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| **Henshaw and Greenhead Primary Schools**  **Curriculum Strategy** | | | | | | | |
| **Our Vision**  Our vision is to ensure that we, at the West Tyne Church Schools Federation, inspire, support, believe and achieve.  **Inspire** – We encourage and motivate our children to inspire them to become independent students, creative thinkers and lifelong learners.  Our broad and balanced curriculum gives our children the skills, knowledge and transferable attributes to succeed in life.    **Support** – We create a happy, secure and stimulating learning environment in which all children, members of staff and the school community can grow and develop.  We support pupils with SEND with carefully personalised support plans, support our community by flattening the walls of the school to promote engagement and cooperation and support our children by giving them ownership of a curriculum which is tailored to their needs.    **Believe**– Our children are at the heart of everything we do – we actively listen to what they say and ensure they know that they can make a difference to the world.  We use our Christian values to show our belief in God’s teachings.  We encourage children, parents and staff to believe in themselves and each other, to be resilient, resourceful and to reach for the stars.    **Achieve** – We celebrate achievement; be that academically, socially, spiritually or morally.  We use our values to strive for excellence, enabling our children to achieve their highest potential in all areas of the curriculum and within their own lives.  We enable our children to achieve their potential at key end points and achieve their personal best in all they do.  **Our Vision’s Community**   * Our happy pupils use their voices in school to contribute to the successes of our Federation. * Our dedicated staff create a culture of high standards, belonging and collaboration to drive achievement and progress forward. * Our supportive parents and carers are involved and encouraging of their child’s learning journey and school. * Our talented governors are knowledgeable and a critical friend in regards to the strategic direction of the school. * Our skilled subject leads are equipped and supported to develop our curriculum and their subjects operationally and strategically. * Our Christian values and curriculum drivers provide us with focus and nourish our ethos which permeates our Federation. * Our Federation provides us with the unique ability to work within and between schools to support, challenge and ensure consistency in good practice. | | | | | | | |
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| **Our School Promise** | | | | | | | |
| Wisdom gives us strength in all we do – Learning Award  Endurance keeps us going, trust in teamwork too – Resilience & Teamwork award  A thankfulness to God and community is right – Etiquette award  Respecting his creation, the gifts we hold tight – Environmental award  Everyone’s forgiven, kindness big and small – Kindness award  We value humility, justice for all – Inclusion award  Peace and friendship for all to see – Friendship award  Striving for koinonia is where we want to be – Role model award | | | | | | | |
| **Our Christian Values** | | | | | | | |
| **Our Christian Values each month**  September – Friendship (New School Year)  October – Koinonia (Harvest)  November – Forgiveness (Remembrance)  December – Thankfulness (Christmas)  January – Justice (Fairtrade)  February – Humility  March – Trust  April – Peace (World Culture Day)  May – Respect (Anti Bullying)  June – Wisdom  July – Endurance (Sports Day, next chapters) | | | | **How our Christian Values are addressed**   * Daily collective worship for all children in Year 1 – 6. * Roots and shoots assemblies led by and including our children. * Half termly school visits from our local vicar for every child. * Termly visits to our local church for every child. * Weekly celebration assembly to celebrate children who have been role models when meeting our Christian values. * Community events to mark important Christian and national events. * Within our lessons and in the learning environment. | | | |
| **Curriculum Drivers** | | | | | | | |
| The following drivers underpin our school curriculum and, with our vision and values, allow us to deliver our curriculum strategy.  These key drivers are personal to our schools and reflect the locational, social and educational needs of our community.  The drivers are knitted into every school day. | | | | | | | |
