

Glade Primary School

“Growing, Learning, Achieving with Dedication and Enthusiasm”

Curriculum Statement



Developing Skills for Life

Written: February 2019

Reviewed: May 2021

Next review date: May 2022

Intent

At Glade Primary school every child is recognised as a unique individual. We celebrate differences within our school community. Each child's learning journey is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where curiosity, new memorable experiences and knowledge are limitless.

Our curriculum is designed to: recognise individual progression, provide real life learning experiences and facilitate the development of interpersonal skills. Through enriched learning experiences, children are able to build resilience, develop their creativity and become critical thinkers.

Our diverse and culturally rich community is an essential part of our ethos and curriculum. Children leave our school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, and become lifelong learners.

Aims

Help our pupils to become independent, enquiring and collaborative learners.

Develop happy, motivated life-long learners equipped for the future.

Nurture healthy, caring and respectful individuals who show compassion.

Create thinking individuals, with values, who make a positive contribution to the world.

Provide challenge, enabling children to reach their full potential, as well as ensuring equity, appropriate support at all levels.

Be inclusive and diverse, providing children with a range of opportunities to develop and reach their full potential.

Help children develop a growth mindset, a passion for challenge and an environment where risk is embraced.

Curriculum Drivers

We have developed three **curriculum drivers** that shape our curriculum, bring about the aims and values of our school, and to respond to the particular needs of our community.

These aims are encompassed in our school vision: '**Growing, Learning, Achieving with Dedication and Enthusiasm.**'

Driver 1: Aspirations – The more you try, the higher you can fly!



Pupils and staff have high expectations for learning. Children are encouraged to aim high and to be open to possibilities at school and beyond. Our annual 'World of work' week and termly MoneySense workshops give children a chance to hear from people in a wide range of careers and encourage our children from their varied backgrounds to consider their aspirations for the future. We set them appropriate challenges in the classroom and support and guide them to achieve to their full capability. As part of our Rights Respecting school work, we introduce children to new experiences to open up their vision of the world. We support them to develop into empathetic Global citizens. We motivate our children to do their best; e.g. being respectful and mindful of everyone's feelings. Our weekly Celebration assemblies help to boost self-esteem through shared celebration of work from across the school. Our children are always listened to, given the opportunity to make suggestions and do things that interest them. They are encouraged to believe in themselves and follow their ambitions and dreams! This helps them to become life-long learners.

Driver 2: Wellbeing – Good to be me!



The emotional health and well-being of all members of Glade Primary School is fundamental to our philosophy and aims. We believe that emotional health is closely linked to mental health and that as a school; we can encourage positive development of mental health in childhood. Children who are mentally healthy will be more able to achieve, progress and enjoy their time at school. At Glade, we aim to promote pupils spiritual, physical and emotional well-being so that they are secure, confident and well motivated. We work to build self-esteem and the ability to listen, empathise and respect each other's point of view in order to enable our children to become successful, independent, responsible citizens.

We are a Rights Respecting School and have many staff trained as Mental Health First Aiders. We also have Emotional Literacy and Wellbeing Support Assistants (ELSA.) Many of our staff have formal qualifications to support children's mental health and wellbeing and the majority of our staff have training in bereavement support.

We employ the services of a Counsellor/Play Therapist, trained to work with children as well as adults. We also have mentors who work weekly to support and guide our children. We are proud holders of the Wellbeing Award for Schools. We actively promote the wellbeing of our whole school community.

As well as community events and celebrations, we provide many activities and therapies to support the emotional development of our children.

Regular P.S.H.E. and RSE lessons, including Circle time.

Art Therapy

Lego Therapy

Wellbeing Club

Bubble Boxes

Social Groups

Nurture groups – Poetry/Forest Schools

Many opportunities for children to express themselves including creativity and The Arts.

At Glade, We offer three levels of Mental Health/Wellbeing support:

Universal:

To meet the needs of all of our pupils through our overall ethos and our wider curriculum. For instance, nurturing approaches, developing resilience, PSHE and the Jigsaw scheme of work.

