

Shortstown Primary Curriculum Statement

At Shortstown Primary School we believe that the School Curriculum should be broad and balanced, offering children the opportunity to achieve success in many different areas. Although our curriculum is based on the National Curriculum, there are other planned opportunities that make up the wider curriculum and skill development.

We follow a theme-based approach to learning, in the belief that children learn best when logical connections are made between different aspects of their work. The school has 6 main values (see Below), linked to the British Values, which are supported throughout the Curriculum.

We believe in giving the children ownership of their learning. We support our children in becoming 'aspirational' – aiming high – in order to make the most of their learning opportunities.

As a fully inclusive school, we adjust learning experiences to enable all children to participate and achieve.

Shortstown Primary believe the Curriculum should reflect the children's interests, Locality, heritage and provide opportunities beyond the classroom.

(Curriculum statements are available for each of the subjects.)

SCHOOL VALUES	BRITISH VALUES
Respect & Responsibility (For each other and ourselves)	Mutual Respect
Learning & Perseverance	Democracy
High expectations & Boundaries (Dreams & Aspirations)	The Rule of Law
Wellbeing	Individual Liberty
Belonging	Tolerance of those with different Faiths and beliefs
Enthusiasm (Fun & laughter)	
Remember: If you can't say anything nice, don't say anything at all. Follow instructions the first time. Be the best that you can be. <div style="text-align: center;">Be Happy, Be Safe and learn</div>	

THE SCHOOL AIMS

At Shortstown Primary School we work to create a rich, stimulating and enjoyable learning environment which offers safety and security in order that children develop confidence to grow and learn. Caring, consideration and appreciation of others have equal priority with individual achievement.

We aim:

- To provide learning experiences which will enable every child to progress within the national framework at a level which gives them the opportunity to realise their full potential. To foster positive attitudes towards learning as a lifelong experience.
- To encourage the development of lively, enquiring minds, the ability to think creatively and innovatively, and to ask questions and engage in logical argument.
- To create opportunities to apply skills and knowledge to finding and solving practical problems relevant to the learner.
- To provide a range of teaching and learning methods which enable children to present their work in a variety of ways. To be able to select the most appropriate presentation for the task in hand and to promote a sense of pride, satisfaction and ownership in their work.
- To gain respect for religious and moral values and tolerance, awareness and understanding of other races and ways of life and ensure that each child is valued as an individual.
- To provide opportunities within the wider curriculum for all pupils to experience a sense of awe and wonder.
- To foster the children's interest in, respect for and involvement with the environment, developing ideas to care for and improve it.
- To develop an understanding of the world and an appreciation of individuals and nations.

- To foster interdisciplinary approaches to thinking and learning by integrating the study of numeracy, literacy and the sciences with arts and humanities.
- To recognise and appreciate excellence in all fields of human achievement and to challenge children to aspire towards such excellence.
- To nurture children to have positive and healthy self-images.
- To develop the knowledge and skills necessary to perform a variety of physical activities and enjoy physical activity as an ongoing part of a healthy lifestyle.
- To raise awareness and respect for the value of the individual and a sense of social awareness and responsibility.
- To promote and foster a climate of openness and consultation which encourages parental partnership and community involvement.
- To establish a sense of ownership, a feeling of satisfaction and pride in belonging to the school community in children, parents, staff, friends and Governors.

CURRICULUM

The Preschool and Foundation Stage classes follow the DfE Curriculum Guidance for the Foundation Stage which includes seven areas of learning:

3 Prime areas

- Communication and Language Development
- Physical Development
- Personal, social and emotional development

4 Specific areas

- Mathematics
- Literacy Development
- Understanding the world
- Expressive Art and Design

The National Curriculum is taught to pupils aged 5-16 years it consists of core and foundation subjects.

The Core	Foundation Subjects	Local Agreed Syllabus
English, Mathematics, Science Computers	Art, Design Technology Geography History Music PE PSHCE Modern Foreign Languages (Years 3-6)	Religious Education

The National Curriculum works on a coverage expectation for each year group. Formal assessments are carried out during Reception baseline, end of KS1 and end of KS2. DFE expectations will be carried out once tests are available. Detailed reports of children's progress are sent home at the end of each term. Parent/teacher consultations are held termly.

There are four Key Stages within the National Curriculum. Shortstown Primary School is concerned with:

Key Stage 1	5-7 years	(years 1 and 2)
Key Stage 2	7-9 years	(years 3, 4, 5 & 6)

From Year 1 to Year 6 the curriculum consists of:

- The National Curriculum expectations for each subject which are used as the basis for the long term and medium term plans.
- The Chris Quigley Milestones are used to support skill progression and short term planning objectives and success criteria.
- Bedfordshire's agreed syllabus for RE. Parents may exercise their right of withdrawal from religious worship and instruction.
- a bespoke PSCHCE curriculum, developed from SEAL, the school values and Cambridge scheme.

-Modern Foreign Languages - pupils in Years 3 and 4 are taught Italian, Y 5&6 are taught French.. Pupils from Y1 to Y2 have the opportunity to learn songs and rhymes in French and German.

From Preschool to Year 6 opportunities are taken to extend the curriculum beyond the statutory requirements through:

- Visitors, including artists, craftspeople, actors, musicians;
- The use of the school grounds, the locality and the wider environment;
- Educational visits;
- Theme weeks eg: Safety Week, Anti-bullying
- Support of parents.

Many of these activities will embrace the cultural diversity of the society in which we live and enhance the aesthetic environment of the school. The school is part of the Bedford Culture Challenge scheme.

Each Curriculum area has a policy and statement outlining the learning and teaching principles adhered to at Shortstown Primary School.

