

ELDWICK PRIMARY SCHOOL



Curriculum Statement

Statement of intent

At Eldwick Primary School we understand the importance of a well-rounded, fulfilling curriculum to prepare our pupils for the next stage of education, and for their future as citizens of the UK.

This document describes how we deliver our curriculum at each phase and each subject, including personal, social, health and economic education.

Mission statement

Eldwick Primary School values the partnerships that are built between all members of the school and wider community. The strength of those partnerships, between Governors, staff, parents, pupils and all our partners in education enables the school to progress.

We aspire to the best possible achievement and progress for each pupil to prepare them for their future.

We will work with families to ensure that all pupils are equipped with essential skills in numeracy and literacy, encased within a broad, balanced, creative curriculum to best prepare pupils for lifelong learning.

We will strive to make a positive difference to all pupils, including their spiritual, moral, social and cultural development and give them an enjoyable and memorable primary school experience on which to build the rest of their education.

Mrs J Kershaw (Headteacher)

ELDWICK STRATEGIC VISION 2016 – 19

CREATING LIFE-LONG LEARNERS IN AN OUTWARD LOOKING SCHOOL

CORE PURPOSE:

To inspire Eldwick learners to have a life-long love of learning that ensures the best possible achievement for all and a vibrant and dynamic future.



TEACHING AND LEARNING:

Our aspiration is:

1. That all teaching and learning is outstanding across the school.

2. All Eldwick pupils will make more than expected progress, from their starting points, with a significant number exceeding.

be the best that you can be you need:

perseverance
independence
imagination
resilience
curiosity
ambition

Go on, challenge yourself!

Everyday

- ✓ our school looks forward in partnership
- ✓ all members are valued for their contribution
- ✓ we care for each other whilst building resilience
- ✓ we put the children first and invest in their futures
- ✓ we strive to be the best, never giving up on ourselves or each other
- ✓ we ensure decisions are rooted in strong educational principles
- ✓ we inspire learning through inspirational teaching and a broad, dynamic, creative curriculum
- ✓ we have a voice that is listened to, heard and can make a difference
- ✓ we believe learning is limitless

KEY STRATEGIC PRIORITIES OVER THE NEXT THREE YEARS:

1. Working in Partnership to accelerate the performance of all learners by:
 - ★ ensuring all assessment is robust and meaningful and that the focus is on progress
2. Teaching – outstanding teaching that instills curiosity, stretches and challenges all learners through:
 - ★ Science
 - ★ MFL and Art
 - ★ Outdoor environment
3. As a forward – looking school we will further improve through:
 - ★ our school expansion giving us the best possible learning environment for the 21st century
4. Staff grow as educators and leaders by:
 - ★ involvement in strong, innovative partnerships
 - ★ maintaining current provision through income generation
 - ★ continuing to build the wider community of the school to consolidate and enrich learning
 - ★ building on learning partnerships with parents to support pupil's progress
4. Staff grow as educators and leaders by:
 - ★ providing opportunities for all staff to realise their potential
 - ★ encouraging and supporting the growth of teachers into middle and senior management

PROGRESS THROUGH PARTNERSHIP

1. Promoting fundamental British values

1.1. Citizens of the UK should:

- Respect and obey the law.
- Respect the rights of others, including their right to their own opinions.
- Treat others with fairness.
- Look after themselves and their family.
- Look after the area in which they live and the environment.

1.2. We believe that our code of conduct underpins the fundamental British values to:

- Always try our best at everything we do.
- Listen to each other.
- Treat each other with respect and value our differences.
- Make time to talk through our problems.
- Care for our environment and everything in it.

1.3. We promote fundamental British values throughout our curriculum.

1.4. Examples of how each year group promotes these values and prepares our pupils for life in modern Britain, can be seen in the curriculum plans published on our website.

1.5. We make appropriate links across the curriculum, especially to the Humanities subjects and RE study to deepen our understanding, see ourselves as part of the wider world and to link to the learning of the past.