Additional Support:

For those who may have short-term needs and those who may have been made vulnerable by life events such as bereavement. For these pupils support is in the form of the ELSA Programme, Outreach Support or support from our Counsellor.

Targeted Support:

For pupils who need more differentiated support. These pupils will be supported through targeted interventions such as a Learning Mentor, Counsellor, Behaviour Therapist, Wellbeing Club or a referral to EWMHS/CAMHS or to the Mental Health Support Team (MHST) who are Educational Psychologists working to support children and parents in our borough.

Driver 3: Outdoor Learning – Back to nature!



For our pupils, learning outside the classroom gives opportunities for the following outcomes:

- To have a greater range of experiences, some of which will be regular and planned for in a progressive way to provide stimulation and challenge.
- To develop confidence in coping in different environments and the skills required for this. It is essential that communication skills are practised and applied in a range of situations and realistic contexts.
- To learn new concepts with the support of a 'real-world' context.
- To be motivated to learn as practical and sensory experiences prove most engaging and effective for our pupils, thus driving progress.
- To achieve personal growth and celebrate their own achievements e.g. through school displays, celebration assemblies, awards and medals.

Opportunities for learning outside the classroom are linked to curriculum aims which reflect the ages, stages of development and personal pathways of our pupils throughout the school. We are fortunate to have a wealth of knowledge and experience in the form of our Forest school trained teachers. Visits and experiences are timetabled with a frequency that is suitable for each class group, in many cases this is weekly or more. We are privileged to have the opportunities and resources to be able to create memorable learning experiences in our natural woodland area. The school has a range of outdoor learning spaces which are fully utilised by classes regularly. These are planned for in a progressive way with a greater range of experiences and increased levels of confidence and independence being achieved over time. For example, early years and primary classes make frequent, repetitive visits including walks to local facilities, parks and woodlands. Upper KS2 are then able to travel further from school for longer visits and special experiences, maintaining local visits where appropriate. These visits are often used to support the thematic learning delivered in the classroom and to develop personal and social skills which are considered to be a significant part of our overall curriculum.

Driver 4: The Arts



Developing an appreciation of high-quality art enables children to understand a broad range of political, religious and emotional viewpoints. Being able to express themselves across all areas of learning and understanding through the medium of the Arts creates a powerful tool for children's communication. We identify the Arts as those areas of creative expression embodied in visual art, music, dance, drama and literature.

As Artists...

Children will develop the skills to:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in a range of art, craft and design techniques.

- Explore and develop musical skills and concepts holistically through the voice and instruments with rich and varied songs/music from different cultures and traditions
- Evaluate and analyse creative works.
- Know about great artists, and understand the historical and cultural development of their art forms.

Every child should have access to arts and culture, and to the benefits that access brings. The arts are a positive force in society: children feel more confident in their ability to create, challenge and explore, to be part of society, and to make change happen. The arts empower children. They contribute to the development of all aspects of a child's potential and personality: studying the arts fosters creativity, innovation, empathy, and resilience. The arts enrich young lives, making them happier and healthier.

Implementation

Our Curriculum design is based on key areas of research;

Development of memory – Learning is most effective with spaced repetition and frequent and regular retrieval of learned content, to increase both storage and retrieval strength. This is based on the Spiral curriculum, which our Maths curriculum is implemented through.

Development of vocabulary/Oracy skills – Subject overviews show clear links to key vocabulary which should be mastered by the end of the year.

Development of transferrable skills – Our curriculum demonstrates a clear and progressive transfer of skills, along with a balanced knowledge base to ensure that pupils are aware of the explicit links between subjects and are able to use skills that they have learnt across other curriculum areas.