PHONICS TEACHING

The school teaches the synthetic Early Reading Research method of phonics from Foundation stage. This continues until the child has completed the expectations. Then word level investigations and Grammar is taught to enhance the phonic knowledge.

READING SCHEME

The school has mixed schemes levelled in colours, to provide choice and widen the reading experiences for the children. There is also opportunity to read 'real books' to develop reading for pleasure.

SAFEGUARDING CHILDREN AND THE CURRICULUM

The curriculum deals with safeguarding in two ways:

The curriculum, in subjects such as Personal, Social and Health Education, discusses relevant issues with the children. Also through cross curricular opportunities.

The curriculum is designed so that safety issues are discussed and safe practices taught, such as:

1. Road safety, water safety, electrical safety, firework safety, sneeze safe procedures
2. Food hygiene, the safe use of drugs(medicines) and healthy choices
3. Using equipment properly in PE and Design and Technology
4. The child's right to stay safe by saying 'no'
5. Sex education

SAFEGUARDING CHILDREN AND STAFFING AT SHORTSTOWN PRIMARY SCHOOL

At all times Shortstown Primary School will ensure appropriate staffing levels and when the curriculum is taken out of school, appropriate and agreed pupil/adult ratios are maintained (for further guidance see the school's Educational Visits and Journeys Policy). Visiting speakers, with appropriate clearance, are always welcomed into school so that they can share specialist knowledge to the children. For further guidance relating to safeguarding children, please see Shortstown Primary School's Safeguarding Children Policy

DELIVERY

All curriculum subjects are taught with differentiation as necessary. Cross-curricular links are made between subjects wherever appropriate and an extensive range of high quality resources is used to underpin the curriculum.

At Shortstown Primary School we deliver the national curriculum through a creative approach using the National Curriculum objectives and evaluating using these expectations. Half term units are planned following discussions with the children, therefore a year overview is not available for the current year. Senior leaders and subject leads monitor coverage to ensure the content is carefully balanced and cross curricular links are made wherever possible.

There are no statutory teaching times each week. Shortstown Primary School teaching time is 23 hours 5 minutes at Key Stage 1 and 23 hours and 55 minutes at Key Stage 2.

English, Maths, Religious Education, Art, Music and Physical Education are linked to units of work but are also planned and taught as separate curriculum areas. Traditional class teaching, flexible group work and individual curriculum coverage all have their place in the classroom. The appropriate method is selected for the learning task and is consistent with the school policy for equal opportunities.

Children are encouraged to seek out information for themselves and to become involved in problem solving. Opportunities for discussion are created and a variety of written tasks are undertaken. The children are introduced to a wide range of reading material. They are encouraged to learn the skills required to work together productively.

Continuity and progression are built into our curriculum.

The local environment and our own environmental area are used as learning resources and opportunities for learning outside the classroom are encouraged.

Educational trips, visits or exciting starters (wow days) are organised to support each unit.

With the help of the class teacher, the children produce their own entertainment for assemblies and other special occasions.

PERSONALISING LEARNING

Shortstown Primary School aims to increase pupil engagement and motivation and offer individual choice, whilst maintaining rigorous standards of achievement with the goal of increased overall levels of progress and achievement. Personalising learning incorporates traditional knowledge based learning enhanced by explicit skills instruction in thinking, questioning and collaborative teamwork. Topics are taught as thematic units and pupils are given opportunities to ask questions and use these to develop their own enquiry around the units. Pupils may also have the opportunity to decide on the unit they would like to study. Opportunities for pupil conferencing enables pupils to evaluate their and others work and decide on next steps (see AFL Policy)

Vertical groupings in Keystages and whole school, provide opportunities for sharing skills and developing leadership roles and team collaboration.

Due to the involvement of the children in their learning, it is not possible to provide preplanned overviews for each year group. By the end of each keystage the requirements of the National Curriculum will have been taught and assessed.

PSHCE

The main ethos of the school is to support children in all aspects of their development. PSHCE plays a vital role in encouraging learning through discussion, debate, and teaching skills of life.

The Curriculum is woven through all aspects of the school and linked to the values. Circle time provides a focused session for reflection and learning, in a safe environment.

EXTRA CURRICULAR ACTIVITIES

A diverse range of activities is offered. These include sport, cookery club, animation, gym club, sewing club, choir, Gardening, forest schools, and art club.

HOMEWORK

See policy

ROLES AND RESPONSIBILITIES

The Head teacher takes overall responsibility for the curriculum. Subject managers monitor their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies. Consultation relating to the curriculum is facilitated through school council meetings for pupils, parent consultation evenings and from staff and governors at their regular meetings.

INCLUSION - PROVISION FOR ALL PUPILS

Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils' needs and abilities. Outcomes from assessment of learning enable teachers to set targets which reflect individual pupils' skills, abilities and potential.

The school has developed a model of intervention for children experiencing difficulties in any areas of their learning (see SEND & MaT policy)

REPORTING ON PUPIL ATTAINMENT

All work carried out by the children is monitored and evaluated. A report is made available to parents every term followed by Parent/Teacher Consultation meetings in the autumn, spring and summer terms. The Governing Body receives regular reports on pupil attainment compared to the national picture and similar schools and pupils' prior attainment.

TARGET SETTING

All pupils are encouraged to talk about their learning and are supported in identifying their next steps. The staff sets pupil targets in consultation with the head teacher and Governing body, these are discussed with and agreed by the SIP for those pupils reaching the end of key stage 1 and KS2 in the following academic year. These targets are set using the evidence from ongoing standards analysis. Using the May assessment level as a base, end of year targets in Numeracy, Writing, Reading and Science are set for each child.

REVIEW

This policy is a statement of aims and principles relating to the school's curriculum. It will be reviewed annually and presented to the Governors' Curriculum Committee.