



**NERROLS**  
PRIMARY SCHOOL

# **Curriculum Statement**



# Nerrols Primary School

## Curriculum Statement

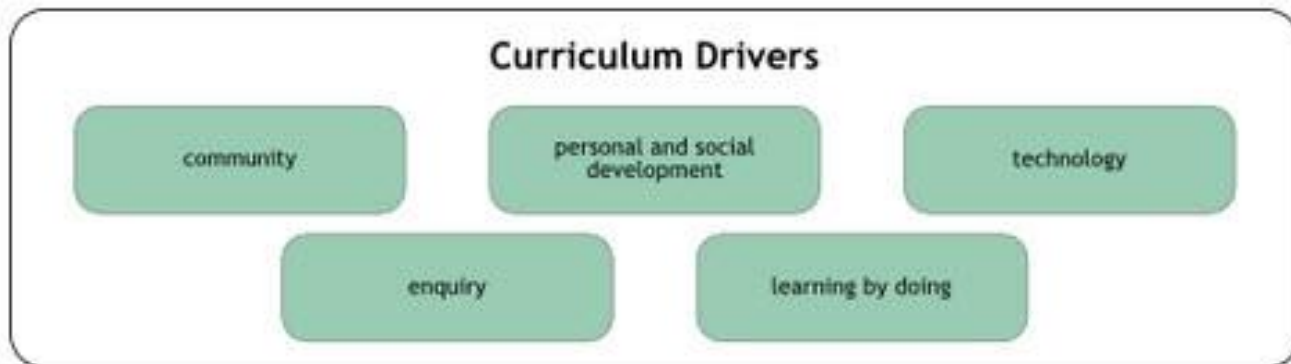
### The Primary Curriculum at Nerrols Primary School

At Nerrols Primary School, the curriculum is specifically tailored to meet the needs of the children. All young people are individuals and our curriculum recognises that. We aim to offer the children the best educational experience possible. We want our curriculum to be exciting, interesting and engaging so that children are curious, inspired and enjoy learning. We believe it is important that the children receive the basic entitlement of the National Curriculum and more. The curriculum is designed to provide a rich and varied programme of activities and learning experiences to meet the needs, interests and aspirations of all learners, within and beyond the school day.

The curriculum seeks to ensure that not only are National Curriculum requirements in place, but also that:

- The curriculum allows for the appropriate progression between the different stages of education (FS1 → FS2 → KS1 → KS2) in line with the vision for a cohesive 'all-through primary' school.
- It provides a curriculum that is creative, purposeful and relevant to the setting of the school and the community in which it is based, but that also broadens the children's horizons as British and World citizens.
- It maximises opportunities for flexibility and personalised learning.
- It reflects and embodies the key vision and aims of the Richard Huish Trust relating to Wellbeing, Community and Diversity and Opportunity and Enterprise, influencing thinking and applications across all relevant areas and ultimately inspires pupils to aspire to achieve excellent outcomes in all areas of learning and development.
- It creates an environment where our most disadvantaged pupils can thrive and progress, through their pre-school and primary experience, to secondary school and beyond.

The curriculum is underpinned by the RHT Vision and aims, and a set of curriculum drivers.



The curriculum drivers are characteristics that define the curriculum and underpin the work we do. The drivers are areas that will be valued as a school. They give focus to learning opportunities and are embedded throughout teaching and learning, developing the child as a whole.

At Nerrols Primary School, the needs of the children will determine the emphasis of the curriculum. We aim to give children an individualised curriculum experience that changes and adapts according to where the children are and what their needs are. The curriculum will be fluid and deliver a programme of continuous intervention, through *Quality First* teaching.

Nerrols Primary School will be committed to developing the best possible learning opportunities for all its children. We will identify the children’s needs, giving learning a sound educational purpose, and then creating imaginative and engaging learning opportunities to accomplish this.

We will encourage active learning through exploration, enquiry, investigation and structured play using first hand experiences wherever possible. We recognise that technology is a part of the children’s natural environment and will embrace a wide range of technology as an essential tool for learning. We will provide a range of opportunities for children to develop, use and refine key knowledge, understanding and skills, and to practice and apply them regularly in different contexts and settings.

Subject/ other activity	Comments
English	English will be taught in both discrete lessons and through a cross curricular approach that develops and embeds skills through other subject areas. Embedding phonic skills will be a priority in FS1 and FS2, and KS1. SPAG will be the focus in KS2. Accelerated reader and other tools and challenges such as book weeks will be set to encourage children to read widely and further develop depth of learning.
Mathematics	Mathematics will be taught in discrete lessons with skills being promoted, used and applied in other curriculum areas to develop confidence and competence in number work and reasoning. Learning and application of mathematical concepts outside of the classroom setting will be encouraged with a focus on deepening knowledge and mathematical skills.

