



LANDKEY COMMUNITY PRIMARY ACADEMY

STRIVING FOR EXCELLENCE - CARING FOR ALL

Policy for Curriculum Teaching and Learning

Date of Policy Issue: April 2023

Review Date: April 2024

Introduction

At Landkey Community Primary Academy, we are committed to:

‘Striving for excellence and caring for all through an environment that enriches learning.’

Our school’s core values are at the heart of all we do and are interwoven into all learning opportunities, along with a strong emphasis on team-work and co-operation, in order to bring our vision to life by encouraging the children to be:

- Respectful and tolerant
- Positive and hardworking
- Happy and confident
- Independent and resilient
- Caring and considerate

We educate and nurture the whole child, providing opportunities for each child to discover and develop their unique talents and abilities.

Our children work hard and play hard. We create a culture of achievement within a vibrant and stimulating learning environment ensuring positive reinforcement at all levels of ability through appropriately differentiated expectations.

Landkey Community Primary Academy will work with everyone to create a happy, safe and stimulating setting where children are motivated to learn together, whilst being caring and considerate, respectful and tolerant of each other and the wider community.

By maintaining high expectations of ourselves and our children, our children will be positive and hard-working, equipping themselves to encounter opportunities and challenges confidently with independence, resilience and determination. We encourage a curiosity about the world and strive to ensure that our children will contribute positively, now and in the future.

At Landkey Community Primary Academy we take pride in developing outstanding teaching and learning by holding the highest expectations of all our pupils and knowing the children well. We challenge all children to strive for academic, creative, sporting and personal accomplishment within a broad, vibrant and enriched curriculum.

Our children are given time to explore subjects and develop deep understanding. We celebrate perseverance, resilience and risk taking, ensuring children welcome challenge and are not frightened to make mistakes. We encourage children to take ownership of and responsibility for their learning, so they have the confidence and curiosity to ask questions, solve problems and respond to quality feedback. Children are praised for hard work, determination and having a positive attitude.

In order to create an inclusive school where everyone can flourish, whatever their background, we promote an ethos of respect, tolerance and empathy, where diversity is valued and celebrated – both within school and the wider world. Safeguarding and welfare is extremely important and pupils are taught the virtues of kindness, appreciation, consideration and what it means to be courageous.

Special care is taken to educate everyone in the Landkey Primary community about the needs of others and how best to meet them. We foster open and honest communication with parents, carers and specialists and actively seek to engage with all members of the Landkey community in a positive and supportive manner.

The purpose of our curriculum is to prepare the children for life in the 21st Century, whilst showing an awareness of world issues – children need skills, such as research, collaboration, innovation, presentation, evaluation and reflection, to help them actively make a difference and create a better world for the future. They need to be equipped to succeed in the world and be able to navigate their path on a global stage.

With the majority of our children being from a rural, costal community, it is important that they understand and appreciate their place in the world and that of others. The children were keen themselves to build an understanding and knowledge of people and places they had not yet experienced, resulting in creating an understanding of diversity.

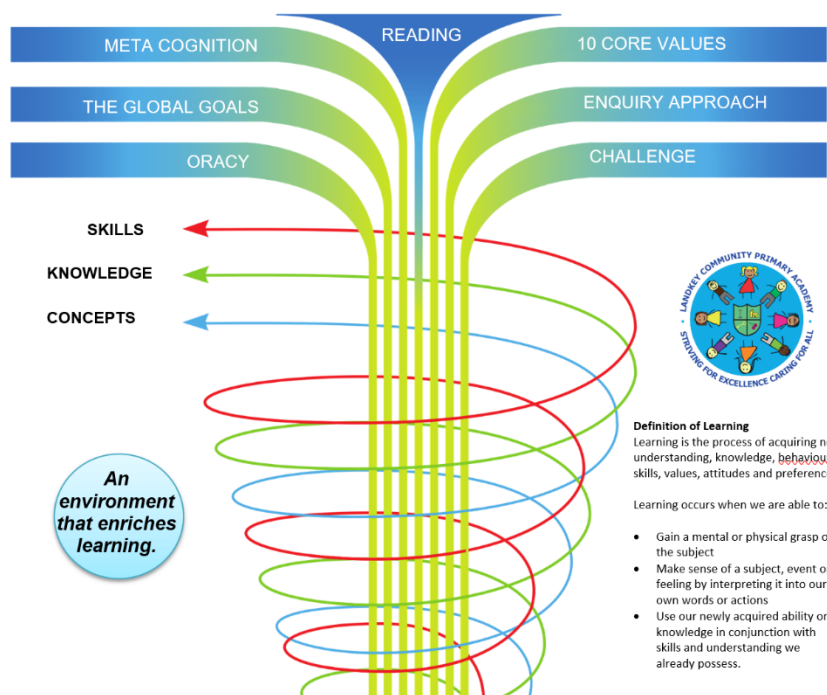
Being part of the Tarka Learning Partnership, it is our vision at Landkey Community Primary Academy to provide the best possible education and opportunity for all children in the North Devon Area. To this end, we strive to prepare children for transition to Secondary School by offering them an outstanding, broad and balanced curriculum. Children are given the opportunity to discover where their own talents and passions lie, through the provision of rich and varied, but meaningful learning experiences across all subject areas.

