



# THE DEBDEN CURRICULUM

## 'At A Glance' – Key Principles and Procedures





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# CURRICULUM VISION



At Debden Church of England Primary Academy, our curriculum underpins our school vision, which is to ensure that the children in our care:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;
- Develop into confident compassionate, well-rounded individuals, in a safe, caring, Christian environment;
- Become equipped with the learning skills needed to deal with future challenges;
- Create happy, positive memories of their childhood.

- Our curriculum offer is imaginative, engaging, broad and balanced. Every facet of our curriculum has been carefully and collaboratively constructed, through close consideration of both the expectations of the National Curriculum and the vision and the individual contextual requirements of our school and children. Our subject leader experts ensure that sequencing and progression through subjects is both challenging and logical.
- We have designed and implemented knowledge organisers for every single unit, for every single subject, across the school, in addition to skills maps for each subject. These are used through each stage of planning, teaching and assessment, and help to ensure that children leave Debden with well-developed knowledge and skills across all of the curriculum disciplines.



# DEBDEN TEACHING PRINCIPLES



1. We use research-approved pedagogies, such as those found in Rosenshine's *Principles of Effective Instruction* (e.g. modelling, scaffolding, small steps teaching, guided practice) and Lemov's *Teach Like A Champion* (e.g. Cold Calling, No-opt-out, targeted questioning) to improve children's engagement and progress and to assess their understanding.

2. We use daily, weekly, and monthly recall to enable children to store key concepts within their long term memories.



3. Children are encouraged to become independent, resilient learners. They are taught to use 3 Before Me strategies, understand the nature of the 'Learning Line' and are supported by staff in line with the EEF's advice for 'Effective Learning Support'.

4. Teachers at Debden use continuous assessment for learning strategies to gauge students' understanding and to tailor their planning and teaching accordingly.

5. We capitalise on every opportunity to boost children's vocabulary acquisition. Through research and practice, we have developed '9 Strategies for Exploring New Vocabulary, which teachers select from when encountering new words.

6. We maintain high levels of collective teacher efficacy. We focus on progress, we never write children off, we strive to involve parents in learning, and we believe that our actions have a huge impact on the lives of the children in our care.

FEELING STUCK? USE  
**'3 BEFORE ME'**

**1. BRAIN**

**THINK** carefully about the task. What is it asking?

**LOOK BACK** - what have I learnt before that can help me?

**RE-READ** the question.  
**PROOF-READ** what you have done so far.

**2. BROWSE**

Look at the **BOARD** and the **DISPLAYS** for clues.

Use the resources that are around you, such as:  
**BOOKS;**  
**DICTIONARIES;**  
**WHITEBOARDS;**  
**COMPUTERS.**

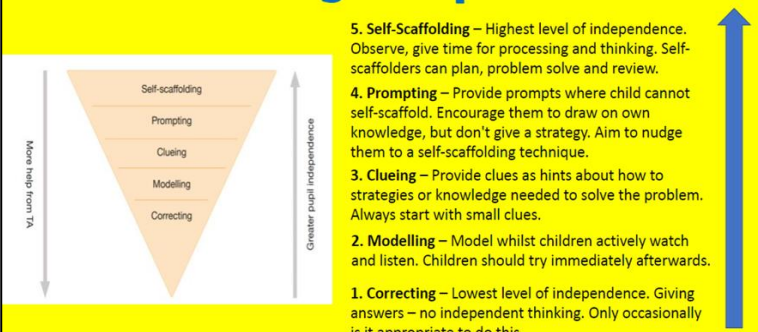
**3. BUDDY**

**QUIETLY** ask your **LEARNING PARTNER** if they are able to help.

They should **GIVE TIPS** without giving the answer!

**COMBINED BRAIN POWER** to solve the problem!

## Effective Learning Support: Promoting Independence





# KEY DOCUMENTS








A number of key documents show how our curriculum is structured and sequenced. They can be located on the 'Debden Curriculum' area of our school website.

Curriculum Map Art and Design						
Class/Year	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
<b>KS1</b> Years 1-2	<b>PORTRAITS</b> Pablo Picasso: Cubist Portraits Keith Haring: Pantomime Self-Portrait Links: RE: Special People, PSHE: Me and My Relationships	<b>POLAR LANDSCAPES</b> Ted Harrison: Polar Landscapes David Mowson: Polar Landscapes Links: Geography: The Americas, History: Aztecs	<b>GREAT FIRE COLLAGE</b> Romare Bearden: Collage* Hannah Höch: Collage* Henri Matisse: Collage Links: History: Great Fire of London	<b>EXPLORING VAN GOGH</b> Vincent van Gogh: Oil Painting Yayoi Kusama: Contemporary Oil Painting** Links: PSHE: Feelings and Emotions, Science: Plants	<b>OCEAN CREATURE DRAWINGS</b> Axel Scheffler: Sea Creature Illustrations Mike Brennan: Abstract-colour Marine Life Art Links: History/Geography: Ocean Explorers	<b>EARTH SCULPTURES</b> Andy Goldsworthy: Earth Sculptures Chakrabarti: Environment Sculptures** Links: Geography: Exploring Essex
<b>Lower KS2</b> Years 3-4	<b>GREEK CLAY POTTERY</b> Ancient Greek Pottery Magdalena Córdova: Pottery* Barbara Hepworth: Sculpture* Links: History: Ancient Greece (pottery)	<b>ABSTRACT ART</b> Sayed Raza: Abstract Patterns and Shapes* Wassily Kandinsky: Abstract Art Links: History: Vikings (Shape Art)	<b>POP ART PRINTMAKING</b> Andy Warhol: Pop Art Roy Lichtenstein: Pop Art Links: Computing: Photo Editing	<b>CAVE DRAWINGS</b> Kara Walker: Silhouette Drawing** Christina Riparelli: Animal Illustrations Lascaux Cave Paintings Links: History: Stone Age	<b>TINGATINGA ART</b> Edward Tingatinga: Tingatinga Art* Joseph Tingango: African Animal Paintings* Links: Geography: Africa, History: Ancient Egypt	<b>ROMAN MOSAICS</b> Ancient Roman Mosaics Emma Bags - Mosaic Artist* Antonio Gaudi - Mosaic Artist Links: History: Ancient Romans (mosaic)
<b>Upper KS2</b> Years 5-6	<b>CONFLICT ART/ COLLAGE</b> Pablo Picasso: Guernica/Cubism Paul Nash: World War Paintings Links: History: World War II	<b>LANDSCAPES AND PORTRAITS</b> Frida Kahlo: Mexican Landscapes and Portraits* Elizabeth Catlett: African American Experience** Links: Geography: The Americas, History: Aztecs	<b>GRAFFITI PRINTMAKING</b> Banksy: Street Graffiti Donald Joseph White: Graffiti Artist* Links: Computing: Vector Drawing	<b>LOCAL LANDSCAPES</b> Thomas Gainsborough: Local Landscape Paintings John Constable: Local Landscape Paintings Links: Geography: East Anglia	<b>RENAISSANCE PAINTINGS</b> Leonardo da Vinci: Renaissance Painting Hans Holbein: Portraits in the Northern Renaissance Style Links: History: The Tudors, Christianity: Teachings of Jesus	<b>3-D SCULPTURES - ARCHITECTURE</b> Stephen Wilkshire: Architectural Art* Norman Foster: Zaha Hadid** British Architecture Links: History: Victorians: Industrial Revolution