| Christianity and Faith  We are a Church of England School. Our Christian Values underpin the qualities we want our children, staff and community to display in their daily lives. We have strong links to our local vicar (Father Steve) and the church and this is maintained through frequent worship, visits and community events (such as Messy Church). Our children take part in collective worship every day and at the end of the week, we celebrate when our children have shown our Christian values through our celebration assembly. We develop spiritual awareness by asking ‘the bigger questions’ which allows children to be engaged and motivated to have a positive attitude towards learning which will help the children flourish.  We also learn about other faiths within our Religious Education programme of study and explore how these faiths are important to individuals and communities. | | | Outdoor Growing, Environment and Local Area  As well as using our outdoor environment to facilitate pupil’s learning, each class learns about our environment and how to take care of it. A focus of our curriculum is also planting, growing and harvesting to underscore our locality as a farming community. This thread is seen predominantly within Design Technology, Art, Science, Geography, English and Religious Education. We have an eco council who work together to suggest further improvements to our Federation.  From September 2022, all classes will have an environmental pledge to further strengthen this driver. All classes use our wildlife areas to engage in active learning throughout the year. We are in the process of developing these areas for greater community involvement. We have allotment areas where children are involved with the planting, harvesting and growing of vegetables and children regularly participate in gardening activities to enhance our outdoor spaces. | | | | |
| Legacy and Making a Difference | | | Wider World and Diversity  Within our curriculum, we learn about cultures, families and ways of life that may be different to our own.  Big books capture pupils’ learning and understanding of the wider world, especially when this takes place outside the classroom, learning is focussed locally, nationally and internationally and when visitors come to school. Weekly class assemblies focus on current affairs and informs children of the diversity which exists around our world, recorded in our ‘hot topic’ books.  From September 2022, we will focus on attaining the Fairtrade mark, introducing the Rainbow Flag award and linking with a local (Newcastle) inner city school and an international school, as part of our global neighbours focus, to learn more about the differences in our modern world. | | | | |
| **Curriculum Intent** | | | | | | | |
| **EYFS**  EYFS Curriculum is designed enabling children to:   * Respect and care for the world around them * Develop and knowledge and love of the Christian faith * Know and talk about the world beyond our Federation * Experience a language rich environment * Be able to work in a team to reach a common goal * Take care of themselves and others * Meet the expectations as outlined in the EYFS framework * Develop the expected key skills for reading, writing and number * Be prepared for learning beyond the Early Learning Goals and into Key Stage 1 | | **Key Stage 1 and Key Stage 2**  Key Stage 1 and Key Stage 2 curriculum is designed:   * to provide a relevant, progressive and well-structured academic curriculum which enables children to develop and master a broad knowledge and wide range of skills in a language rich environment. * To encourage critical thinking and ambitious questioning throughout the curriculum but especially in RE/Science/Maths and PSHCE * to think and discuss our learning, knowing more and remembering more. * to know, love and celebrate our Christian values * to provide ambitious and challenging learning experiences indoors and outdoors which motivates and inspires all learners. * to enable our children to be respectful and successful in terms of being able to find employment in the future, * to maintain healthy relationships and active lifestyles and to be moral citizens * to promote good health and wellbeing * to work with our local community and wider world | | | | | |
| **EYFS Curriculum**  PRIME AREAS: Personal and Social Development, Communication and Language, Physical Development  SPECIFIC AREAS: Literacy, Mathematics, Understanding the World, Creative Development. | | **National Curriculum**  CORE: English, Maths, Science  FOUNDATION: Geography, History, Modern Foreign  Languages, Music, Physical Education, Art & Design,  Design & Technology, Computing, Relationship, Sex & Health Education | | | | **Additional**  **Curriculum Subjects**    RE  PSHCE | |
| Our academic curriculum is structured providing for each key stage and year group:   * Clear Long Term Plans per subject to ensure progression * Medium Term Plans which show links to other subjects and key learning, taken from National Curriculum objectives * I can statements ensure our community know and understand key knowledge and skills expected in each year group/key phase * Subject Specific Intent, Implementation and Impact Statements * Progressive knowledge and skills which are illustrated in our curriculum river | | | | | | | |