Through high expectations, whilst meeting the needs of all, we aim to raise the aspirations of learners, both within school and the wider community – it is important for children to realise that, by having a voice, they can make a difference to improve their lives, the local community and the wider world.

Curriculum Aims

Our curricular aims are to develop children to be global citizens, prepared for the 21st Century, secondary ready and aspirational. Through skills, knowledge and concepts, we strive to develop the whole child through:

- Oracy
- Core values
- Global Goals
- Metacognition
- Reading
- Enquiring minds
- Challenge



Quality First Teaching

Landkey Primary Academy is an inclusive school. In the current Ofsted report (June 2022), it was reported 'everyone is a teacher of pupils with SEND'. Our quality first teaching, ensures that all pupils receive and follow an ambitious curriculum.

How do we ensure all children receive quality first teaching?

Our key principles for teaching and learning are:

- Learning behaviours
- Assessment of learning
- High expectations
- Relationships
- Modelling
- Subject knowledge
- Effective questioning
- Inclusion
- Sequential learning
- Progression

These are embedded through a relational behaviour approach in an environment that enriches learning, which allows all our children to succeed.

Curriculum Implementation

Our curricular aims are to develop children to be global citizens, prepared for the 21st Century, secondary ready and aspirational.

Core Subjects

English

At Landkey Academy we strive to ensure we develop a lifelong love of reading, writing and English to enable children to fully access all areas of curriculum and achieve their potential throughout life.

We will ensure we equip them with the fundamental tools to achieve in our school and beyond. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

It is our intent at Landkey Primary Academy to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively.

Reading

Reading is of paramount importance and we believe it to be at the core to all learning. Children will constantly be exposed to a wide range of high quality texts both in English and across the curriculum to ensure we meet the needs of all learners. We will ensure we develop confidence in reading and comprehension.

We believe reading opens up a new world for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures. We will provide opportunities for children to read both independently and aloud as well as allowing them the chance to discuss and recommend books they have read to their peers.

- In Key Stage 1, children have daily sessions which incorporates the phonics session – this session lasts 45 minutes.
- In Key Stage 2, children have daily whole class guided reading sessions which last up to 30 minutes.

Phonics and Spelling

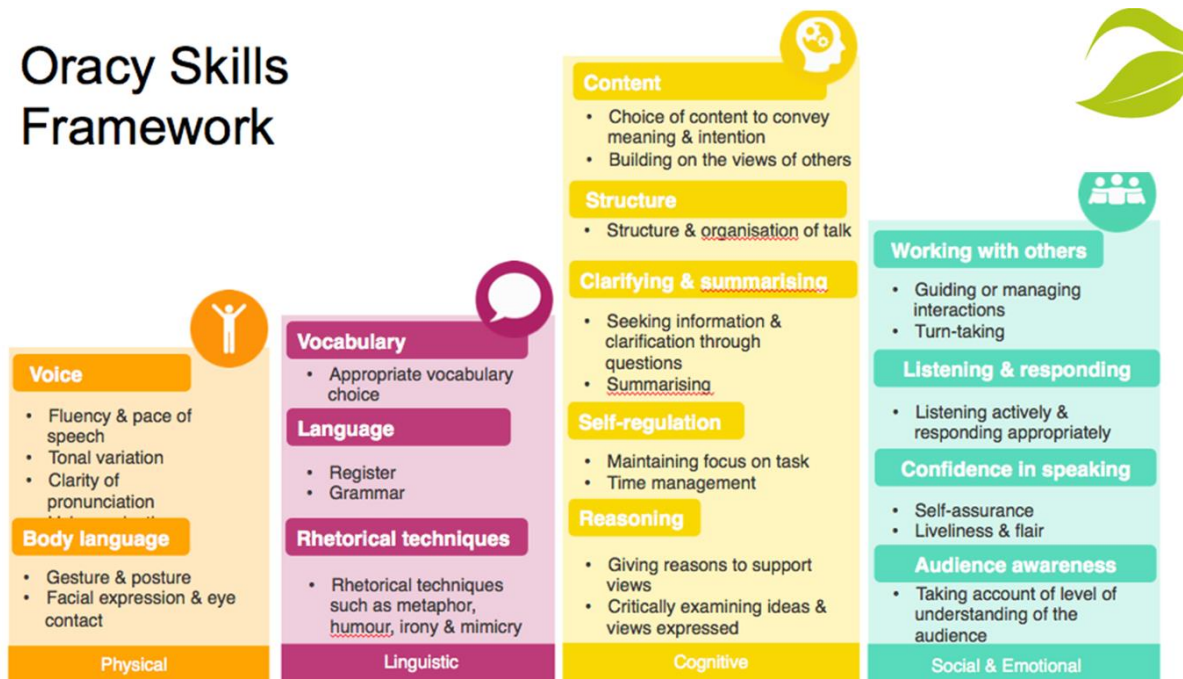
We follow Read Write Inc as a phonics scheme and overview. Children start in EYFS and progress through to Year 2. Once children have completed the phonics scheme, children move onto learning more complex spellings through sound and patterns.