\* denotes BAME artists  
\* denotes female artists

KEY	Collage/Printmaking Units
Drawing/Painting Units	Sculpture/Textiles Units

	KS1	LKS2	UKS2
<b>Exploring and Developing Ideas</b>	Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve. <b>KS1 Art and Design National Curriculum</b> To produce creative work, exploring their ideas and recording experiences. Children can: a) respond positively to ideas and starting points; b) explore ideas and collect information; c) describe differences and similarities and make links to their own work; d) try different materials and methods to improve; e) use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.	Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve. <b>KS2 Art and Design National Curriculum</b> Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can: a) use sketchbooks to record ideas; b) explore ideas from first-hand observations; c) question and make observations about starting points, and respond positively to suggestions; d) adapt and refine ideas; e) use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.	Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve. <b>KS2 Art and Design National Curriculum</b> Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can: a) review and revisit ideas in their sketchbooks; b) offer feedback using technical vocabulary; c) think critically about their art and design work; d) use digital technology as sources for developing ideas; e) use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.
<b>Drawing</b>	Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. <b>KS1 Art and Design National Curriculum</b> To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. Children can: a) draw lines of varying thickness; b) use dots and lines to demonstrate pattern and texture; c) use different materials to draw, for example pastels, chalk, felt tips; d) use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin. <b>KS2 Art and Design National Curriculum</b> To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: a) experiment with showing line, tone and texture with different hardness of pencils; b) use shading to show light and shadow effects; c) use different materials to draw, e.g. pastels, chalk, felt tips; d) show an awareness of space when drawing; e) use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills. <b>KS2 Art and Design National Curriculum</b> To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: a) use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; b) depict movement and perspective in drawings; c) use a variety of tools and select the most appropriate; d) use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

RENAISSANCE PAINTINGS		KNOWLEDGE ORGANISER	
			
<b>Overview</b> <ul style="list-style-type: none"><li>-The Renaissance was a period in European history.</li><li>-Renaissance means 'rebirth'. During this time, there was a rebirth of interest in classical literature, art and philosophy from ancient civilisations (e.g. Greece, Rome).</li><li>-The Europeans of the Renaissance took ideas from ancient people and also formed some of their own.</li><li>-In Art, the Renaissance can be broken up into two periods: the Early Renaissance (1400-1475) when artists tried to imitate classic artists, and the High Renaissance (1475-1540) when art contained even more realism.</li><li>-Some of the most famous artists from the period include the Italian painters Leonardo da Vinci and Michelangelo, and in northern Europe, Hans Holbein.</li></ul>		<b>Significant Artists</b> - to guide and influence creative ideas. <ul style="list-style-type: none"><li>Leonardo da Vinci (1452-1519) </li><li>Hans Holbein (1497-1543) </li><li>Michelangelo (1475-1564) </li></ul>	
<b>Styles and Techniques</b> <ul style="list-style-type: none"><li>-Realism is all about creating accurate, detailed, unembellished images of nature, people or life.</li><li>-Realism paintings do not try to show subjects in an unusual way, or to present emotions through colours.</li><li>-In the Renaissance, painters returned the classic realistic style in favour of the stylised images that had come before in the medieval period.</li><li>-In this self-portrait of Hans Holbein, he tried to show himself how he actually looked (not grand or beautified).</li><li>-Perspective is how artists show three-dimensional objects and settings in two-dimensional paintings.</li><li>-It often relates to the size of objects in proportion to one another. Perspective also relates to the point of view: objects shown to be smaller appear further in the distance (linear perspective). Renaissance painters often used mathematics to depict perspective realistically. One example of this is the painting 'The School of Athens' by Italian painter Raphael (1483-1520).</li><li>-Stumato is the technique of allowing tones and colours to shade gradually into one another, producing softened outlines or hazy forms.</li><li>-Translated from Italian, it means 'vanished' or 'evaporated'. It helped Renaissance artists to mimic the human eye, fading out of focus objects.</li></ul>		<b>Creative Ideas and Examples</b> <p>The Renaissance was all about the 'rebirth' of ideas and concepts. Can you take a classic Renaissance painting and present it in a new, different way?</p> <p>In this example, a student has chosen to take a classic Renaissance painting (the Mona Lisa) and present it in a more modern, cubist style.</p> 	
<b>Realism</b>		<b>Key Vocabulary</b>	
<b>Detailism</b>		Renaissance	
<b>Perspective, Proportion, and Foreshortening</b>		Rebirth	
<b>Stumato</b>		Europe	
		Leonardo	
		Michelangelo	
		Hans	
		Holbein	
		Realism	
		Tone	
		Portrait	
		Stumato	
		Perspective	
		Proportion	
		Foreshortening	
<b>Renaissance Painters Timeline</b>			
			
1452 Leonardo da Vinci is born in the Italian town of Vinci.	1503-04 Leonardo paints 'The Mona Lisa'.	1508 Michelangelo begins to paint the Sistine Chapel.	1517 Hans Holbein produces perhaps his most famous Henry VIII portrait.
			1540 The Renaissance ends with the start of the Modern period.

