



Our School Intent

At Clyst Hydon school, we are committed to providing a positive, safe and stimulating environment putting children at the heart of everything we do. We aim to ensure our pupils have opportunities to become lifelong, confident learners as well as healthy, respectful citizens.

As a small village school, we are proud of the 'sense of community' that our children demonstrate through purposeful curriculum opportunities – often linked to local partners. Alongside our commitment to maintain school traditions, the school is forward thinking. Tackling local, national and global issues is distinctive of units of learning children undertake. We aim to create courageous advocates whose actions make a difference in the community now and in the future.

We believe that our knowledge and skills based curriculum is inclusive of all children where they build on knowledge in all subjects each year. Through shared high expectations, we challenge all pupils to achieve their goals and to fulfil their potential. Learning is planned around children's interests and needs using a skills based learning approach.

This is a shared responsibility and vision which involves children, staff and parents.

Aims:

- To offer pupils a broad and balanced curriculum, which facilitates the development of knowledge, skills and understanding.
- To develop every pupil's self-esteem through promoting self-discipline so that each individual achieves his or her true potential.
- To develop and evolve a curriculum centred around the needs of the children at Clyst Hydon Primary School.
- To develop the children's creative abilities enabling them to have enquiring flexible minds.
- To develop the children's social, personal, emotional, moral and cultural understanding with an awareness and celebration of the community and world in which we live.
- To develop an aptitude and enjoyment for lifelong learning throughout the whole school community.

Additional Curriculum specific aims:

- To set challenging targets with high expectations for all pupils.
- To offer a variety of approaches to teaching and learning to engage and motivate pupils and demand their active participation.
- To ensure a smooth transition between Key Stages, ensuring progression in teaching and learning through each child's time at School.
- To deliver enrichment opportunities outside the curriculum to enhance pupils' enjoyment of each subject.

Phonics and Reading

At Clyst Hydon Primary School we follow the Letters and Sounds programme. Children in EYFS and Year 1 receive a daily session of phonics. The sessions are active and varied and are designed to meet the needs of each child. Each child's progress is tracked regularly and supported in class by both the teacher and teacher assistant. When children reach Year 2 they still have access to the Letters and Sounds programme if needed while using No Nonsense Spellings and this continues into Key Stage 2.

Clyst Hydon uses a range of reading books which are linked to match the children's learning through the Letters and Sounds programme. Within EYFS and Key Stage 1 the children have weekly 1:1 reading with the teacher and teaching assistant and books are sent home to support their reading.

In Key Stage 2, children receive daily whole-class lessons to develop their reading skills and developing their prediction and summarising. The books that are often chosen are linked to the half term topic.

Due to the high percentage of children in KS2 with Specific needs we are currently using Project X (Oxford Owls) as our guided reading scheme. Reading Vipers from Literacy Shed is used within our class book study to develop vocabulary, inference, prediction, explanation, retrieval and sequencing skills.

We aim to promote the love of reading by having the opportunity to use both the school and mobile library, take part in World Book Day, visits to bookstores and opportunities to be read to as a class each day.

What else does our curriculum offer?

By helping children to form positive **thinking and learning skills**, and to develop a range of transferable skills, we give them the tools they need to become successful learners. We believe our curriculum should combine creativity, problem solving to make knowledge memorable and interesting. Children need to make the links from prior learning and by giving children varied tasks, they will be able to build their knowledge.

Our curriculum aims to promote **social skills** in a range of contexts. Basic communication skills such as the ability to listen, follow directions and concentrate. It also includes the ability to refer to past comments, such as tying a current statement to a previous one, or query about potential, future ideas, actions and events.

At our school, we want our children to develop a rapport with peers and adults but also develop empathy towards one another – as well as towards those in the world around us. These **interpersonal and emotional skills** such as responsibility, dependability, leadership, patience and flexibility are nurtured in the flexibility of tasks children undertake in different subjects.

Within all subjects, teachers find opportunities for **essential numeracy, literacy and ICT skills** to be applied and used. This gives children opportunity to consolidate skills in different contexts.

Each half term, a different class have an opportunity to attend forest schools and explore the local community. This allows children to achieve and develop confidence and self-esteem through hands-on learning experiences. The skills learnt at forest school contribute to different curriculum areas such as design and technology and science.

Each term, children have the opportunity to attend a local farm to experience life within an aspect of the rural community. Children build on their experiences each year – again with skills linked to different curriculum areas – to gain knowledge and apply learning to the agricultural industry.

The skills curriculum at Clyst Hydon is well planned to ensure that children have a broad and balanced knowledge of all curriculum subjects. Children develop a range of skills in different subjects to work towards meaningful outcomes. These outcomes can be linked so children can make a difference as courageous advocates to the school, local community or beyond. Children build on the skills they learn each year following the school skills maps.

In our R.E. and beliefs curriculum, we follow the Devon Learning and Partnership's 'Ready To Go' Primary handbook as a basis for all lessons.