



Please navigate your way through our vision...



BELIEVE BELONG BECOME

Being only metres from the beach and situated on the doorstep of Exmoor Combe Martin School is located in a fantastic setting for children to learn and develop. Our headline ethos of **BELIEVE, BELONG, BECOME** guides our school community in it's daily efforts to add value to our children's learning and welfare. It models the strength that being safe, being ready and being respectful adds to our learning behaviours.



During our school journey we believe that all adults should foster a love of learning and inspire a passion for learning. This ethos is reflected in the individual's commitment, 'Don't stop until you are proud of yourself'. We recognise that the best learning is achieved through the provision of broad and stimulating experiences and that only through taking risks and making mistakes can we reach our full potential. We will always inspire others to reach beyond their own aspirations and show others we are willing to do the same to always insist on high standards.

In belonging our School is at the heart of the community – local and global. We are a community that values the individual first and will work hard as a team to improve the outcomes for all. We acknowledge that we are all leaders and seek to develop the capacity to lead in everyone. We seek to understand, respect and celebrate the differences of our world -while educating ourselves in, and seeking explanation for, ideals which we cannot reconcile in our community.

If we '**believe**' and '**belong**' then we will **become** independent and autonomous lifelong learners who are valued members of our communities nurturing the highest aspirations for ourselves and the highest regard for others. We will be successful, educated, confident and caring individuals.



WE BELIEVE

We **BELIEVE** that every child that comes to CMS is on a unique journey... growing into an adult with the potential to offer something special to the world.

With that 'something' special not yet decided, our school helps with the journey. We start near the beginning, on the foundations that parents have laid.

Together, we **BECOME Super Learners**. Learners with a sense of **pride**.

We prepare, give knowledge, develop skills, test theories and seek explanations. We play, think, dream, immerse, create design, examine, question, challenge, support and more!

We offer a safe place to learn to communicate in, prepare for and make sense of 'our world'. A place to BELONG.

We believe we will help parents achieve the best for their children. We will champion the mantra... 'Don't stop until you are proud of yourself!'

#wearecmpsch





WHAT DO WE NEED?

How we build our curriculum based on our need...

Curriculum design is more than what to teach in English and maths. Our curriculum is based around the **needs** of our children in an ever changing and technologically advancing world. As Combe Martin is a coastally isolated area, it is vital that we offer '**BIG**' **experiences** for our children. Experiences that invoke **challenging questions** and **deep thinking**. With that in mind we must teach how to **think deeply** and **reason**, be **resilient**, **reflective** and **reciprocal** individuals who search out and examine the most effective ways to **connect** and **develop** our skills and knowledge.

We must give our children the **social capital** and **knowledge** to participate in whichever field they choose to develop.

A rich **global culture** is located beyond our community boundaries but should not be ignored in the development of our beliefs and values. How children from Combe Martin identify with, belong to and contribute towards our world is vital in **raising the aspirations** of the generations that grow up in this beautiful location.





BEING A SUPERLEARNER

Being a SUPER LEARNER is learning how to learn. What the best approach to take is and how to decide when to take it. We acknowledge, not the attainment, but the effort and the progress made when thinking about a problem. A Super Learner can be any child, not particularly a child who excels in academic performance, more a child who gives everything. Every week we build on our 'world' in school. Looking for ways that we might improve our learning dispositions with the aim of thinking more deeply and challenging our performance and the thoughts of others.

We want our children to ask '**why?**' and we want then to say what is important to them. **Thinking deeply invites challenge.** We **all** expect that we are challenged!

Being a Super LEARNER means that we consider our **social and emotional needs**. **Speaking and listening confidently**, building **self-esteem** through **self-efficacy**, being **confident in our knowledge and purpose**, creating **independence** and **desire**. To know that everything is not 'great' all the time but knowing what to do when it goes wrong! We examine what is meant by being healthy, both physically and mentally, in order to be more efficient learners.



Resilient: When I come to something challenging I keep going.