We start by teaching phonics to children in Early Years and continue until they are confident readers. They begin by learning how to 'read' the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell well. We teach the children simple ways of remembering these sounds and letters using the Read Write Inc. phonics scheme. The children practice their reading with books that match the phonics and the 'tricky words' they know. Through reading decodable books children are provided with the opportunity to succeed with the right level of challenge, developing their love of reading early in their school life

- Phonics sessions are daily for 45 minutes.
- Spelling sessions are daily for 15 minutes.

Oracy

Landkey Primary promotes and develops the oracy skills of our children. Across all subjects, children are exposed to high levels of vocabulary and encouraged to incorporate these into their work as well as social interactions. Strong oracy skills help build confidence in children, increasing their ability to communicate effectively and appropriately in all situations. Assemblies support the development of oracy.

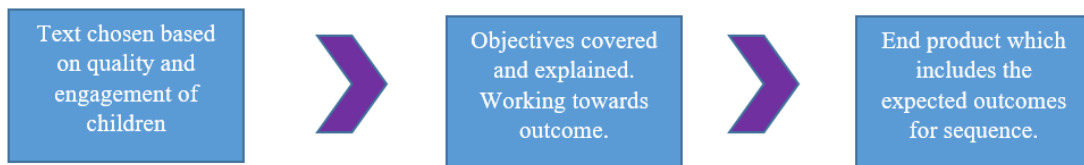


Writing

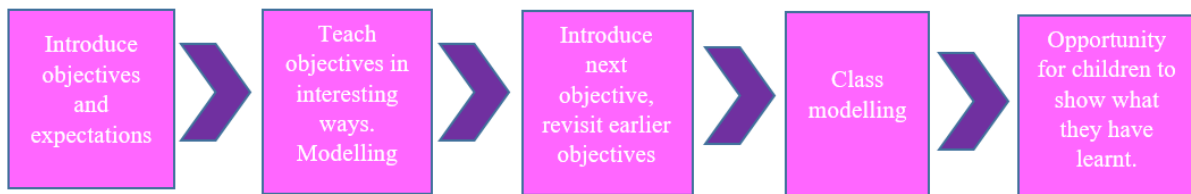
Writing is a crucial part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum. The objective and purpose of writing in Landkey Community Primary Academy is to provide well-structured, diverse, engaging and accessible sequences that use high quality texts to enable all children regardless of ability, or gender, to explore a multitude of genres, authors and text types. We intend for pupils to be able to plan, revise and evaluate their writing. To be able to do this effectively, pupils will focus on developing effective composition and the writer's style. They will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We also intend for pupils to leave school being able to use fluent, legible and speedy handwriting.

- Writing sessions are daily, where teachers aim to plan in for 60 minutes per day.

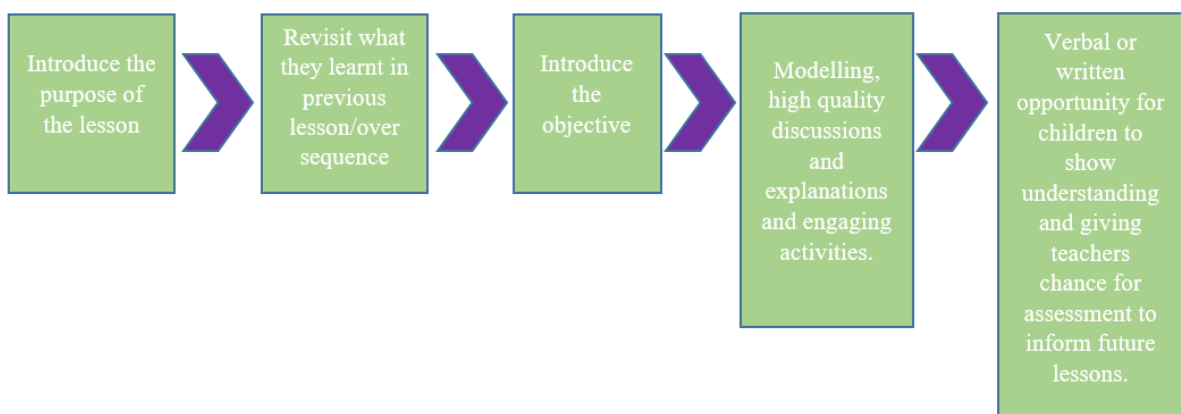
How a sequence should look:



How a week of writing should look:



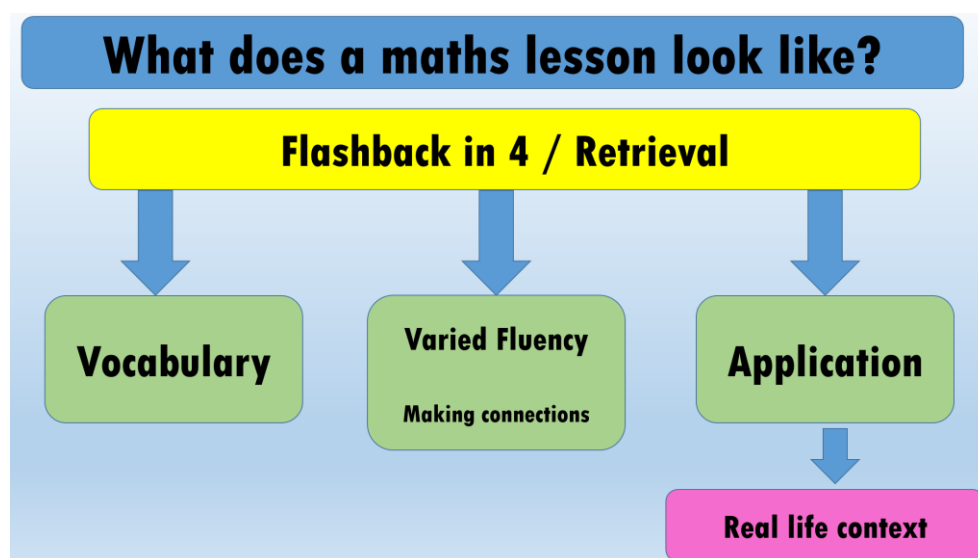
How a lesson of writing should look:



Maths

It is our aim at Landkey Community Primary Academy that every child has a high quality maths education built up of a rich and varied curriculum. With our nurturing and caring ethos, we want to provide a safe environment for children to take risks with their learning, be resilient and persevere with the challenge of mathematics. We will endeavour to give the children deep relational understanding, where they make rich connections and are able to apply their skills in other curriculum areas. The children will recognise the importance of maths to everyday life and with this in mind, we will ensure pupils develop a positive and enthusiastic attitude towards the subject. This includes the staff belief that all pupils are capable of understanding and doing mathematics, given sufficient time. When they leave Landkey they will have confidence, curiosity and a powerful set of skills, to equip them for secondary school and life.

- We follow White Rose Maths as a scheme and long term plan but supplement learning from a variety of sources to ensure knowledge and skills are embedded and there are opportunities for reasoning and mastering.
- We teach maths for 60 minutes per day.



Science

At Landkey Primary Community Academy, we understand that children are naturally curious and we encourage this inquisitive nature throughout their time with us and beyond. Science fosters a healthy curiosity in children about our universe and promotes respect for the living and non-living. We believe science encompasses the acquisition of knowledge, concepts, skills and positive attitudes. In our rapidly evolving world science is a vital part of our curriculum intention. Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies their curiosity with knowledge because science links direct practical experience with ideas, it can engage learners at many levels. Scientific method is about developing and evaluating explanations through experimental evidence and modelling. Pupils learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world.

We believe stimulating and challenging experiences secure and extend scientific knowledge and vocabulary and provide children with the skills which not only equip them for an ever-changing world but help them become lifelong enquirers.

At Landkey Community Primary Academy, scientific enquiry skills are entrenched in each topic the children study and these topics are revisited and developed throughout their time at school.

Topics, such as Materials, are taught in Key Stage One and studied again in further detail throughout Key Stage Two. This model allows children to build upon their prior knowledge and increases their enthusiasm for the topics whilst embedding this procedural knowledge into the long-term memory.

We study Science because Science means discovery. Discovery of how the world works, our place, impact, role and the responsibilities we have. To explore how scientific ideas, develop and how we learn by experimentation. We are committed to providing a stimulating, engaging and intellectually challenging learning environment to enable all our students to develop scientific consciousness, from the subatomic to the intergalactic.

- Science is taught for 2 hours, per week. On occasions, children take part in Science days.

Foundation Subjects

At Landkey Primary, we teach a split curriculum for four subjects to allow for an in-depth learning experience.

- Autumn 1 – Art and Geography
- Autumn 2 – DT and History
- Spring 1 – Art and Geography
- Spring 2 – DT and History
- Summer 1 – Art and Geography
- Summer 2 – DT and History

All other foundation subjects are timetabled in weekly.

Art

At Landkey, we aim to provide a high quality Art, Craft and Design education that engages, inspires, communicates and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of Art, Craft and Design. As they progress, pupils will develop their critical thinking skills. They will be exposed to a wide range of Art and artists, including those from different periods and cultures which they will explore, investigate and evaluate. This content and approach reinforces our global curriculum, enabling our pupils to become world citizens with an understanding of how Art impacts and enhances societies, past, present and future, and contributes to the culture and creativity of our surroundings.