Development of deeper level thinking leading to sustained mastery – The Learning Challenge concept is built around the principle of greater learner involvement in their work. It requires deep thinking and encourages learners to work using a question as the starting point. In designing the curriculum, teachers and learners are using a prime learning challenge, expressed as a question, as the starting point. The learning challenges need to make sense to the learners and be within their immediate understanding. Time for learners to reflect or review their learning is central to the whole process. Within the Learning Challenge Curriculum, it is suggested that the final subsidiary learning challenge is handed over for learners to reflect on their learning. Although reflection is seen as a concluding part of the prime learning challenge, it is hoped that there will be continual opportunities for learners to reflect frequently.

Learning experiences

We know that giving our pupils the opportunity to try new things and develop new skills can be hugely beneficial. It can help our children to grow in confidence, expand their understanding of the world around them, or introduce a hobby or passion that could last for years to come. Each year, children are asked to select key learning experiences which they will be able to take part in at some point throughout the year. We offer a wide range of educational visits, residentials, camps, workshops throughout they year to link with key learning areas. We also have a range of visitors in school to further support our curriculum.

<u>Year Group</u>	<u>Visits</u>	<u>Learning Experiences</u>	<u>Music experiences</u>
Early Years	Walk in the woods Walking to a postbox to post a letter Visit a farm		Redbridge Choral festival Royal Albert hall biennial concert London Symphony orchestra at the Barbican centre
Year 1	Virtual Santa History of toys video	Making a puppet Exploring a pond	

	<p>conference</p> <p>Claybury Woods</p> <p>Virtual R.E visit</p> <p>Paradise wildlife park</p>	<p>Learning a dance routine</p> <p>Making biscuits and making a chapatti</p>	<p>Evening of music and song</p> <p>Redbridge recorder festival</p> <p>Redbridge music service recitals</p> <p>World music day celebration</p> <p>Worldvision song contest</p>
Year 2	<p>Visit to forest</p> <p>Great fire of London visit – Monument</p> <p>Church visit</p> <p>Explorers’ day</p> <p>Seaside visit – Southend</p>	<p>Plan a party</p> <p>Bake a cake</p> <p>Take a trip to the seaside</p> <p>Learn a French story</p>	
Year 3	<p>Celtic Harmony stone age re-creation village</p> <p>National Art Gallery</p> <p>The Globe theatre</p> <p>Stone age experience workshop</p>	<p>Visit an art gallery</p> <p>Perform in a play</p> <p>Compose a piece of music</p> <p>Eat something you haven’t tried before</p>	
Year 4	<p>Greek workshop – History through the ages</p> <p>Pantomime</p> <p>Virtual Roman day</p> <p>Colchester castle</p>	<p>Cook on an open fire</p> <p>Perform in a play</p> <p>Take part in a theatre workshop</p>	
Year 5	<p>Space centre video conference and Science Museum</p> <p>Viking video conference</p> <p>Kentwell Hall – Tudors</p> <p>Victoria and Albert Museum</p> <p>The Jameel gallery</p> <p>Tudor day</p>	<p>Visit a science laboratory</p> <p>Perform in a play</p> <p>Take part in a blind folded food test</p> <p>Papier-mâché planets</p>	
Year 6	<p>Imperial War Museum</p> <p>The National Art Gallery</p> <p>Virtual tour of Gurdwara</p> <p>WW2 evacuation drama</p> <p>Lindy Hop dance workshop</p>	<p>Take a trip on a train</p> <p>Plan a tour around your local area</p> <p>Make a dessert</p>	

	Residential experience Seaside visit		
--	---	--	--

Impact

The impact of our curriculum is that by the end of each learning journey, the vast majority of pupils will have sustained mastery of the content; that is, they show a good recall and fluency. This means that they are able to use what they have learnt across other learning areas. Some pupils will have a greater depth of understanding. We monitor carefully to ensure pupils are on track to reach their goals and expectations. We also believe that pupil voice is a very useful tool for assessment. By asking pupils questions such as what they enjoyed and what they learnt, we are able to view the impact of their learning experiences. EYFS and end of Key Stage data is available to view on the results page of our website.