Key Vocabulary  
Renaissance  
Rebirth  
Europe  
Leonardo  
Michelangelo  
Hans  
Holbein  
Realism  
Tone  
Portrait  
Stumato  
Perspective  
Foreshortening

**CURRICULUM MAP:** present when units of learning are taught across the school.

**SKILLS MAPS:** present how children's skills develop throughout their time at the school.

**KNOWLEDGE ORGANISERS:** present the knowledge, skills and vocabulary that children learn within units.

**RESOURCES**

We use Phonics Bug, a validated systematic synthetic phonics programme, to aid the delivery of our Phonics curriculum.

# ENGLISH: PHONICS

**ASSESSMENT**

-At the end of Year 1, children sit a statutory assessment in phonics called the Phonics Check.

-Children are assessed continuously by their phonics teacher, and complete half-termly mock phonics checks using the Phonics Tracker software.

-Children who do not reach the pass score at the end of year 1 sit the phonics check again in Year 2.

-Children who do not reach the pass score in Year 2 receive further phonics intervention in early KS2.

**KEY PRINCIPLES**

1. Phonics is almost universally considered to be the [best approach to teaching children early reading fluency](#) skills, and we also see this in practice. Phonics is therefore a central component of our day, with all KS1 children receiving at least 20 minutes of explicit phonics teaching per day.

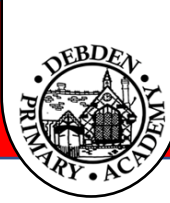
2. Phonics sessions follow a [set structure](#), and are [multi-sensory, interactive and appropriately-paced](#) to engage all children.

3. Phonics is the only subject at Debden in which children are streamed. They are placed into small groups depending upon their phonics phase, meaning that they receive the [tailored small-group tuition](#) that they need to make accelerated progress.

4. Our [independent reading scheme has been systematically matched to children's phonics phase](#), meaning that the books children reads helps them to practice words and sounds at an appropriate level..

5. [All staff across the school](#) are given the training that they need to become '[phonics experts](#).' This allows them to support children's reading fluency with consistent phonics approaches and terminology at all stages.



**RESOURCES**

We use Bug Club and Big Cat banded reading books.

Our WCR lessons follow a set VIPRS format based on Teaching Booth and Pawsome Gang resources.

# ENGLISH: READING

**ASSESSMENT**

-Once-termly PIRA assessment: Years 1-6.

-Teacher judgement against EYFS Framework for Reception.

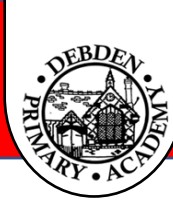
-Year 2 and Year 6 Reading SATs Assessments

-Year 1 Phonics Check (repeated in Year 2 if the child does not make the expected standard).

-Reading fluency and comprehension level assessed continuously through the banded reading scheme.

**KEY PRINCIPLES**

1. Reading is at the [core of our curriculum](#), and children are given [regular, meaningful opportunities to read and decipher texts across all curriculum areas](#). We capitalise on every opportunity to build their [vocabulary](#).
2. Children's fluency and comprehension skills are systematically developed through daily (KS2) [VIPRS whole class reading sessions](#), developing from twice-weekly sessions at KS1. This ensures that children engage with a wide range of [high-quality fiction, non-fiction and poetry texts](#).
3. We have invested heavily in an extended [banded reading approach](#), in which children's reading books accurately match their phonics phase, their fluency and understanding are measured, and their progress is regularly tracked.
4. We recognise the importance of reading in improving children's life chances, and actively encourage and incentivise [reading for pleasure](#) across all age phases.
5. We have developed a range of high-quality teaching strategies and [school-wide interventions](#) (e.g. speech and language/ phonics) to boost the progress of children whose reading is not at the expected standard.

**RESOURCES**

We use resources from a range of different sources, to create sequences of lessons in accordance with our 'Debden Writing Cycle.'

# ENGLISH: WRITING

**ASSESSMENT**

-Independent written pieces are composed at the end of each unit, and the body of work is assessed against the writing curriculum expectations 3 times per year (at the end of each full term).

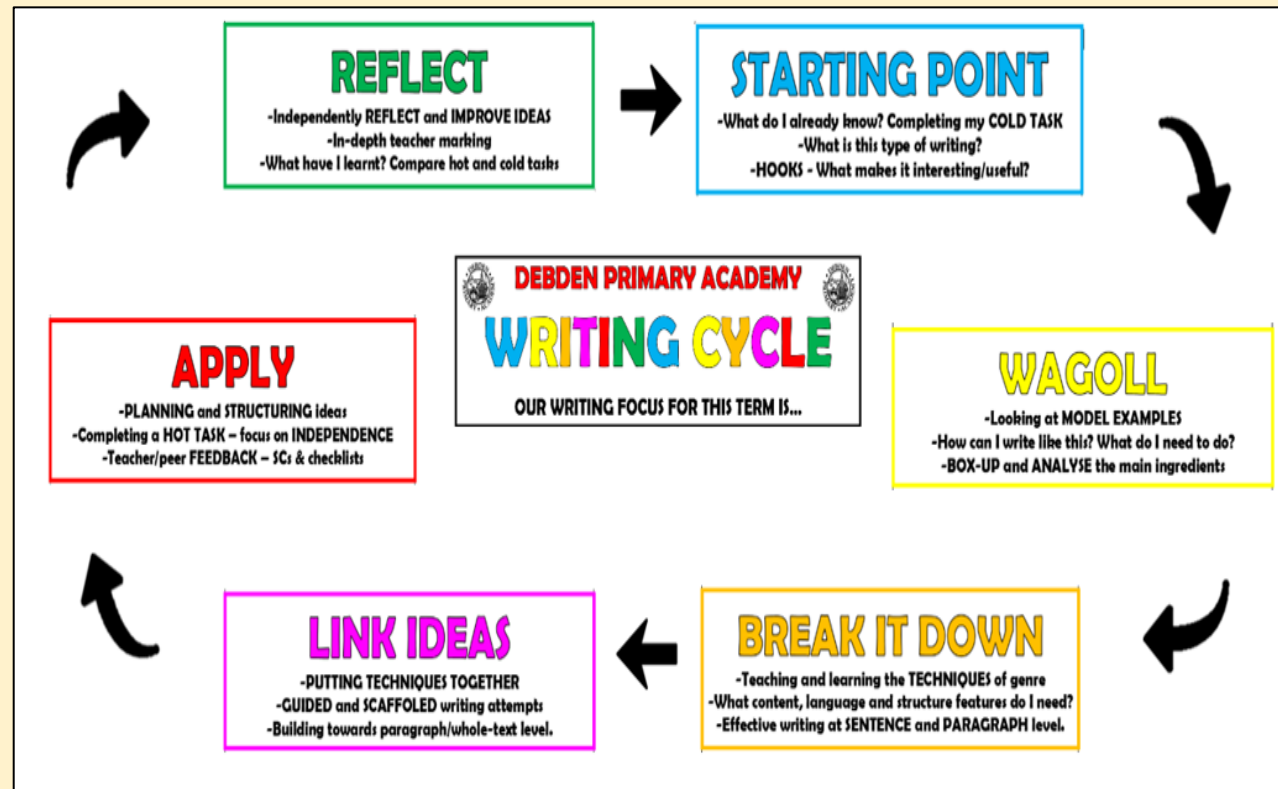
-In Years 2 and 6, the final teacher judgement of the year (summer) forms the child's writing SATs standard. These judgements are moderated with local schools/ the local authority.

