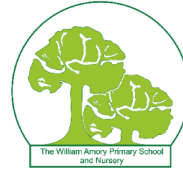


## WILLIAM AMORY PRIMARY SCHOOL – CURRICULUM STATEMENT



**Our Vision: To be the Best We Can Be**

**Our Values: Kindness, Respect, Curiosity, Creativity, Pride**

### **Our Aims:**

We are a Rights Respecting School and everything we do is based on the principles of equality, dignity and respect. We put children at the heart of all our decision-making and ensure that they are safeguarded, cared for, valued and nurtured so that they thrive and have the best chance to lead happy, healthy, successful lives.

We will encourage all children to:

- Become confident, enthusiastic, independent learners who embrace challenge, are brave and curious, take opportunities, and have ambitious aspirations for what they can achieve
- Be trustworthy, honest, polite and kind, and have the confidence to voice their own opinions
- Be compassionate, have empathy and understanding for others, and have the courage to stand up for what is right
- Develop strong friendships, value others and be supportive team players
- Develop resilience, understand consequences and responsibility, and learn how to deal with success and failure
- Celebrate their individuality, find their talents, and take pride in their successes, achieving the highest standards they can
- Learn to look after their mental wellbeing, develop basic life skills, and understand how to live a healthy life
- Develop a sense of belonging and community, including appreciating and caring for their local environment and the wider world
- Learn about and appreciate the arts, sport and heritage, and celebrate diversity
- Become responsible, active citizens who understand democracy, respect other people's points of view, values and beliefs, and understand the importance of citizenship and British values

### Impact:

We will be a school of high achievement. We will have confident, happy children who enjoy coming to school, have good social skills and believe in themselves. They will be motivated to achieve, embrace challenge and understand mistakes as an important part of learning. They will be mentally and emotionally healthy and happy, resilient and reflective, and take pride in their achievements. They will be well-rounded, compassionate individuals who are respectful and appreciative of others, their environment and heritage, and contribute positively to the community.

## William Amory Primary School – Curriculum Intent, Implementation and Impact

<b>Mission Statement: To be the best we can be</b>											
<b>Intent</b>	<p><b>Aims:</b> We are a Rights Respecting School and everything we do is based on the principles of equality, dignity and respect. We put children at the heart of all our decision-making and ensure that they are safeguarded, cared for, valued and nurtured so that they thrive and have the best chance to lead happy, healthy, successful lives.</p> <p>We will encourage all children to:</p> <ul style="list-style-type: none"> <li>• Become confident, enthusiastic, independent learners who embrace challenge, are brave and curious, take opportunities, and have ambitious aspirations for what they can achieve</li> <li>• Be trustworthy, honest, polite and kind, and have the confidence to voice their own opinions</li> <li>• Be compassionate, have empathy and understanding for others, and have the courage to stand up for what is right</li> <li>• Develop strong friendships, value others and be supportive team players</li> <li>• Develop resilience, understand consequences and responsibility, and learn how to deal with success and failure</li> <li>• Celebrate their individuality, find their talents, and take pride in their successes, achieving the highest standards they can</li> <li>• Learn to look after their mental wellbeing, develop basic life skills, and understand how to live a healthy life</li> <li>• Develop a sense of belonging and community, including appreciating and caring for their local environment and the wider world</li> <li>• Learn about and appreciate the arts, sport and heritage, and celebrate diversity</li> <li>• Become responsible, active citizens who understand democracy, respect other people’s points of view, values and beliefs, and understand the importance of citizenship and British values</li> </ul>							<p><b>Values</b> Kindness Respect Curiosity Creativity Pride</p>			
	<p><b>Approaches to learning:</b> *Growth mindset *Mastery approach *Engaging topics *Learning accessible to all *WOW experiences *Rewards system *Safeguarding: relationships, anti-bullying, mental health, online safety, personal safety, risk assessments eg PE/DT</p>										
English	Maths	Science	History	Geography		Art	Design Technology		<p>School Awards: ECO Schools Green Flag; Rights Respecting Schools Award</p>		
PSHE	Music	Computing	PE	Religious Studies		MFL	SMSC				
<p><b>Interventions/ support:</b> (eg.) *Phonics *Maths *Handwriting *Nessy *Motor skills *Nurture group</p>											
<p><b>Enrichment Visits:</b> (eg.) Blythe Bridge Library, National Stone Centre, New Vic Theatre, Chester, Hanley Museum, RAF Cosford, Apedale Museum, Bramptons, Local Church, Standon Bowers Residential,</p>											
<p><b>Enrichment Days/ Weeks:</b> (eg.) Mental Health Week, ECO Week, Safer Internet Day, Black History, Fairtrade Fortnight</p>											
<p><b>Enrichment Clubs/ Opportunities:</b> Soundwaves, Sports Club, Coding Club, Comic Club, Recorder Club, Sudoku Club, Library, ECO, Bake off, Formula Goblin Arts opportunities: Shakespeare, Young Voices, School’s Gotta Sing, Performances (nativity, carol concert, class assembly), Art Trail. Sports opportunities: Cluster schools tournaments, Northwood tournaments</p>											
<p><b>Pupil Leadership/ Pupil Voice:</b> Head Boy and Girl, House Teams, School Council, ECO Committee, Librarians, Playtime buddies</p>											
<p><b>Community links:</b> Supporting charities, Local area walk, Church visits, Cluster school/ High school activities</p>											
<p><b>Assessment:</b> Termly summative assessment; Ongoing formative assessment; High-quality, live, verbal feedback; Regular opportunities to demonstrate knowledge</p>											
Monitoring:	Book looks		Data outcomes		Pupil progress meetings		Pupil voice	Learning walks	Lesson visits	Professional development meetings	Teacher records
<b>Impact</b>	<p>We will be a school of high achievement. We will have confident, happy children who enjoy coming to school, have good social skills and believe in themselves. They will be motivated to achieve, embrace challenge and understand mistakes as an important of learning. They will be mentally and emotionally healthy and happy, resilient and reflective, and take pride in their achievements. They will be well-rounded, compassionate individuals who are respectful and appreciative of others, their environment and heritage, and contribute positively to the community.</p>										