2. Personal, social, health and economic education (PSHE)

2.1. In the early years foundation stage (EYFS)

We build strong communication skills which assist all pupils to express their needs and ideas. Socialisation with others is a core part of our work ensuring that children learn to build positive relationships and to be able to manage well when things go wrong. We teach the children about a broad range of self-care issues and build independence in terms of dressing, eating and toileting. Through snack times and other curriculum opportunities we build learning about healthy eating, dental hygiene as well as giving the children a vast range of opportunities to develop both gross and fine motor skills. Through role play and other activities we begin to give pupils an understanding of money

2.2. In key stage 1

Communication skills are still a core element in pupils' personal development and they are given lots of opportunities to talk together and express their views and opinions. They are also supported in building positive relationships and managing larger groupings at playtimes and lunchtimes. Appropriate behaviour is discussed

and modelled for the pupils and they are taught how to manage more complex situations. We have a strong programme of physical development across the school as well as giving pupils opportunities to learn in the outside environment across the school. The pupils grow vegetables in the School Garden which helps them to understand where food comes from. We continue to build their independence in terms of self-care and also responsibility for possessions and personal organisation.
ECONOMIC

2.3. In Years 3 and 4

Time continues to be given to pupils to express their personality, views and opinions across all curriculum areas. Classes engage in debating activities and discussions on a range of topics. We continue to support personal development through conversations around relationships, e.safety, personal responsibility and issues such as resilience and perseverance. Pupils continue to develop their physical health through a wide range of sports and PE opportunities as well as developing their creative skills through singing and art activities. We continue to use our outdoor spaces whenever and each year group has a growing area in the School Garden. Pupils learn about healthy eating and through our themes they experience a range of cooking activities. ECONOMIC

2.4. In Years 5 and 6

We aim to ensure that all pupils are confidently ready for their transfer to secondary school and have the personal and learning characteristics that will help them to thrive. Our key words of perseverance, independence, imagination, resilience, curiosity and ambition should be strongly embedded before pupils leave. During their time in Upper KS2 pupils are expected to take on a range of responsibilities across the school. They learn much more about relationships through our Sex and Relationships teaching and they are taught how to keep themselves safe on-line as part of their e.safety work. Healthy physical development through PE and sport continues and in Year 5 pupils go swimming to broaden those skills.

3. Subject overview

3.1. Reading

- Our reading scheme has a phonetic base (Pearson Phonic Bugs) through EYFS and KS1. All pupils in Reception and Year 1 have 20 minutes phonic input each day. They work in a variety of flexible groupings to enable us to target them at the appropriate level.
- GPS is taught across the school but the more detailed teaching begins in Year 2 when it takes over from phonic input. We use a range of techniques to teach spelling ensuring children can access a methodology which suits the way they learn best.
- We read individually with our children and they are heard by their teacher at least once a week and have at least one other supplementary read with a member of support staff or reading volunteer through the week. Books go home regularly and we have a strong expectation of parental support to help develop reading skills. Parents are asked to talk to their children about the text through 'Book Talk' strategies.

Small groups of children in each year group are 'Daily Readers' when they are having difficulty in picking up reading skills. We also do interventions to boost perceptual skills to enable pupils to access text more readily.

- Pupils access our well-stocked library on a weekly basis to take a library book home. Lots of them also take part in our Summer Reading Challenge taking six books each from our library. This challenge is matched with that of the local Library Service in Bingley and we award certificates in the autumn term. We hold two Book Fair events each year as well as celebrating World Book Day in a variety of ways.
- Reading is a highly valued core skill and its importance is linked to success across all subjects. All year groups build their English work through a year group text and the children read together as groups or classes and interrogate the texts as they discuss together. In Key Stage 2 pupils have a weekly Broader Reading session where they look at a range of different texts to further develop their understanding.