-Teacher judgement against EYFS Framework for Reception.

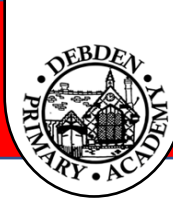
**KEY PRINCIPLES**

Our '[Debden Writing Cycle](#)' presents the strategies and stages that we would expect to employ within of a unit of learning in writing. This process takes influence from well-researched writing approaches (such as Pie Corbett's 'Talk for Writing' and Jane Considine's 'The Write Stuff'). It has been carefully-honed to aid children towards writing [high-quality written compositions](#). It is [cyclical](#) to reflect the ceaseless nature of writing development.

Our [writing curriculum map](#) ensures that children learn to write for a variety of [purposes](#) and [audiences](#), and links neatly to their learning in other curriculum areas.

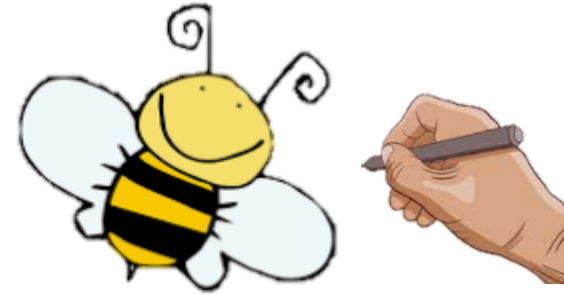




**RESOURCES**

We use and adapt the Vocabulary Ninja resources as a part of our spelling approach.  
We follow the Nelson scheme for handwriting.

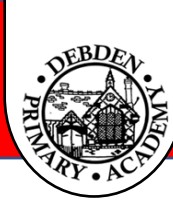
# SPAG & HANDWRITING

**KEY PRINCIPLES**

1. We believe that children learn to spell more quickly and effectively through [explicit teaching of rules and patterns](#) (not through rote learning of lists alone). Time is dedicated towards this for all children towards the end of their phonics progression right through until the end of Year 6.
2. Children take part in a range of [weekly activities](#) to help them to remember and apply spellings, for example '[tricky tracking](#)' (identifying the difficult parts of words), '[pattern finding](#)' (finding other words with the same grapheme combinations) and '[close analysis](#)' (exploring root words/ prefixes/ suffixes etc.)
3. We have developed '[9 Strategies for Exploring New Vocabulary](#)' (defining, morphology, etymology, rehearsal, synonyms, antonyms, comparing, applying and revisiting) which help us to capitalise on opportunities to develop children's vocabularies as they arise.
4. Our [SPAG curriculum map](#) ensures that children are exposed to age-related grammar and punctuation rules at the appropriate time in their development. These are taught within writing units and/or in standalone lessons, depending upon the needs of the class.
5. At least two early morning sessions per week are devoted to [improving children's handwriting](#). We use the Nelson Handwriting, as it provides a clear, practical framework to aid children in writing [fluently and legibly](#).

**ASSESSMENT**

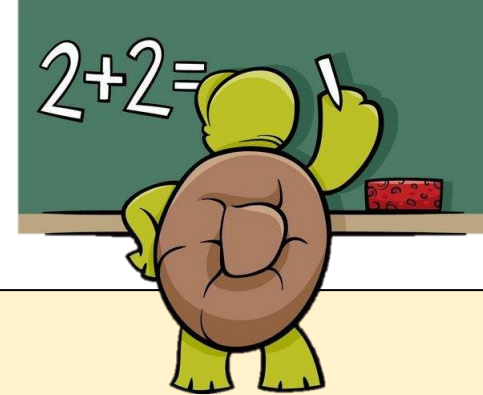
- Once-termly GAPS assessment: Years 1-6.
- Weekly spelling tests.
- Year 2 and Year 6 SPAG Assessments.
- Children's writing assessed standard (see last slide) is heavily influenced by performance against a number of spelling, punctuation, grammar, vocabulary and handwriting.



### RESOURCES

We use and adapt both the **White Rose** and **Classroom Secrets** mathematics resources.

# MATHS



### KEY PRINCIPLES

1. We follow the [White Rose Mixed Age Learning Progression Maps](#), making adaptations to meet the needs of our cohort.
2. Teaching of concepts develops through [Exploring, Practicing, Fluency and Problem-Solving](#). All children should get regular opportunities to tackle problem-solving challenges.
3. We rapidly assess children's starting points, and use the '[Kite Flying Approach](#)' in lessons to ensure that all children are appropriately challenged according to their needs and understanding.
4. We hold '[Maths Meetings](#)' at the end of the day (at least 3 days per week) to revisit prior learning and strengthen children's mathematical knowledge and skills.
5. We place a heavy emphasis on [Four Operations Fluency](#), through following our calculation policy and the systematic use of *Numbots* and *TT Rockstars*.