We recognise the vital role of Art, Craft and Design in allowing curiosity, creativity and self-expression to develop alongside resilience, confidence and critical thinking skills.

Our curriculum is designed to be accessible to all whilst maximising the development of every child's ability. We follow Access Art to support with planning and assessment. We want our learners to reach and exceed their potential in Art at Landkey Primary Academy and beyond. By the end of Year Six, pupils will have covered all the areas of the Art, Craft and Design curriculum within different contexts and felt a sense of ownership about their sketchbook. The sketchbook will be a place which questions are explored and answered, with responses used to show their understanding of different techniques, processes, ideas or outcomes including work made by artists, craftspeople, architects and designers.

Design and Technology

Design and Technology is an inspiring, rigorous and practical subject. It encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. Teachers use the Design and Technology Association to support planning and assessment. At Landkey Primary Academy, we encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other disciplines such as mathematics, science, computing and art. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness. We aim to develop a critical understanding of its impact on daily life and the wider world. Cooking is an important aspect of this curriculum and we ensure the children understand nutrition and apply these principles when learning to cook.

Children are encouraged to become innovators and risk-takers who are able to participate successfully in an increasingly technological world.

History

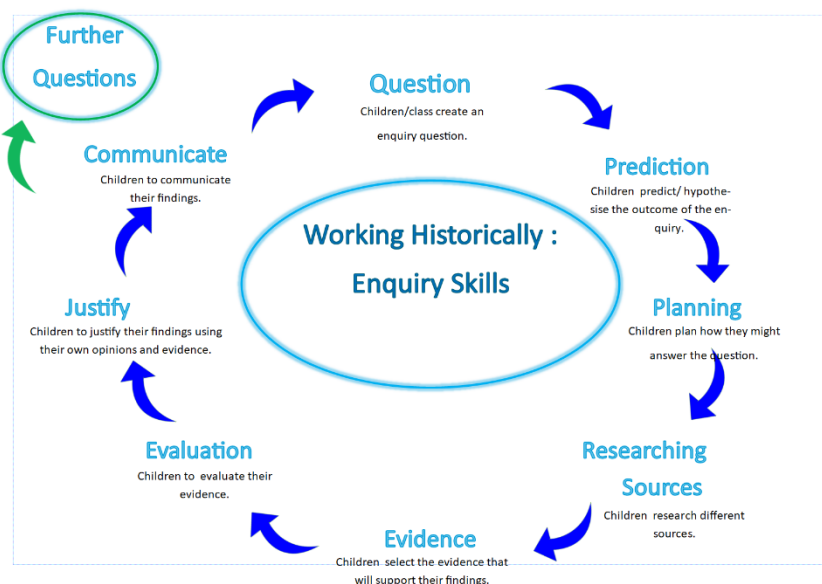
We aim to help Landkey pupils understand the relevance of learning about history by developing a keen interest in the past and how it has shaped the present and future.

We will ensure that across both Key Stage 1 & 2, there is a clear progression in history skills and that a range of engaging topics are covered that include local, national and international history.

At Landkey Community Primary Academy, we will strive to improve certain skills such as interpreting and evaluating sources. We will also work on developing children's retention of knowledge, such as key facts and dates, following consultation with KS3 staff.

We wish to bring history to life at Landkey through lessons that provide opportunities to: ask and answer questions, role play, interact with a range of resources, explore fascinating artefacts and attend stimulating educational talks and visits.

Children will work towards answering a main enquiry question through sub-questions in individual lessons, children are taken on a journey through an enquiry cycle so they are equipped with knowledge and skills to answer the over-arching enquiry question.