Resourceful: I can find a different way to explain or try to solve a challenge.

Reflective: I can describe what I have learned and why I was successful.

Reciprocal: I can talk about the ideas we have shared in our learning.



LANGUAGE

In a world in which **communication** is essential we seek to **immerse** our children in **language**. The development of **platforms** from which to communicate is essential. All of our children must be able to read and write to an acceptable level to communicate effectively as well as understand and manipulate the 'language' of mathematics. Within that expectation is that our communication is used as a tool in our learning. Touching **a broad range of subjects**, our learning must have **purpose** and **value** in order to have **meaning** in the development of our **values**.

To this end we seek to empower creativity. Writers who can bend their words to meet any purpose. Thinkers who understand, question and explore. Artists who capture. Scientists who explain and mathematicians who solve. All of whom must grasp language and use it to their advantage.





SAFE, READY AND RESPECTFUL

The foundations of our Super Learning are based around our three golden rules. Children identify quickly with the three rules and can base their value system around them. Are the choices you have made safe? Are you ready to learn? And are you respectful of..? In a world where safety is paramount ensuring children understand the world around them and respect it is a very important aspect of education. In our unique setting we have the opportunity to explore an environment not accessible to many school children. In doing so, we must understand the consequences of our decisions in real terms... locally, nationally, globally and remotely.





SEA SCHOOL - UNIQUELY US

When examining the world, acknowledging the richness of its culture and the reality of its dangers, we must also **immerse ourselves in our locality**. Our Sea School curriculum looks to the **beauty and diversity** of our rocky shores and coastline to **develop pride** in our setting and an **understanding of global issues through local study**. **Crossing subject boundaries** to develop real life **purpose** and examine real life **impact**, our Sea School delivers a life-long mission to the children of our community; This is our world - make sure your children and their children can enjoy it too!





OUR CURRICULUM ENGINEERS

The role of the teacher

The Classroom Teacher must draw our ethos and values together into a class curriculum. They engineer the path the class will take. The identification of gaps, development of interest, meeting the National Curriculum, mapping and tracking the progression of knowledge through the development of skills. Adapting what to teach and how to teach in order to meet the needs of the individual. Ensuring, over time, the continuity to build and grow as learners, making connections and reason through comparison. The fostering of enquiring minds, inspiring and delivering relevant experiences to our children to encourage participation and ownership of their learning. Creating enjoyment and engagement; Insisting on high expectations and structuring learning to meet them.





DEVELOPMENT OF KNOWLEDGE AND SKILLS

Through the development of skills, knowledge is applied and capability grows. The National Curriculum gives our subject 'study' direction, the children's voice and teacher's pedagogy make the journey real. From elicitation and discussion a learning journey is identified, supported by our vision; an immersion in the highest quality texts, big experiences, real-life purpose and a continuity in pedagogy, we plan to deliver high quality learning opportunities. We compare our outcomes with nationally sampled test materials, checking progress and trajectory over time. Our teacher assessment for learning is framed in our 'Feedback' policy and is moderated and standardised through our Trust Subject Hubs and whole school 'book looks'.





AN OPPORTUNITY TO COMBINE LEARNING

To achieve high standards the learning must be based on a purpose. Our vision seeks to explore the opportunities available to discrete subjects when combining them to meet a common purpose. Sea School, for example, offers a multitude of opportunity to read, write and analyse in order to persuade, inform or create media. It offers a window into the awe and wonder of knowledge and ultimately purpose linked into a community ecosystem.

While we cannot combine all subject learning across a curriculum, the impact on learning from a co-constructed, purposeful study impacts on the children's learning greatly and therefore is at the heart of our planning.





OUR VISION FOR THE SUBJECTS WE LEARN

A broad curriculum drives a variety of experiences. The National Curriculum subjects allow a unique focus or view point on the topics that the children study. Our aim is to provide knowledge through the application of skills, developing ability and understanding in a progressive manner over the journey through school. All children have differing strengths and a range of applications and processes allow all children to engage and succeed.