### ASSESSMENT

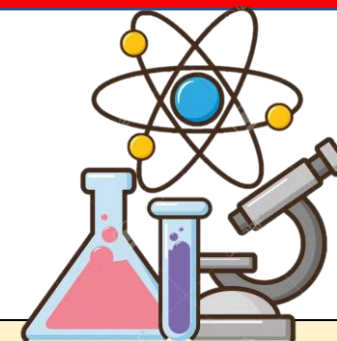
- Once-termly PUMA assessment: Years 1-6.
- Teacher judgement against EYFS Framework for Reception.
- Year 2 and Year 6 Mathematics SATs Assessments
- Year 4 Multiplication Check
- End of unit White Rose Tests (at the discretion of the teacher).



### RESOURCES

We use and adapt the PLAN Primary Science and Association for Science Education resources, (amongst other resources) to fit the needs of our children and context.

# SCIENCE



### ASSESSMENT

-At the end of each unit, children are awarded a score (out of 20) based on their responses using a Debden Science Assessment Paper;

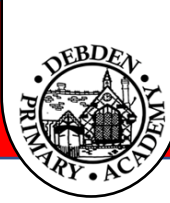
-The paper should test the knowledge as prescribed in the organisers, through progressively more complex questions (utilising Blooms Taxonomy).

-The questions should also enable students to showcase the skills in the appropriate area of the skills map.

### KEY PRINCIPLES

- 1.Ensure that key knowledge of science and scientists is learned and remembered, through high quality teaching, learning, and recall opportunities.
- 2.We facilitate learning through an enquiry-led approach, through the development of 5 enquiry approaches through the school (comparison and fair testing, observing over time, pattern seeking, identifying, classing and grouping, and research using secondary sources).
3. Systematically develop children's skills in all 10 areas of working scientifically (asking scientific questions, planning enquiries, observing closely, measuring accurately, gathering/ recording , presenting results, interpreting results, drawing conclusions, making a prediction, evaluating enquiry).
4. Enable children to understand the uses and implications of science – communicating how it relates to their everyday lives and introducing them to jobs they can aspire to.
5. Hold STEM afternoons for each class throughout the year, inviting parents to join the children in addressing real-world problems and challenges Use floorbooks to ensure that practical learning experiences are captured.

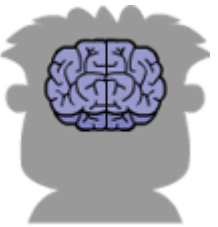
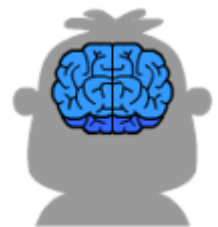
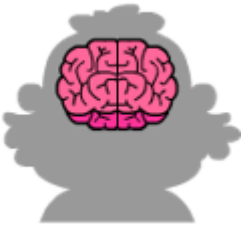


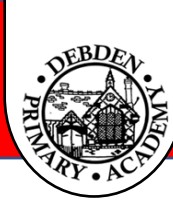


# EARLY YEARS FOUNDATION STAGE

## KEY PRINCIPLES

1. Our Early Years Curriculum is play and exploration-rich. Children are provided with fun, engaging and challenging opportunities to learn and develop in a happy, caring, Christian community.
2. We carefully balance adult-led, child-led and child-initiated learning, to allow children to develop into good communicators, mathematicians, readers, scientists, artists (the list goes on!).
3. Our curriculum allows for daily maths and phonics sessions to develop oracy, fine-motor, numerical and problem solving skills. Our planned provision both inside and outside allows children to practise these skills in practical, playful and purposeful contexts.
4. Every Friday, our Reception children attend Forest School where they learn about the world around them, from the world around them. This allows for opportunities to develop communication skills, social skills, fine and gross motor skills, as well take in the beautiful surroundings of Debden.
5. Children's learning and skills are enhanced by experiences and trips such as dress up days, visitors, performances and local visits such as posting our letters in the village post box or dressing up as pirates and storming the Jolly Debden!





### **RESOURCES**

We use and adapt the Essex Sacre ExploRE resources, alongside principles and ideas from 'Understanding Christianity.'

# R.E.



### **KEY PRINCIPLES**

1. We aim for children to leave our school with a deep and rich understanding of Christianity, through the experience of core theological concepts and critical engagement with text.
2. Children also develop a secure understanding of Islam and Buddhism and a foundation-level understanding of the other major world religions. Our focus on each religion is regularly reviewed and is informed by the individual context of school and its children.
3. Within each lesson, we provide opportunities for children to develop their own personal spirituality, building their sense of identity and values systems.
4. We explore the expression of religious beliefs through books, scriptures, art, symbols, and other forms of communication.
5. RE lessons capitalise on opportunities to promote and reinforce our collective worship themes: compassion, respect, wisdom, creativity, aspiration, and endurance.

### **ASSESSMENT**

- At the end of each unit, children are awarded a score (out of 15) based on their responses using a Debden Foundation Assessment Paper;
- The paper should test the knowledge as prescribed in the organisers, through progressively more complex questions (utilising Blooms Taxonomy).
- The questions should also enable students to showcase the skills in the appropriate area of the skills map.



## **RESOURCES**

We have designed our own curriculum resources, but also advocate the use of Hamilton and the Historical Association.

# HISTORY



## **KEY PRINCIPLES**

1. Whilst developing children's historical knowledge (as shown on our [knowledge organisers](#)), we actively build in opportunities to develop children's historical skills (as shown on our [skills maps](#)).
2. We systematically build children's knowledge of [six recurring concepts](#) throughout their history education at Debden: Leaders and Significant People, Social Structure, War and Conflict, Religion and Beliefs, Daily Life, and Inventions and Architecture.
3. We develop children's [substantive and disciplinary knowledge](#) simultaneously.
4. We begin learning with [enquiry questions](#), which are then explored and reflected upon throughout our lessons.
5. We place a heavy emphasis on [chronology](#), enabling children to link periods of study and build a 'mental timeline.'

