderation of standards
- Parental feedback

Children leave Dishforth CE Primary School with the skills to make decisions, self-evaluate, make connections and become lifelong learners.