| **Curriculum Implementation** | | | | | | |
| **Statutory Curriculum** | **Children in EYFS will receive:**   * Daily Collective Worship followed by a Christian prayer * Well-planned activities that promote learning in all areas of the EYFS to help children achieve the ELG and beyond. * Daily maths and English teaching * Daily phonics teaching using Little Wandle Letters and Sounds (Greenhead) and Read Write Inc (Henshaw) * Progressive experiences and teaching sequences in order to develop reading writing and number skills * A high quality continuous provision both indoors and outdoors * Outdoor enhancements which are focussed on Prime Areas of learning using reading books as a stimulus. * Visits, visitors and real experiences where possible, in addition to the inspiring enhancements around our provision. * Both child and adult led outdoor opportunities daily to experience the world around them. * A daily group story time * 3 x daily reading of the same text over a week so children can remember and recall the whole narrative, joining in where necessary repeated reading of key texts. * Weekly planned circle time sessions with a personal, social and emotional focus. * Daily snack time to discuss healthy body and healthy mind. * 2 hours of timetabled physical development with other opportunities * We work closely with families to gain an understanding of children’s starting points and previous experiences. We use this knowledge to extend learning throughout their time in early years. | | | | **Children in KS1 and KS2 will receive:**   * Daily Collective Worship followed by a Christian prayer * Daily fluency, problem solving and reasoning teaching in Mathematics * Daily phonics teaching in KS1 (and for Key Stage 2 children who require it) using Little Wandle/RWI * Weekly spelling teaching in KS2 and Year 2 * Weekly basic skills teaching of grammar and Punctuation. * Weekly handwriting skills lesson from Year 1 to 6 * Daily English lessons focusing on research, planning and transcription. * At least three weekly guided reading sessions using VIPERS questioning * Daily story time linked to Class Author * One Science lesson per week * One History/Geography lesson per week * Two PE lessons per week * One Computing lesson per week * One RE lesson per week * One PSHCE lesson per week * One Art/D&T lesson per week * One Music lesson per week * One MFL lesson per week (KS2) | |

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| **Whole**  **Curriculum**  **Dimension** | **Forest Schools:**   * One half-termly unit of work within the school year * Access to wider nature grounds (local river and woodlands)   **Healthy Schools & Wellbeing:**   * Progressive and sequential PSHCE and SRE scheme of work * Annual celebration of anti-bullying work. * Annual celebration of internet safety work. * Annual art gallery to display children’s creative work | | **Our Community:**   * Annual Remembrance Day assembly * Termly Church links (including Easter, Christingle and Harvest celebrations) * Links to our community (Parish Council, Church, local historical/cultural sites, other schools) * Focussed school driver   **Wider World:**   * Annual Fairtrade Fair * Three charities supported each year, chosen by children * Hot topic book to record learning about wider world in assembly times. * Annual World Culture day celebration * Focussed school driver |
| **Experiences from EYFS to Year 6**   * In order to shape our curriculum, deepen our children’s knowledge and understanding and broaden children’s vocabulary we will: * provide experiences both in and outside of school. This includes, providing a variety of enrichment opportunities such as visitors into school, visits to different places and residential stays (Lockerbie) * provide opportunities for children to develop a sense of awe and wonder of the natural world. Children are encouraged to be ecologically aware and show respect for the environment and others. Opportunities are provided to embrace our Eco-schools culture. * provide a literacy rich environment; developing spoken English through good role models, developing vocabulary and a love of books and reading using good quality reading materials, which also act as a stimulus or enhancement to learning experiences. * create independent learners who are able to show curiosity and drive their own learning. Children will be equipped with the skills to manage their own risk and take responsibility for their actions. * maintain our Healthy School focus; including mental health and wellbeing of our school community and through outdoor learning as this forms the bases to all other learning within Early Years and beyond. * provide a variety of good role models for our children to develop their future aspiration and knowledge through pupil responsibility roles * develop partnerships and collaborations within and beyond our local community * engage parents in the learning journey of their child; building relationships and developing positive views of education. | | | |