## **School Organisation and the Curriculum**

The school is organised into three key stages:

- Early Years Foundation Stage (Nursery and Reception)
- Key Stage 1 (Years 1 and 2)
- Key Stage 2 (Years 3 to 6)

### **The Early Years Foundation Stage**

The Early Years Foundation Stage curriculum is divided into three prime areas of learning and four specific areas:-

Prime areas:

- Communication and Language; Personal, Social and Emotional Development; Physical Development

Specific areas:

- Literacy; Mathematics; Understanding of the World; Expressive Arts and Design

### **Key Stage 1 and Key Stage 2**

Curriculum provision is guided by the requirements of the National Curriculum. Subjects studied are shown below but for more details, please see our school website.

Areas of learning include:

*Art; Computing; Design and Technology; English; Geography; History; Mathematics; Music; Personal, Social, Health, Citizenship Education; Physical Education; Religious Education; Science and Spanish.*

The curriculum throughout the school gives children the opportunity to achieve the highest possible standards of maths and English whilst ensuring they can become confident in physical, artistic, practical and social skills. We provide a broad and balanced education which enables the individual needs of each child to be met within well-planned learning experiences.

Reading is a priority in our school. Reading is one of the most important skills that a child can learn. It is essential to success in life and, in school, it is necessary to enable children to access the wider curriculum. We use the Little Wandle programme for our phonics teaching and early reading, and provide additional reading support where necessary to ensure that children make good progress. We encourage reading for pleasure through providing a range of interesting books in classrooms and our library. Much of our writing is linked to high-quality texts. In maths, we follow the mastery approach, ensuring that children develop competence and sound understanding of key concepts so that they become confident mathematicians.

There is an emphasis on creativity in our curriculum and, where relevant, cross-curricular links are maximised to engage and motivate all children. Visits are planned to enhance our curriculum work and we also arrange for visitors to come into school to work with the children. We teach the children about how to become better learners by improving their independent learning skills and increasing their motivation and self-awareness. Children learn about diversity and global citizenship through being a Rights Respecting School and through our curriculum offer.

A list of what the children are studying is sent home in each child's home/school diary. This also contains other information, for example about homework, and it can be used as an informal means of communication between home and school.

### **Equal Opportunities**

We are an inclusive school where all children have the opportunity to participate fully in school life and have access to a broad and balanced curriculum, regardless of academic ability, religion, physical ability, gender or ethnic origin. Through a comprehensive PSHE programme and being a Rights Respecting School, children learn about British Values and non-discrimination.

We understand our duty to comply with the requirements of the Equality Act 2010 and ensure that our curriculum is accessible for all children. All children are valued, whatever needs they have, and we aim to create an environment within our school which will enable all pupils to learn to the best of their ability. More detail can be found in our Accessibility Plan.

## Special Educational Needs and Disabilities (SEND)

The needs of most children will normally be catered for by the class teacher within the classroom situation. On occasions, however, some children may require extra support. We aim to identify and assess any special needs at the earliest possible stage.

When such a situation arises, the teacher responsible for special needs (SENCO) will advise and support the class teacher in providing a suitable programme of work, which will give the children the help they need. Sometimes this may be a short-term measure; sometimes longer-term support may be necessary. Full details of our Special Educational Needs policy are available from the school.

The school has a multi-sensory approach to teaching as we are aware that approximately 1 in 10 children have dyslexic tendencies and this approach is good practice for all pupils.

We believe that parents have a vital role to play in supporting their child's education and where extra support is necessary we ensure that parents are consulted so that we can work together to meet the child's needs.

We understand our duty to comply with the requirements of the Special Educational Needs and Disability Regulations 2014 and ensure that our curriculum is accessible for all children. More detail can be found in our Accessibility Plan and Special Educational Needs Information Report.

## Religious Education

We follow the Staffordshire Local Authority agreed syllabus for Religious Education. Parents have the right to withdraw their child from Religious Education and/or Collective Worship but we would ask that they discuss the matter first with the headteacher before making a final decision. We feel that the curriculum and experiences we offer give children the opportunity to develop a good understanding of different religious beliefs and practices.

## School Visits and Extra-Curricular Activities

As part of our curriculum, we provide opportunities for children to experience visits which are connected with the themes studied in each year group.

We provide a range of extra-curricular activities which vary from term to term to help enhance children's all-round development as they progress through school.

## Partnership with Home

We believe that support from home is crucial to children's success at school. Children need encouragement and praise to help them through these vital years in their education where we hope that the foundations are laid for a journey of life-long learning.

For each year group we hold introductory curriculum evenings. These provide an opportunity for parents and carers to find out what their children will be learning, how subjects are taught in school and how they can assist with learning at home.

We hope that parents and carers will support their child with any homework set. The type and amount of homework will vary depending on the year group but may include activities such as reading, learning times tables and spellings, and completing other activities relating to the subjects and topic areas being studied. Details of homework are included in the homework books and home/school diaries so that parents and carers can be fully aware of what is expected and required.

We value our relationship with parents and carers as they know their children best and we are committed to working together to ensure the best outcomes for all children.