## **ASSESSMENT**

- At the end of each unit, children are awarded a score (out of 15) based on their responses using a [Debden Foundation Assessment Paper](#);
- The paper should test the knowledge as prescribed in the organisers, through progressively more complex questions (utilising Blooms Taxonomy).
- The questions should also enable students to showcase the skills in the appropriate area of the skills map.





### RESOURCES

We have designed our own curriculum resources, but also advocate the use of the Royal Geographical Society and the Geographical Association resources.

# GEOGRAPHY

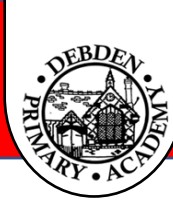


### KEY PRINCIPLES

1. Build in many opportunities to develop children's geographical skills through the use of maps, atlases, globes, diagrams, digital computer mapping and fieldwork
2. Enquiry-led learning - begin each concept with one or more enquiry questions, the answers to which are explored during each lesson. Use children's experiences as starting points.
3. Find opportunities to further develop locational and place knowledge outside of geography lessons.
4. Locate and place the area of study within a wider context and linking learning of previous places to new places.
5. Maximise opportunities for fieldwork to enhance learning.

### ASSESSMENT

- At the end of each unit, children are awarded a score (out of 15) based on their responses using a Debden Foundation Assessment Paper;
- The paper should test the knowledge as prescribed in the organisers, through progressively more complex questions (utilising Blooms Taxonomy).
- The questions should also enable students to showcase the skills in the appropriate area of the skills map.



## RESOURCES

We use and adapt both the **Drawing/ Painting/ Sculpting is a Class Act** series of art resources.

# ART



## KEY PRINCIPLES

1. Children's knowledge and skills are sequenced and developed thoughtfully and comprehensively, using our range of knowledge organisers and our art skills map.
2. We have invested in Hardback Sketchbooks that the children take pride in. These are used to record their observations, and review and revisit creative ideas.
3. Art units involve regular opportunities for children to critically engage with the work of other artists. Children build an understanding of artists from a range of backgrounds and cultures.
4. All classes study similar artistic disciplines at the same time in immersive 'blocks.' We then use comparative judgement to moderate learning and ensure development through the school.
5. Children are given regular opportunities to showcase their artistic works. Their learning is enhanced through art trips and visits from local artists.

## ASSESSMENT

-At the end of each unit, children are awarded a score (out of 15) for:

1. Their skill level in the particular artistic discipline being studied (out of 5 marks: using the skills map).

2. Their skill level at 'Exploring and Developing Ideas' (out of 5 marks: using the skills map).

3. Their knowledge of relevant artists and works (out of 5 marks: using a Debden Foundation Assessment Paper).



### **RESOURCES**

We use and adapt the projects mapped by the **Design and Technology Association**.

# D.T.



### **ASSESSMENT**

-At the end of each unit, children are awarded a score (out of 15) for:

1.Their skill level and understanding when 'Researching and Designing'(out of 5 marks: using the skills map).

2.Their skill level and understanding when 'Making' (out of 5 marks: using the skills map).

3.The standard of their Debden DT Evaluation paper (marked out of 5 marks using the skills map).

### **KEY PRINCIPLES**

1.Throughout our DT projects, we aim to build children's skills in all aspects Researching and Designing, Making, and Evaluating.

2.We focus heavily on innovation, creativity and imagination. We give children freedom within tasks to design and make original products.

3. DT units at Debden provide children with the opportunity to tackle the challenges of 21<sup>st</sup> Century life, and also equip them with the real-life skills they need to lead functional adult lives (e.g. changing a light bulb, creating fixings, mending clothing, etc.)

4.We place a strong emphasis upon developing children's evaluation skills. All children are given opportunities to reflect and evaluate during the making process, and all children complete a DT Evaluation sheet at the end of their units.

5.We hold STEM afternoons for each class throughout the year, inviting parents to join the children in addressing real-world problems and challenges through design processes.





### **RESOURCES**

We use and adapt the SCARF lessons and units by **Coram Education**.

# PSHE



### **ASSESSMENT**

-At the end of each unit, children are awarded a score (out of 15) for:

1.Their skill level in the particular area being studied (e.g. 'Me and My Relationships', 'Valuing Difference', etc.) 10 marks awarded based on the skills map.

2.Their understanding of the knowledge from the knowledge organiser from their area of study for the term, as shown in a Debden Foundation Assessment Paper. 5 marks

### **KEY PRINCIPLES**

1. [Coram Life Education \(SCARF\)](#) - chosen because it reflects the needs in our school and because is a comprehensive programme which sets out to improve the wellbeing, resilience and achievement of all children so that they can thrive. The same units are taught at the same time through the school, to make it easier to ensure development between age phases.
2. We value [circle time and discussion](#) throughout PSHE sessions. Learning is recorded in [class floor books](#).
3. We consistently promote the importance of looking after the [mental health](#) of ourselves and others. This is championed throughout the school via our wellbeing wheel. One of the biggest events in our school calendar is our annual '[Wellbeing Week](#)', in which we focus on physical and mental health.
4. We [capitalise on 'in the moment' and cross-curricular opportunities](#) to discuss key PSHE concepts.
5. We have a school-wide focus on [Growth Mindset](#). We encourage our children to be resilient and adaptable through addressing concepts such as the '[Learning Line](#)' and '[3 Before Me](#)'.



### **RESOURCES**

We use and adapt the 'Teach Computing' resources and curriculum plans, from the National Centre for Computing Excellence.

# COMPUTING



### **ASSESSMENT**

-At the end of each unit, children are awarded a score (out of 15) for:

1. Their skill level in the particular area of computing being studied (out of 10 marks: using the skills map).

2. Their knowledge of the concepts in the unit that has been studied (out of 5 marks: using a Debden Foundation Assessment Paper). The paper should include 2 Remembering questions, 2 Understanding questions, and 1 deeper level question.

### **KEY PRINCIPLES**

1. Whilst developing children's computing knowledge (as shown on our [knowledge organisers](#)), we build in opportunities to develop children's computing skills (as shown on our [skills maps](#)).
2. We have selected the '[Teach Computing](#)' resources for the NCEE as the basis of our curriculum, because these resources develop children's [creativity and innovation](#) through practical projects, in addition to enabling them to build the [digital knowledge and skills](#) needed for 21<sup>st</sup> century life.
3. Our curriculum offers opportunities for children to develop their computer science skills, including opportunities for [coding and creating algorithms](#), and [abstracting and representing data](#).
4. Each year, every year group studies the key programmes of [Computing Systems and Networks](#), [Creative Media, Data and Information and Programming](#). (Online safety runs through all units)
5. We place a heavy emphasis on [computer and internet safety](#), and training is held for all children, staff and parents in each academic year.