Geography

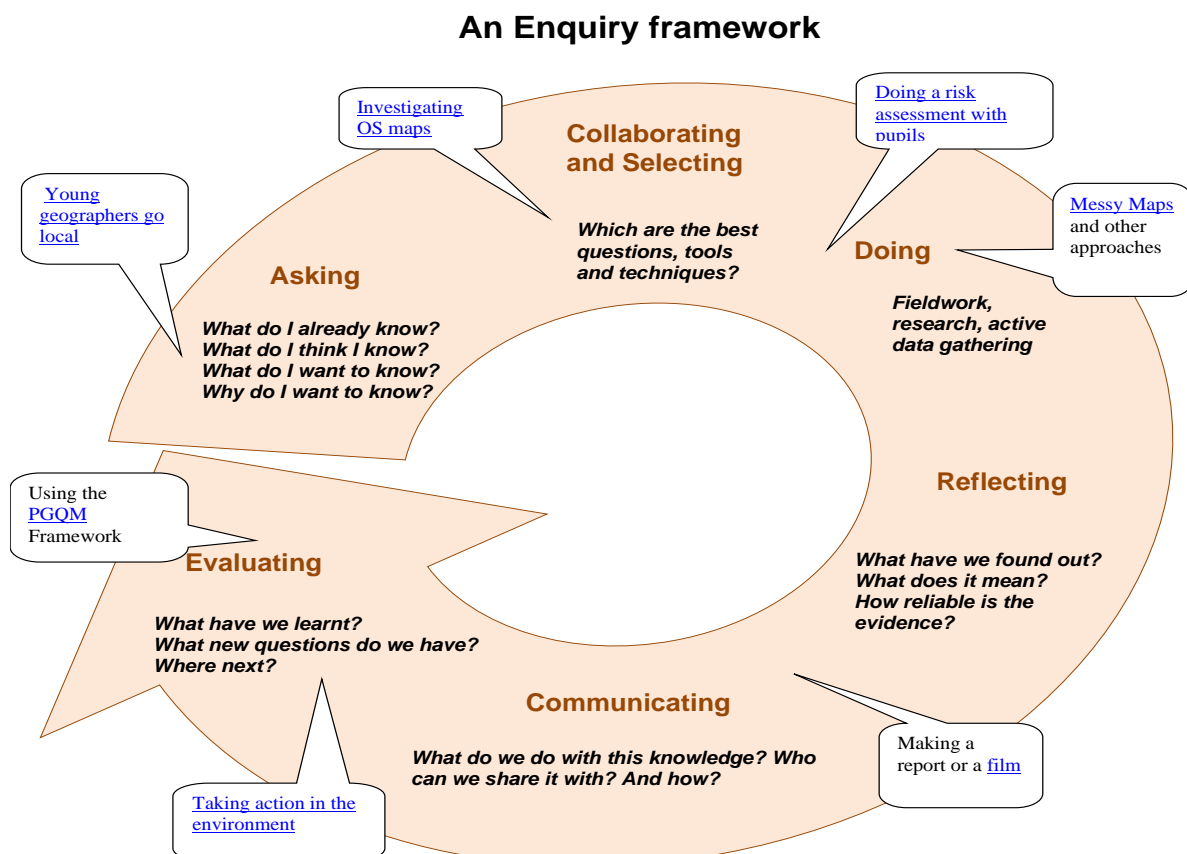
At Landkey, we want to develop a curiosity in our children about the world around them.

We want pupils to gain a clear understanding of their own locality and gather insights into similar and contrasting locations, both in the UK and globally.

Furthermore, at a time when climate change is very much in the forefront of our consciences and the daily news, we want pupils to understand the urgent need to care for our planet and learn about how they can take steps towards protecting it.

We strive to make geography engaging and fun – enabling children to get out and about on fieldwork trips and also by providing a more interactive experience whilst in school through dynamic and well-resourced lessons, inspiring displays and themed days. Children will work through fieldwork skills to develop their enquiring minds, alongside units specifically focused on the geography concepts of; location and place, human and physical geography skills.

Overview of Pedagogical Approach based around Geographical enquiry:



'Thinking as a Geographer' is supported through Geographical enquiry, an active process of investigation in which pupils are fully engaged. Enquiry work includes open-ended activities in which pupils are independently discovering things for themselves using their knowledge and skills. Teaching and learning is oriented towards answering questions, opening up problems and issues and moving towards general principles and solutions, with the teacher managing and organising an appropriate range of teaching and learning experiences.

A suitably-framed enquiry is the most powerful vehicle for developing geographical knowledge and understanding, and is not simply a 'bolt on' for skills development. An enquiry approach

helps us to select suitable content and appropriate geographical questions in order to tackle an issue or theme in a distinctly geographical way. This approach can work at different scales in the classroom as well being used to frame one lesson or a whole unit of work. The starting point for many enquiries is the harvesting of ideas, thoughts and avenues of questioning through co-operative 'talking' activities in class.

Children will work towards answering a main enquiry question through sub-questions in individual lessons, children are taken on a journey through an enquiry cycle so they are equipped with knowledge and skills to answer the over-arching enquiry question.

Physical Education

At Landkey Primary we are committed to excellence in PE, ensuring that every child values physical activity as part of a healthy lifestyle. We strive to provide outstanding provision for PE and sport across the school, and aim to give every child the opportunity to reach their full potential across a wide range of physical activities. We understand the vital importance that effective learning in PE has on the holistic development and wellbeing of every child. As such, we strive to promote healthy, active lifestyles and celebrate physical as well as academic achievement.

It is our intent for the Physical Education curriculum to inspire all pupils to enjoy, succeed and excel in competitive sport and other physically-demanding activities. We will provide opportunities for pupils to become physically confident in a way, which supports their health and fitness. We will provide our children with opportunities to compete in sport and other activities to build character and help to embed core values such as fairness and respect.

In Key Stage 1, the children will develop fundamental skills: cognitive, creative, health & fitness, personal, physical and social. These skills will enable children to become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Children will experience a range of competitive games in order to challenge their teamwork and thinking skills. Through the year, children will learn transfer their skills into learning yoga.

