



We always try to be that little bit better

At Seaburn Dene, all stakeholders are committed to providing the children in our care with excellent learning opportunities. Our whole-school vision is: **'We always try to be that little bit better.'**

The curriculum has been carefully organised to ensure children have the opportunity to **revisit, practise and repeat learning**, which is essential for deeper understanding and committing 'sticky knowledge' to their long-term memory. Recently, our focus has been on putting in place effective assessment systems to enable effective tracking and monitoring across all curriculum areas.

The rationale for our curriculum at Seaburn Dene Primary School:

- Give children a **positive initial experience of learning**, one that will enable them to become enquiring, enthusiastic, lifelong learners beyond their time with us.
- Impart and teach our children **values** which will be fundamentally useful. Our core values underpin our curriculum, creating opportunities for our children to be:

Respectful and Kind : develop their understanding of their place in the community and the wider world. Promoting school values and developing as confident, responsible citizens.

Determined: overcoming obstacles and learning from experiences; developing a growth mindset.

Aspirational: grow and develop our learners' cultural capital.

- Provide **support and challenge** for all our children, including those that may be socially disadvantaged, those with special educational needs, and those for whom English is an additional language.
 - Promote and actively **develop children's emotional wellbeing**, allowing every child to develop and flourish.
 - Expose children to a **broad and balanced curriculum**, rich in knowledge, enabling children to make meaningful connections and develop a deeper understanding of the world around them.
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Implementation

In order to achieve the aims set out above, our curriculum has been designed to:

- **Prioritise the development of early reading skills**, empowering children to become literate, independent learners across all areas of the curriculum.
 - Expose learners to more than is required by the National Curriculum, through the exploration of new skills and experiences.
 - Revisit learning and build knowledge and skills sequentially and in increasing complexity over time. This enables them to put new knowledge into context, make links across and between topics, notice patterns and connect their new learning with what has come before. Without this spiral curriculum approach, new information can lack meaning and can be extremely difficult for children to process.
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Example: in history, chronological understanding is developed through the use of timelines. These begin in Foundation Stage, where children sequence events when describing them (e.g. daily routines, events in a story). In Key Stage 1, children sequence events from their own life and then move on to events before their lifetime. In Key Stage 2, children

sequence events on a timeline, referring to times studied in KSI to see where these fit in and use relevant dates and relevant terms for the period and period labels (e.g. Stone Age, Bronze Age, Iron Age).

- Throughout the curriculum, children are taught both substantive knowledge and disciplinary thinking in their subjects. The **substantive knowledge** of a subject area refers to the broad range of knowledge we hope to impart, from learning about pivotal developments in world history, to understanding binary code in computing or learning about the style and techniques of famous painters in art. The **disciplinary thinking** of a subject ensures our children understand how the knowledge of each area is developed by experts in the field. For example, children will learn how historians use sources of evidence to further their understanding of the lives of people in the past and practise developing those skills themselves. They will learn how musicians create songs through constant experimentation, play and rehearsal, and we will give our children the time to compose their own music, to practise their compositions and refine them over time.
- Extending opportunities for all children by early identification of their individual needs and interests and implementing strategies to overcome barriers to success.
- Exposing children to a wide range of experiences, enriching and deepening their knowledge and understanding of the curriculum and the world in which they live.

Carefully planning and running extra-curricular enhancements which enable all children to further their knowledge and skills gained in the classroom and apply these to their local, national and global communities. All children have access to school based extracurricular activities through, for example, drama, music, the arts and technology.

Example: *Our KS2 musical production, which is a pivotal event in the school calendar, provides opportunities for children to collaborate together as a whole school. In the run up to the performance, and throughout the performances, children are immersed in a range of creative activities: rehearsing scenes, creating props, painting a backdrop for the play, singing in the choir, performing dances, all accompanied by live musicians, including ex-pupils. The musical supports children to become resilient as they rise to the unique challenge of putting on a production for the whole community.*

Through our core values, we aim to develop responsible global citizens with social, ethical and moral values. These are taught both explicitly through curriculum and implicitly through the culture of the school. Children at Seaburn Dene are taught to value the contributions of others and to understand that, whilst everyone is unique, each individual is of equal importance.

Impact

We aim for all our children to leave Seaburn Dene

- Academically and emotionally ready to embark on and embrace the next phase of their learning in KS3
 - Understanding that your mindset needs to match your aspirations and through hard work anything is possible.
 - As kind, resilient and creative individuals, with a passion and excitement for learning.
 - That they are empowered to actively participate in the world in which they live.
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- As responsible individuals who are able to build and develop productive relationships with others and effectively contribute to the wider community.
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