



# Cowes Primary School

Updated March 2024

## Curriculum Overview

At Cowes Primary School we follow the National Curriculum. In addition to the Programmes of Study, we also use progression of skills from schemes of work to support planning and assessment.

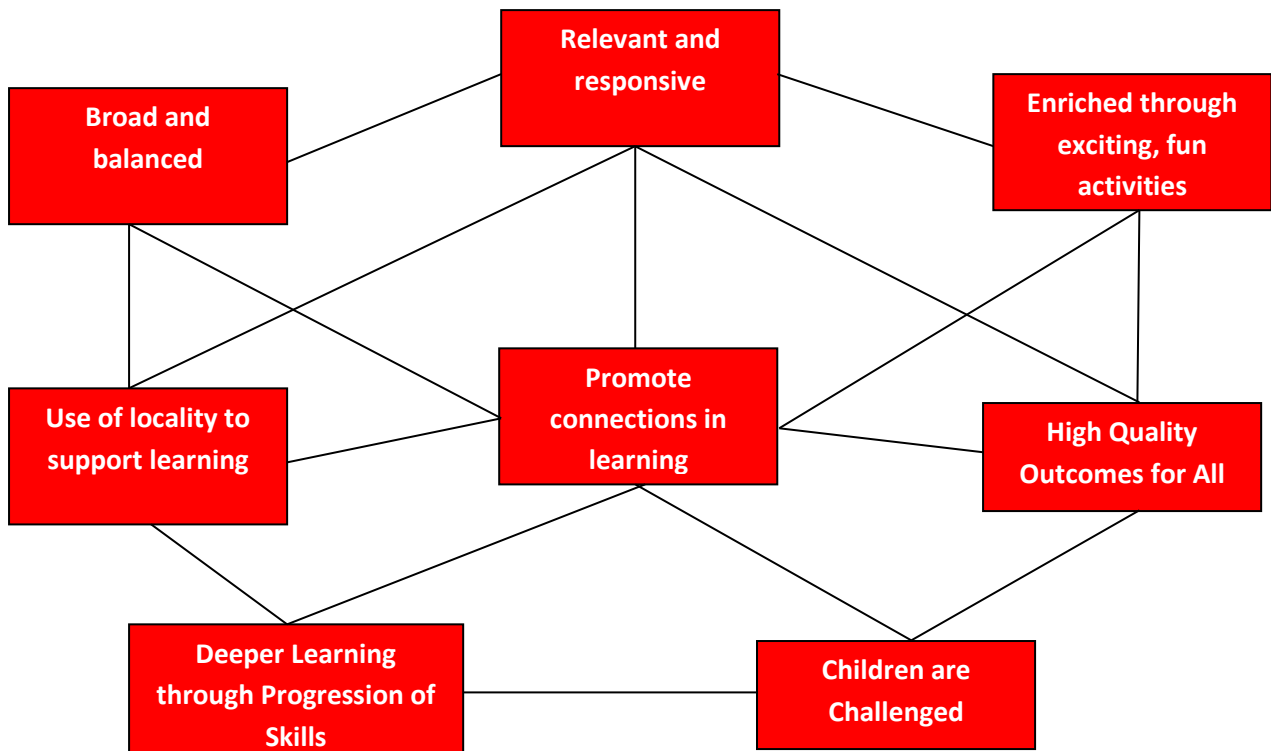
## Curriculum Intent

Learning will be excellent, relevant, purposeful and fun. Children will begin to understand the diversity of the world in which we live – encouraging their academic, social and spiritual development.

Ensure that children are challenged and curiosity is promoted. Through effective teaching, children are encouraged to make links in order to deepen their learning.

It is important that children connect previous knowledge to new learning through careful planning and teaching.

### **Our Key Curriculum Design Principles:**



## Curriculum Implementation

Curriculum delivery – foundation subjects are taught through topics.

Teaching (pedagogy) is based on a model of teaching that ensures that it meets the needs of all children through variation and support. Key skills are taught through a variety of activities. These make it clear what children should be taught and understand. This is an interpretation of the National Curriculum that ensures there is clarity about progression in the concepts and skills of subjects, both within and across phases' and should result in children building rich and deep learning.

## Curriculum Assessment and Impact

The assessment model drives the learning through a topic based curriculum. The knowledge is based on the National Curriculum and use of the progression of skills. The use of formative assessment through the topic informs responsive planning, teaching and task design to support progress and greater challenge.

The assessment model is designed to support all pupils to access the curriculum and also challenge higher attaining pupils. These pupils are recorded so that subsequent teaching can be responsive to their learning needs. Pupils with Special Educational Needs will be supported in their learning through adaptations and appropriate provision, as outlined in the SEND provision document. As a school, we follow the graduated approach which is a four step cycle allowing for teachers to support individual needs.