In Key Stage 2, the children will continue to apply and develop the fundamental skills, learning how to use them in different ways and link them to make actions and sequences in movement. We will provide the children with plenty of opportunities to allow them to enjoy communicating, collaborating and competing. Throughout the year, the children will have the opportunity to take part in a variety of games, yoga, gymnastics and dance. By the end of Key Stage 2, children will be taught to swim a distance of a minimum of 25m competently, confidently and proficiently.

In addition, we believe it is fundamental for children to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.

- In line with Active Devon, we promote 60 minutes of physical activity daily, this is achieved through: active break and lunchtimes, mile a day, movement breaks, physical education and extra-curricular clubs along with promoting walking or cycling to school.
- All children receive 2 hours of physical education weekly.
- Teachers follow Real PE to deliver high quality lessons and teach the transferable skills and knowledge in sport specific units.

Music

First and foremost, at Landkey Community Primary Academy, we aim to develop a love of music both in respect to its appreciation and its creation.

Our intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at Landkey Academy is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts

In supporting this, we also aim to ensure that all pupils develop some understanding when reading musical notation and using this whilst developing a competence with key instruments with KS2 focusing on learning instruments, such as, ukuleles, djembe drums, trumpets, recorders and glockenspiels as part of the wider opportunities in music scheme.

Teacher use Charanga as a scheme in order to provide high quality teaching and learning.

- Children can receive private music tuition through booking lessons with our external music teachers.

RE

At Landkey Community Primary Academy, we aim to engage pupils in systematic enquiry into significant human questions, which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Through Religious Education we aim to ensure that children know about and develop an understanding of a range of religions so that they can describe, explain and analyse beliefs and practises, recognising the diversity which exists within and between communities and amongst individuals. Through this subject we also enable children to express ideas and gain insights about the nature, significance and impact of religions and worldviews to enable them to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value including ethical issues.

In addition, teaching this subject at Landkey Community Primary Academy will allow children to gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can articulate beliefs, find out about and investigate key concepts and questions of belonging, meaning, purpose and truth by responding creatively.

As a school, we recognise the lack of diversity in our local community and see it as a key responsibility to develop respect and tolerance of other cultures, faiths and beliefs through our curriculum.

Primary Languages

At Landkey Primary Academy, we wish to instil and foster pupil's curiosity, deepen their understanding of the world, and open up their experiences to other cultures.

The core language taught in Key Stage Two is French. It is the intention that all children in KS2 will access first quality teaching of French in order to adequately prepare and lay the foundations for secondary education.

Computing

At Landkey Community Primary Academy we want pupils to be MASTERS of technology. Technology is everywhere and will play a pivotal part in students' lives. Therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely. We want our pupils to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this.

We want our pupils to understand that there is always a choice with using technology and as a school we utilise technology to model positive use. We recognise that the best prevention for a lot of issues we currently see with technology/social media is through education. Building our knowledge in this subject will allow pupils to effectively demonstrate their learning through creative use of technology. We recognise that technology can allow pupils to share their learning in creative ways.

We also understand the accessibility opportunities technology can provide for our pupils. Our knowledge rich curriculum has to be balanced with the opportunity for pupils to apply their knowledge creatively which will in turn help our pupils become skilful computer scientists. We encourage staff to try and embed computing across the whole curriculum to make learning creative and accessible. We want our pupils to be fluent with a range of tools to best express their understanding and hope by Upper Key Stage 2, children have the independence and confidence to choose the best tool to fulfil the task and challenge set by teachers.

PSHE and RSE

At Landkey Community Primary Academy, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

Here, at Landkey Community Primary Academy School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs.

Global Goals

At Landkey, we believe it our duty to educate our pupils to combat climate change.

'The Sustainable Development Goals (SDGs) were agreed by United Nations member states in 2015. Scotland became one of the first countries in the world to adopt the 17 goals which aim to: eradicate extreme poverty, reduce inequality = combat climate change. These incredible aims will only be met by 2030 if we all contribute. Education plays a central role in achieving the targets of the SDGs. Securing young people's entitlement to Learning for Sustainability within the curriculum will enable us to meet SDG4 Quality Education, target 4.7.'

THE GLOBAL GOALS

For Sustainable Development



Early Years Foundation Stage

At Landkey Community Primary Academy, when planning and guiding what children learn, teachers must reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning are:

- **Playing and exploring** - children investigate and experience things, and 'have a go.'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Types of Assessment

At Landkey Primary Academy we use a range of different forms of assessment. These are outlined below and a brief overview is provided about how we assess.

Formative Assessment

Formative assessment is the most important type of assessment used at Landkey Primary. Formative assessment is not 'formally' assessing but through daily interactions. Teachers assess children's understanding through pupil conferencing, questioning and observations. The information that teachers receive through these means will inform future planning to ensure that all children's needs are being met and challenged when needed. Teachers provide 'live' feedback in the moment as this is the most effective way to meet the needs of all learners and deepen their understanding.

