

Glade Primary School

**“Growing, Learning, Achieving with Dedication and
Enthusiasm”**

Curriculum Statement



Developing Skills for Life!

**Written: February 2019
Reviewed: May 2020
Next review date: May 2021**

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 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.

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

Provide challenge, enabling children to reach their full potential.

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 Global citizens. We motivate our children to do their best; e.g. being respectful and mindful of everyone's feelings. Our weekly Celebrations assemblies help to boost self-esteem through shared celebration of work from across the school. Our children are always listened to and 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!

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 wellbeing 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 staff who are 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 most of our staff have training in bereavement support.

We employ the services of a Counsellor/Play Therapist who is trained to work with children as well as adults. We also have mentors who work weekly to support our older children.

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. lessons
- Art Therapy
- Lego Therapy
- Wellbeing Club
- Bubble Time
- Social Groups
- Choirs (KS1, KS2, Staff and Community Choir)

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 have been able to create a memorable learning experience 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.

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 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. ***Please note that for 2020/21 visits will be focussed on virtual learning and outdoor experiences due to COVID.***

<u>Year Group</u>	<u>Visits</u>	<u>Learning Experiences</u>
Early Years	Walk in the woods Walking to a postbox to post a letter Visit a farm	Baking biscuits Taste a new fruit Cooking Fly a kite
Year 1	Virtual Santa History of toys video conference Claybury Woods Virtual R.E visit Paradise wildlife park	Perform in front of class Discover what's in the pond. Make a home for an insect.
Year 2	Visit to forest Great fire of London visit Church visit Explorers day Explore video conference Seaside visit – Southend	
Year 3	Visit to woods Celtic Harmony stone age re-creation village British Museum	Den building Plants investigation Healthy sandwich making
Year 4	Greek workshop – History through the ages Claybury Forest – Geocaching Pantomime Kentwell Hall – History through the ages	Perform in a play Watch a play or dance productions Go hiking Make a sculpture Visit a mansion
Year 5	Forensic workshop Space centre video conference Viking video conference Teambuilding at Hargreaves	Make an air powered rocket Put on a performance (Macbeth) Use an OS map (geocache)

	Scout centre Kentwell Hall – Tudors	work) Learn something new about your local area Take part in a debate
Year 6	Outdoor poetry with Jonny Walker Titanic Launch Virtual tour of Gurdwara WW2 evacuation drama Lindy Hop dance workshop Residential to Wales	Write a speech (school council and sports leader elections) WW1 Trenches Day Interview someone (WWII survivors) Sleep under canvas (non-residential) See the sun rise/set (residential and non-residential)

Impact

The impact of our curriculum is that by the end of each learning journey, the vast majority of pupils 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 track carefully to ensure pupils are on track to reach the 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.

