



## Enquiry Based Curriculum Policy

This policy was adopted by Governors at the meeting held on :	3 <sup>rd</sup> July 2025
Signed (Chair of Academy Committee):	Clive Hyland
Date of Review:	Summer 2026

### Our Curriculum: A Curriculum for Life

#### Enquiry Based Approach to Learning

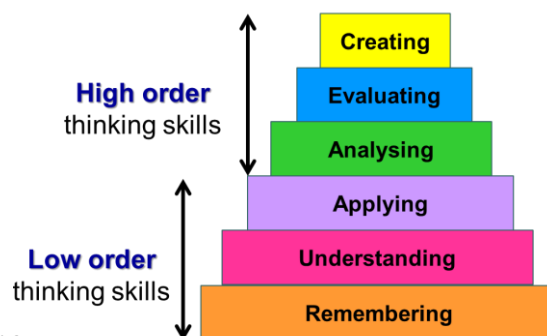
Our ambitious curriculum is designed to develop, in all of our pupils, curiosity about the world around them, so they are eager to develop the skills, knowledge and understanding they need to succeed in life and be life-long learners. Our pupils love learning when it is based in real-life contexts; adapts to their interests, and allows hands-on exploration and investigation. For example, our long held Eco-school status and Global Citizenship learning prepare our pupils well for future success.

Within our context in the North of England, STEM industries are major employers, therefore, STEM subjects (Science, Technology, Engineering and Maths) form the core of our enquiry curriculum. Alongside this emphasis, developing a love of reading is key to future learning and employment.

We use an enquiry based approach to learning allowing pupils to learn in a fun, flexible but real-life context. We use topics to promote collaboration and shared learning experiences. Subject content within each topic is adapted to support the interests of pupil groups. Information about our two-year topic cycle is available within this 'curriculum' section of our website.

Through this approach, children are encouraged to research, investigate and solve problems through 'hands-on' experiences in order to inform their learning.

This encourages children to take ownership of their learning and become engaged, independent and motivated.



Our curriculum meets the requirements of the Primary National Curriculum. The curriculum is taught using a variety of teaching and learning styles.

We engage pupils to learn through 'big question' led enquiries about topics, places, themes and issues. This allows for the development of growing subject knowledge as pupils progress through school, balanced with the important development of subject skills and the ability of pupils to think critically about what they are learning and why. This enquiry based approach allows the pupils to develop their higher order thinking skills, making links and connections between their learning.

### **Enquiry Curriculum Planning**

Three themes per year are covered in each class. Care is taken to ensure that appropriate time is spent on each national curriculum subject in order to achieve broad and balanced coverage. Teaching staff plan connections between each theme together.

Children are involved in the planning process so that their ideas, interests and next steps of learning can be incorporated where appropriate.

### **Teaching and Learning Styles**

Our curriculum meets the requirements of the Primary National Curriculum. The curriculum is taught using a variety of teaching and learning styles to meet the needs of all learners.

We provide suitable learning opportunities for all our children by matching the challenge of the task to the ability and learning style of the children. We achieve this in a variety of ways by:

- setting common, open ended tasks to elicit a variety and depth of response;
- setting 'challenge' tasks of increasing difficulty, scaffolding where appropriate;
- grouping children by ability in the room and setting different tasks for each ability group;
- providing practical opportunities for kinaesthetic learners, such as Commando Joe's;
- using visual stimuli and artefacts to promote interest;
- using Teaching Assistants to support the work of individual children or groups of children;
- using trips and visitors to further understanding;
- grouping children in mixed age groups

### **Resources**

We have a wide range of stimulating resources which we can use both inside and outdoors. Pupils have access to our online learning platform: School360. Books, posters and resource boxes to deliver activities are also borrowed from the schools Library service each term, as needed to enhance provision.

We value experiences and people as resources and use them ~~as resources~~ as frequently as possible.

### **Assessment and Recording**

- Children are given opportunities to assess their learning and work is kept in individual subject workbooks, on the Google Drive or displayed around school.

- Subject co-ordinators collect evidence (data, photographs, work) to compile a portfolio that allows them to assess how well their subject is being delivered.
- Subject portfolios are compiled to communicate the depth and breadth of each theme.
- Governors are kept informed of developments and priorities.
- Parents and carers are kept informed of developments through parent consultation evenings, end of year reports and the school website.

### **Monitoring and Review**

Individual subject leaders are responsible for monitoring and reviewing their own subjects. This is achieved through:

- Formal and informal discussions with staff and pupils
- Observations of lessons.
- Scrutiny of work.

All staff amend the Enquiry Curriculum on an annual basis to keep abreast of new initiatives and developments and in response to pupil outcomes and interests.

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