3.2. Writing

- In Early Years pupils are given many opportunities to develop their writing skills in provision both indoors and outside. Cursive script is modelled to the pupils more formally and there is an expectation that their handwriting will develop in a cursive style. Emergent writing is valued and encouraged in many forms from initial mark making to sentence work. If a child is ready they will be given a pink writing book when they are in reception to further formalise these attempts.
- In Key Stage 1 we continue to encourage children to develop as writers through provision and Active Learning sessions. They are given lots of opportunities to

respond as writers but now more formal teaching of writing is undertaken. Genres are developed through the themes the children study and they work in groups with the adults in Key Stage 1 to build up their writing skills.

- Pupils and parents are very aware of the key spellings for their year group. They are taught through phonic and GPS groups on a daily basis and this is monitored through the words being used accurately within their writing. GPS teaching is continual through reading and writing and specifically taught in the 20 minute daily sessions. In Key Stage 2 GPS is taught in short inputs but also threaded through all English work and within writing in other subjects.
- The expectation for all teachers is that they value writing in all areas of the curriculum and assessment evidence must come from a range of subjects. When teaching any subject teachers need to be aware of the potential to influence quality writing and different recording types.

3.3. Mathematics

- In Early Years mathematical skills are built through stories and rhymes as well as through provision opportunities both indoors and out. In Reception the pupils come together in a variety of groupings for a daily maths input.
- Across school we employ a system of planning maths in five distinct phases. The pupils work on **learning the facts** first and then **on different strategies** to apply them. They then **explore and investigate** moving **to independently solving problems** and then putting that **learning into context within a range of mathematical situations**. This enables us to ensure maths skills are well embedded.
- All pupils have a maths lesson or maths input directly from the teacher every day.
- All our displays in school, whatever their basis, have to have some maths within them to consolidate our drive to pursue maths in all areas. We have looked at how adults use maths in their workplaces and teachers plan for maths understanding within various subjects.]
- In Key Stage 1 we are linking maths understanding with early reading skills through a range of maths / reading books. Across school we have adopted much of the work of the White Rose Maths Hub and also methodologies such as the Singapore Bar Method for solving problems. We introduce maths themes with the understanding that pupils need concrete understanding, then to be able to represent their thinking pictorially before they can move to more abstract understanding of mathematical concepts.

3.4. Physical Education (PE)

- The PE across school is of a high standard for all pupils. We have a very experienced PE leader whom we have utilised, through the Sports Funding, to coach and mentor many of our staff so they are confident to teach PE. She has

also developed a range of resources and activities that teachers can draw upon to build up their skill base.

- Whilst we do not use coaching companies within our internal PE curriculum we do use a range for out-of- school clubs such as tennis taekwondo and girls' football.
- In Early Years pupils have daily outdoor provision and gradually, through the year, they will take up weekly PE sessions in the hall .From Key Stage 1 pupils have an indoor and an outdoor PE session weekly.
- The school is involved in a wide-range of inter-schools sporting activities throughout the year ranging from football (both boys and girls), cricket, rounders through to the local schools' swimming gala. We have a very successful running club and instigated large scale running events in the area.

3.5. Computing

- We updated our computing curriculum to ensure it met the needs of the revised guidance. All pupils in Years 1 to 6 have weekly computing sessions in our suite. In Early Years pupils use a wide range of technology and have ongoing access to computers and interactive screens in their settings. We have i.pads which travel around the school to ensure our children can add IT to a wide range of curriculum experiences.

3.6. Modern foreign languages (MFL)

- French and Spanish are the two main languages we teach in school although we encourage teachers to make pupils aware of the wide range of languages spoken in the world and, if they have languages they are proficient in, to make use of that in their teaching. We work with our colleagues in other local schools to ensure we have a strong MfL curriculum. We celebrate days such as European Languages Day across the schools and staff from the other schools will come to introduce new languages and talk about different countries.
- The school celebrates pupils' creativity through The Arts and is an Artsmark Platinum school, one of the highest Artsmark awards. We are a singing school where singing and instrument skills are valued highly. We utilise singing within our curriculum to support pupils' learning throughout school.
- Overall our aim is that our curriculum is rich and enables all pupils to find success and a route through to effective learning. We want to give them a breadth of experiences and opportunities from which they will have a strong base on which to build their future learning.
- J.Kershaw Headteacher November 2017