### **RESOURCES**

We use and adapt the 'Kapow French' resources and curriculum plans, and also utilise teaching resources from the Oak National Academy.

# FRENCH



### **KEY PRINCIPLES**

1. Whilst developing children's knowledge of the French language (as shown on our [knowledge organisers](#)), we build in opportunities to develop their skills in speaking and listening, reading and writing (as shown on our [skills maps](#)).
2. We have selected the '[Kapow French](#)' planning and approach as the basis for our curriculum, as it is written by successful subject experts, provides children with the knowledge and skills that they need through fun, interactive projects, and provides staff training videos and resources to enable us to teach the French curriculum with confidence.
3. Although it is not statutory in [Key Stage 1](#), children beginning learning French in Reception, Year 1 and Year 2 through songs, games and stories.
4. We aim to instill a [love of language](#) learning through our French curriculum: we want children to have the [foundation](#) knowledge, skills and attitudes to become [successful multilingualists](#) at secondary school.
5. We also aim for children to develop a strong awareness of the [culture](#) of the countries where the French language is spoken.

### **ASSESSMENT**

- At the end of each unit, children are awarded a score (out of 15) based on their skills in the following areas of French.
- Speaking and Listening (5 marks – assessed using the skills map).
- Reading (5 marks – assessed using the skills map)
- Writing (5 marks – assessed using the skills map).





### RESOURCES

We use and adapt the 'Charanga' and 'Sing up' resources and curriculum plans for our Music curriculum.

# MUSIC

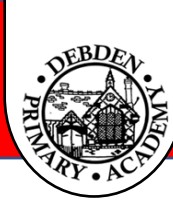


### KEY PRINCIPLES

1. Our Music curriculum aims to build children's musical skills in four key areas: [Singing, Listening, Composing and Performing](#) and [Instrumental Performance](#). The progression of these skills is shown in our [skills map](#).
2. We have selected the '[Charanga](#)' planning and approach as the basis for our curriculum, as it meets all of the National Curriculum requirements, is written by successful subject experts, contains engaging curriculum resources that our children love, and has been proven in research studies to have a significantly positive impact on children's musical enthusiasm, knowledge and skills.
3. We [embed opportunities to appreciate music and develop musical skills throughout all areas of school life](#). Each term, children in each class listen to music within a consistent genre at least once per week in class. We also have a weekly singing assembly, and children sing hymns/songs within collective worship, church services and assemblies.
4. Children are encouraged to [think critically](#). They listen to music regularly and are encouraged to respond with ideas of meanings/ emotional responses.
5. Facilitate at least [one musical trip, visit, or visitor](#) to the school across each unit of learning (so that every child experiences this at least once a year).

### ASSESSMENT

- At the end of each unit, children are awarded a score (out of 15) based on the three areas (5 marks each) that they have predominantly covered throughout the unit, from:
  - Singing
  - Listening
  - Composing and Performing
  - Instrumental Performance



### RESOURCES

We use and adapt the resources and progression outlines mapped by **Get Set 4 PE.**

# P.E.



### ASSESSMENT

-At the end of each unit, children are awarded a score (out of 15) for:

- 1.Their technical and physical skill level at the particular sport that they are partaking in out of 10 marks: using the skills map).
- 2.Their social, emotional, and thinking skills (out of 5 marks: using the skills map).

The class teacher will work in consultation with the sports coach when forming the child's assessed scores.

### KEY PRINCIPLES

- 1.Throughout our PE units, we aim to build children's skills in all aspects of physical, social/emotional and thinking/strategic development.
2. Children learn a wide range of different sports whilst they are at our school, and we have developed knowledge organisers and skills maps for each to ensure that they make strong progress between key stages.
3. Each class receives at least one lesson per week (for the majority of the year) from a specialist sports coach (to supplement PE lessons with the class teacher). Children in Years 1 to 4 (and 5-6 if they do not meet the standard) also receive swimming lessons from specialist instructors.
- 4.We are a part of the Uttlesford Sports Partnership, and we partake in a number of sporting events and competitions against other schools from the local area. We also host some of these events.
5. Each year, we train and develop sports leaders at our school. These children help to improve the physical fitness and technical skills of children at our school, and promote sporting activity at break/lunchtimes.



# SEND

## Key Processes and Principles

1. Our approach to SEND is inclusive. We set ambitious goals for all learners, and aim to provide children with additional needs with the scaffolds and support that they need to achieve.
2. We use a 'Wave System' to identify children who are not working at age-related expectations, or are not making the expected rates of progress. We always use high-quality teaching strategies as our predominant approach towards supporting all learners. Children on Wave 1 may require additional in-class support, whilst those on Wave 2 and 3 may receive additional learning interventions.
3. We maintain SEN monitoring lists for those children who potentially may need additional support. Their progress is tracked more frequently and minutely, to ensure that their progress is maximised.
4. Our range of interventions are research-approved, short-term, and measurable. This allows us to quickly gauge their impact. Parents are informed of interventions that their child is receiving and the progress that they are making.
5. Children's progress across interventions is tracked on our school 'Provision Map.' We are fluid in our approach, depending upon the rate of progress that children make in their interventions.