Early Years

Practitioners using knowledge of children: assessment is based primarily on the practitioner's professional knowledge of what the child knows, remembers and can do day to day. It is a means of checking whether a child has learnt what has been taught (for example letter/sound correspondence) and can take place during routine interactions with children and does not need to be planned or documented. The practitioner may simply reflect on the knowledge, skills and understanding that the child demonstrates in the course of everyday learning to plan what to teach next. Where something has been well taught a child's learning is embedded and secured. The child is likely to demonstrate what they know and can do consistently in a range of situations.

Summative: assessment is based on a holistic view of what the child can demonstrate against each Early Learning Goal (ELG) at the end of the Reception year. When assessing children against the ELGs, teachers should look at the whole description for each goal to determine whether this best fits their professional knowledge of the child. The ELGs are interconnected, meaning that children demonstrate attainment in more than one area of learning when engaging in a particular activity. Practitioners should consider the child's development across the areas of learning, and whether the levels of development in relation to each of the goals make sense when taken together.

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child.

The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.

Statutory Assessments

At different points in primary school, children are required to take part in statutory assessments, which are outlined below.

Year 1 Phonics screening

The check will take place in June when your child will read 40 words out loud to a teacher. You'll find out how your child did, and their teacher will assess whether he or she needs extra help with reading. If your child does not meet minimum standard, they'll have to do it again in Year 2.

End of Key Stage 1 Assessments

Key stage 1 tests cover:

- English reading
- English grammar, punctuation and spelling
- Maths

Your child will take the tests in May. You can ask the school for the test results.

You'll be sent the results of your child's teacher assessments automatically.

- Assessment of writing is through teacher assessment.

End of Key Stage 2 Assessments

Your child will take national tests in May when they reach the end of key stage 2. These test your child's skills in:

- English reading
- English grammar, punctuation and spelling
- Maths
- Writing is through teacher assessment

The school will send you the results of your child's tests and teacher assessments in July.

Curriculum Enrichment

At Landkey Primary, we value culture capital and strive for all our children to have the best possible start in education. We believe in supporting to develop the whole child whilst celebrating all children's differences and uniqueness. In doing so, we plan for children to experience high quality visitors in school, trip and visits to stimulate curiosity about the wider world. Examples have included:

- Author visits in school
- Athletes visiting school
- Bikeability
- Theatre trips
- Residentials to London and Isle of Wight
- Ultimate Adventure Centre residential
- Rosemoor
- Local beaches and exploring coastlines
- Science, History and Geography focused trips
- Variety of sporting events for Year 1 – 6
- Chance to Shine Cricket

Extra-curricular activities

Staff at Landkey understand the importance of running extra-curricular clubs outside of the school day. We offer a broad range of clubs for all age groups. Some of our clubs are run by external agencies such as: Devonshire Academy, Romar Sports and The Mini Gardeners Club.

Celebration of learning

Children at Landkey Primary receive verbal recognition daily on their efforts and achievements. On a Friday, we hold a celebration assembly where children are celebrated for their successes during the week. We recognise 'above and beyond' achievements in reading and maths through regular monitoring of accelerated reader and times table rock stars. When children attend events, such as sporting events, their efforts are celebrated. At the end of each term, we celebrate achievement in reading, spelling, writing and maths. We are proud of all our children and children enjoy celebrating others success.

Curriculum Impact

Our curriculum is carefully designed to be challenging and relevant to our pupils and their local identity. It builds upon their prior knowledge and understanding.

All children are given the opportunities and experiences they need to go forward to be successful in their education and future lives, enabling them to achieve and fulfil their dreams and all of their aspirations in an ever-challenging and changing world.

The children at Landkey Community Primary Academy are Secondary ready, having been given the strong foundations to build upon towards a seamless transition to the next stage of their educational journey.

It is our aim for all children to leave Landkey Primary as independent learners with self-belief and an abiding respect and caring attitude for others. We aim to instil a lifelong love for learning and a strong foundation for future success. It is our absolute priority that learning meets each child's needs for the future and enables them to become successful, happy and contributing members of society.

Parents and carers

Staff at Landkey Primary work hard to communicate effectively with parents and carers about their child's development and learning journey.

We hold regular events where parents and carers are invited into school to celebrate and share children's learning such as open afternoons, art exhibitions, sport days and performances.

Topic webs are available on the school website at the start of each half term so parents and carers are informed about upcoming learning.

Home learning

Children are expected to read daily at home and/or develop their phonics knowledge. Reading is at the core to all learning. In addition, children in key stage 2 are set weekly maths and spelling tasks. The activities set, either consolidate current learning or acts as a pre-teach activity for upcoming learning. The expectation in year 6 is a supplementary piece of grammar learning, this is to support children in year 6 to be secondary ready.

All children are supported to complete their home learning but encouraged to discuss questions they have with their teacher if they need extra support.

As a school we use online learning platforms such as Google Classroom, Times Table Rock Stars and EdShed (for spellings) to support home learning.