| **Wider**  **Curriculum**  **Experiences** | | **Enrichment Opportunities:**   * At least one visitor into school/one visit out of school per term for each class e.g. Vindolanda, Author visits, STEM * Whole school focus weeks and days, including Science Fair week, World Book Day, Art Gallery exhibition * At least one community event per term e.g. Harvest, coffee morning, stay and play, open afternoon * EYFS children to have at least one ‘Forest School’ day per week – working outdoors/exploring their local area * EYFS to Y6 to use the outdoor space regularly to facilitate their learning * Partnership link with partner Federation School and the Tynedale schools partnership (sports Day and local history)   **Leadership experiences:**   * Annual application and election of School Council * Annual application and election of Eco Council * Year 5.6 take part in the Young Leaders Award * Religious Education Leaders provide opportunities for collective worship * Annual application and election of Head Boy and Head Girl * Reading Buddies share a love of reading through KS2 children leading KS1 children   **Sporting opportunities:**   * Annual Sports Day events for EYFS and Y1 to Y6 at our local athletics track and field. * KS2 representation at competition events and in school games leagues (football, tag rugby, netball)   **Life skills:**   * Financial education through enterprise events * Public speaking and confidence building through class assemblies, Harvest, Remembrance Day and Christmas performances and our Year 6 Leavers’ Concert. * Presentation of own ideas and interests at our annual Science Fair | |

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| **Curriculum Aspects** | **Organisation:**   * Overt teaching of subject disciplines rather than ‘topic’ is used * Timetables reflect specific ‘story time’ for all children at least three times per week and ideally daily in EYFS, KS1 and KS2 * Timetables for Y1 reflect appropriate transition   **Language rich environment:**   * Every class has a book area/reading corner * Every class Y1 to Y6 has a key author reflected in the reading area e.g. Michael Morpurgo but change the focus text each half term * EYFS focus text planned to link to topics and includes traditional tales, stories, non-fiction and poems/rhymes * EYFS has dedicated ‘rhyme time’ planned daily with songs and rhymes linked to topics, number work, interests, movements etc * Timetabling reflects our focus on providing a Language and Literacy rich curriculum   **Mastery Curriculum:**   * Our children learn best through a ‘little and often’ approach and must be given sufficient time to master a skill or embed knowledge * Key Assessment points (through our Target and Assessment Grids) for each year group in reading, writing and maths must be the focus of repetition to ensure children have a secure grasp of the subject. |
| **Tools for**  **Curriculum**  **Implementation** | * A focus on staff CPD to ensure high quality teaching and learning across curriculum subjects * A well-managed budget with Subject Resource Audits driving the budget allocation. * Well-maintained and engaging spaces to learn in school * A culture of high expectation and challenge for all children. * Well-structured Subject Action Plans, monitored by Governors, which identify and drive improvements forward. * Regular opportunities for subject leads to observe, scrutinise and take part in professional dialogue regarding teaching and learning in their subject. * School Development plan is visible, known and shared with all teaching staff so all are involved in our learning journey. |
| **Curriculum Impact** | |
| We will assess the impact that our curriculum has on our children by whether they have mastered the subject-specific knowledge defined in our Long Term Plans in Key Stage 1 and 2, if children have achieved the Early Learning Goals at the end of Reception, required phonetical knowledge at the end of Year 1 and expected standards at the end of Key Stage 1 and 2.  We will use appropriate and relevant formative and summative assessments (including our I can statements for foundation subjects and our Target and Assessment Grids for Core subjects) to inform this.  We understand that knowledge builds over time and children will only demonstrate effective learning as a result of a positive change to their long term memory. To continually drive improvements, the effectiveness of our school curriculum will be reviewed regularly. | |