In a world which values communication so highly, we are fortunate that the common language for business is English. However, we understand the value of different cultures, languages and beliefs and also how they impact on the development of our own individual attitudes and beliefs. While at times we may not be able to offer a specialist language approach to our curriculum, teachers plan activities and experiences alongside their topic work to ensure children's developing attitudes reflect a rich range of experiences.

Religious Education offers a 'window of engagement' into worlds of diverse culture and belief that we do not experience in Combe Martin. Being a mainly Christian community, we base our comparisons of other religions on Christianity. We look to examine different societies and their values, rituals and beliefs in order to understand and to challenge our own moral compass. Only through honest debate can we hope to develop the wisdom and knowledge to understand, respect and accept difference in the choices made by our global neighbours. To instil the values as described by the Church of England's vision for education, in particular, 'educating for **dignity and respect**: the basic principle of respect for the **value and preciousness of each person**, treating each person as a **unique individual of inherent worth**'. Combe Martin School follows the Devon syllabus for RE - Understanding Christianity and participates in the North Devon RE Hub.



OUR VISION FOR THE SUBJECTS WE LEARN

The demands on the modern mind and body are high. Through physical education we learn how to control our bodies and apply our thinking to physical challenges. We seek to develop our Super Learner ideals in a different context to their academic application and strengthen the connections between mind and body. The ability to perform in a team situation is a unique learning opportunity for children to experience the cause and effect of decision making in real time. Experience the highs and lows of winning and losing as well as the satisfaction of self achievement in goal setting. Children need an outlet of their energy and sport and movement based studies allow for a positive, achievement based process. Not all children engage positively in PE through choice, but we aim to develop their attitudes and understanding to encourage healthy lifestyles and choices as they develop.

Through **art and design and Design and Technology** we aim to **empower creativity**; Creative people are curious, flexible, persistent and independent with a tremendous spirit of adventure and love of play (Henry Matisse). To **develop artistic knowledge** creating choice; to **apply** learned skills, which are **expressed individually**. We develop three mediums over the years; sketching and painting as well as collage and textiles. Teachers complement these three areas with three more, strategically placed in their curriculum to complement the immersion and experience of the topics covered. Annually, we have an art week with the aim of showcasing the knowledge and skills we have developed as well as our creativity and the artists we have studied. Our development of technical design sits with opportunities to explore topic work and scientific enquiry into a real dimension. Teachers plan to broaden the experience of a topic through design and challenge thinking through reasoning and problem solving.



OUR VISION FOR THE SUBJECTS WE LEARN

History and **Geography** are subjects which need to be brought to life. Our residential visits target geographical experiences in Year 3 and 5 with Historical experiences in Year 4 and 6. The examination of key figures in these fields offer opportunity for study alongside the environment and the history of Combe Martin. The importance of understanding the 'place of our community' in the local, regional, national and global setting is paramount in understanding the relationship we all have individually with our location and society. Our vision is that parental support will allow us to broaden the big experience with the topic work to the inclusion of trips and visits to educationally exciting locations.

The expressive and technical skills of **Music** allow children to reimagine creativity in a manner which should be unique to them. Understanding the skills to make music alongside the imagination required to make the work beautiful is an aim to which we aspire. Teachers plan alongside a specialist music teacher to add an extra dimension to their topic work and access a level of presentation which is unique to the performance of music. We would like all children to experience whole class ensemble music as they progress through school and also offer opportunities for children to take a personal interest with peripatetic music provision offered.

We see **Computing** as an essential tool in all of our subjects. It encompasses all and has opportunities to extend and deepen learning opportunities. We aim to educate children to interact with the world, through differing platforms in a safe and sensible manner, preparing them for their future while harnessing all of the 'good' communication and technology can offer. Children have the opportunity to apply their learning using media and then reach audiences that previous generations had very limited access to. We are developing our media platforms and hope to develop the capacity and infrastructure to 'keep up' with the equipment children have access to outside of school.