## CURRENT INTERVENTIONS

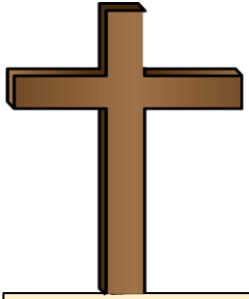
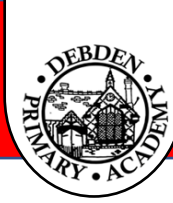
-Speech and Language:  
EYFS: NELI Intervention  
KS1-KS2: Communication Trust

-Phonics:  
Phonics Tracker  
Phonics Bug

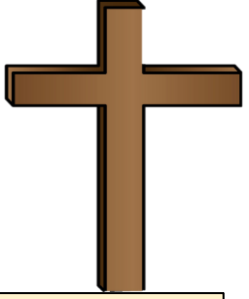
Spelling:  
Precision Monitoring

Learning Mentoring:  
Strengths and Difficulties  
Questionnaire (SDQ)

Maths/ Numeracy:  
Mathletics  
TT Rockstars



# COLLECTIVE WORSHIP



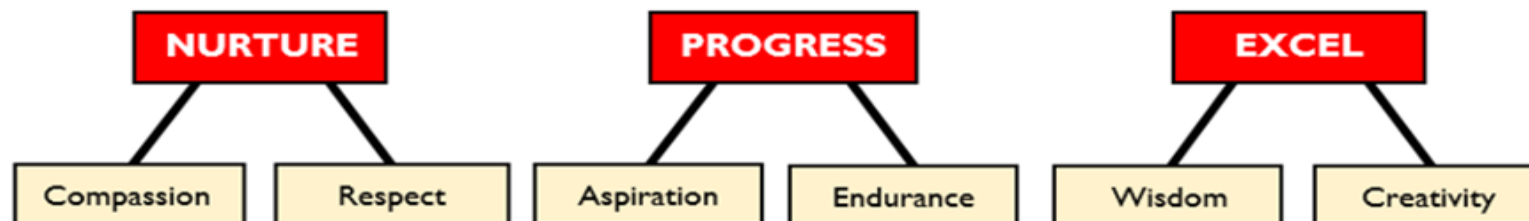
## KEY PRINCIPLES

-Our collective worship takes place for 15-20 minutes per day, providing a safe and caring space for children to

- Worship;
- Consider spiritual, moral, social and cultural issues;
- Explore their own beliefs and the beliefs of others;
- Develop their own spirituality;
- Reinforce positive attitudes and behaviours;
- Participation in whole school and group discussions;
- Reflect on their role in the wider world;
- Develop a broader understanding of British Values.

-Our collective worship sessions follow a process of 'Gathering, Engaging, Responding and Sending.' Worship takes a variety of forms, for example whole-school, in-class, pupil-led, and externally-led.

We espouse six Christian themes that form the basis of our worship and wider school life – they are entwined with our three overarching school values, as shown below.







# MARKING AND FEEDBACK



## Key Processes and Principles

1. We do not mark books in the traditional sense. Whilst feedback has been shown to be an incredibly powerful tool in helping learners to progress, both research and our own findings have shown traditional marking have a weak impact relative to the time commitment.
2. We place a heavy emphasis upon in-the-moment feedback (both verbal and written) to provide pupils with the tools and advice that they need to progress. Assessment for learning activities, peer and self marking, and circulating the room allow us to speed up this process.
3. Teachers look at children's work daily, and write general class notes regarding strengths, misconceptions and next steps in whole class feedback journals (at least once per week for core subjects, twice per half term for science, once per unit for foundation subjects).
4. We then use a range of 'call to action' strategies to ensure that children are given opportunities to act upon feedback. These include 'blue sticker tasks', use of visualisers (invested in for every classroom) and self/peer reflection activities.

Whole Class Feedback Sheet		Date:	Subject:
Successes/ Work to Share <small>Consider use of visualiser/ peer WAGOLL etc.</small>	Need Further Support <small>Consider how these children will be supported</small>		
Misconceptions and Notes for Future Lessons			
SPAG/ Basic Skills/ Presentation Points	Call to Action – Blue Sticker Task <small>How will feedback impact on future learning?</small>		



# ASSESSMENT

In addition to the summative processes outlined below, all teachers continuously use assessment for learning strategies, in order to tailor learning to the needs of the children.

## Internal Assessment Processes

1. As a minimum, **all children** are summatively assessed three times per year (at the end of each term) in every subject.
2. In **core subjects**, children sit PIRA (Reading), PUMA, (Maths) and GAPS (Spelling, grammar, punctuation) papers termly in core subjects. Year 6 (from Autumn) and Year 2 (from Spring) sit practice SATs papers. Independent writing from across the term is assessed and moderated at the end of the term. Children's current banded reading level is also captured. For KSI, phonics scores are recorded termly using Phonics Tracker. Children sit an internally created science assessment, which provides a scaled score out of 20.
3. In **foundation subjects**, assessment is comprised of checking knowledge through our range of Debden Foundation Assessments, alongside assessing skills utilising the relevant areas of the skills maps (this varies by subject depending upon the knowledge/skills spilt and is detailed on each subject page). These assessments provide a scaled score out of 15.
4. We use the **Insight software** to track children's progress. We track children's standardised/ scaled scores over time to gauge whether they are making below, at, or above the expected rates of progress.
5. Teachers complete a **gap analysis** of assessment papers (for core subjects, through a whole class feedback sheet) to inform future planning. Wave 1, 2 and 3 children are identified for interventions. Progress through interventions is recorded on our school provision map.



# CURRICULUM MONITORING



## Key Processes and Principles

-A subject leader is appointed to each curriculum area. They are responsible (alongside the Head of School) for the development and monitoring of the subject. Subject leaders also have regular opportunities to attend local subject leader meetings with colleagues from other schools. They are expected to stay abreast of the latest research findings, guidance, and best practice in their subject.

-Each academic year, we draw up a schedule that incorporates professional development and monitoring for each subject. In an average year, every subject is monitored at least twice as a part of this cycle (this may vary depending upon need/ school priorities).

-Curriculum monitoring may be carried out by the subject leader and/ or the Head of School, often in partnership with the link school governor for the subject. The monitoring process involves looking at a combination of the focus areas specified on the right.

-The subject leader/ Head of School then produces a subject leader monitoring report based on the strengths and development areas of the subject, which is shared with the academic team and the governors. They then update their action plans accordingly.

Classroom visit/s	
Looking at overviews/ schemes	
Looking at pupils' learning/books	
Learning discussions with staff	
Attending lunchtime/assemblies	
Observing support staff	

Learning discussions with pupils	
Looking at displays	
Meeting with coordinator	
Looking at resources	
Discussing with the Headteacher	
Ensuring NC coverage	