Science	<p>Science will be taught in both discrete lessons and in focused themes covering two terms per year. Cross-curricular links will be made, with a specific link between science and mathematics. It will be designed to focus on <i>working scientifically</i>, in short discreet lessons throughout the year. This will be widened out to incorporate specific programmes of study at KS1 and KS2. The majority of science teaching will be practical and encourage curiosity and exploration about how the world works, building to more detailed and specific knowledge of Physics, Chemistry and Biology by the end of KS2. Students will also be taught about the importance of diet and exercise/ effect of drugs as part of wider school awareness and wellbeing aims.</p>
Humanities	<p>History and Geography will be taught through focused themes two terms per year. Children will be taught key knowledge and understanding          KS1 will follow a 3-year programme.          KS2 will follow a 4-year programme.          There will also be enrichment days to supplement the curriculum time, expand the learning beyond the classroom, and out into the environment and wider world.</p>
Expressive Arts & Design	<p>Creativity and expression will be nurtured and developed through a high quality arts education, delivered as themes two terms per year.          KS1 will follow a 3-year programme.          KS2 will follow a 4-year programme.          There will also be enrichment days to supplement the curriculum time with visits to museums, art galleries and places of cultural and technological interest.          Design and Technology will largely be linked to cross-curricular projects and applications but will encompass specifics linked to wellbeing aims such as opportunities to plan, cook and share foods as well as understand where food comes from.          Pupils will have regular singing and whole class activities. Pupils will have discrete music lessons with a specialist music practitioner and opportunities on a regular basis to perform to an audience.          All pupils will have the opportunity to learn to play a musical instrument.</p>
Personal, Social, Health and Economic Development & Citizenship (PSHE&C)	<p>Pupils will follow PSHE&amp;C programmes appropriate to age, encompassing relevant themes that cover key aspects of wellbeing such as self-esteem, staying safe and healthy, growing up, friendships, SRE and an understanding and appreciation of diversity and differences. It will involve elements of forest school and outdoor education (capitalising on the planned neighbouring Country Park) and teach the importance of British Values and inclusion. The UNICEF Rights Respecting Agenda (RRSA) and JIGSAW PHSE&amp;C programmes will provide the framework for teaching this area of the curriculum. The <i>Thrive</i> programme of intervention to support the development of the children's emotional wellbeing will also be introduced to supplement the delivery of PSHE&amp;C.</p>
Religious Education (RE)	<p>All pupils will have discrete RE lessons with links made to other curriculum areas where appropriate. The lessons will cover the key content in the national curriculum and SACRE guidance, as well as provide significant opportunities for pupils to ask Big Questions, and explore similarities and differences between people and faiths.</p>

Physical Education (PE)	All pupils will have Physical Education lessons each week incorporating a mixture of sports and physical development activities. Lessons will be taught by specialist PE practitioners, and with input from class teachers. All pupils will be encouraged and provided with the opportunity to learn to swim. Extracurricular activities will also supplement the curriculum time drawing on additional support from appropriately skilled Sixth Form Students from Richard Huish College.
Modern Foreign Languages	MFL will start in KS1 with the introduction of words and phrases linked to cross-curricular teaching about countries and cultures, formalising into more discrete lessons in KS2 as pupils oracy skills increase. Online resources, such as <i>LanguageNut</i> will be used to support teaching in both Key Stages.
Computing / Coding	Computing will not be taught in discrete lessons but embedded across the curriculum to ensure development of key skills and awareness delivered across the year. This will include important messages relating to internet-safety so that pupils can be confident and safe users and creators of digital material. New opportunities to enhance learning through technology will be optimised and explored across the curriculum. Coding will be taught discreetly in short weekly sessions.
Wider / out of school activities	It is the vision of the RHT to provide enrichment opportunities both before and after school and outside of term times (where possible), to provide opportunities for child and parent engagement and support and opportunities for the local community – to include sports, music, drama and environment creativity activities as developed over time. Family learning activities, such as <i>Family FUNS</i> will be introduced very early in the school's development to encourage a wider sense of community.

### Early Years Foundation Stage Curriculum at Nerrols Primary School

The Foundation Stage is a distinct phase of education in its own right and covers the age range 3 to the end of the Reception Year. Once the nursery opens in September 2019 the provisions for FS1 and FS2 will work closely together under a single leader to ensure continuity and progression, whether or not nursery children go on to attend the school.

A child's first years in school provide the foundation for lifelong learning with good learning habits and positive attitudes fostered from the earliest stage. In order to build on children's home-life and pre-school experiences we believe that we need to work together, alongside the children with their families and carers to ensure they are supported in their learning that we understand the variety of knowledge and experiences that they come to us with to be able to draw upon and develop the skills that enable their future learning.

We are committed to nourishing each child's self-esteem, self-worth and self-confidence as well as developing their knowledge and skills and we plan to achieve this through delivery of a carefully planned environment, and access to a range of learning opportunities that are both child initiated and adult led. Children at Nerrols Primary School in the early years will have access to a range of real-life, fun and challenging activities to develop their independence, and provide them with a sound knowledge and skills base across the seven areas of learning as outlined in the Early Years Foundation Stage (EYFS).

## **Ethos and aims**

Our ethos is to develop children who are happy, confident, curious individuals, interested in life, and enthusiastic about learning new knowledge and skills. We aim to:

- provide effective, varied, meaningful and safe experiences for all pupils;
- utilise the natural play of the child in a structured and progressive manner; which can be gradually integrated into the more formal curriculum;
- implement a curriculum learnt through exploration, play and talk in both indoor and outdoor environments.

The early years education we plan to offer is based upon the EYFS principles of

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

and takes into account the following commitments, which are to:

- develop a joy and enthusiasm for learning. This includes the skills to stay safe, be happy and healthy, to enjoy and achieve, to make a positive contribution, and begin to understand the drive to achieve economic well-being;
- provide safe, happy and challenging learning environments, both inside and outside, where children can develop the skills and knowledge needed to become successful, confident and independent learners;
- offer a structure for learning that has a range of starting points, that match the needs of the children in our care and opportunities that reflect the importance of all children;
- ensure rich and stimulating provision that enables children to develop their minds and bodies, and from which no child is excluded or disadvantaged;
- build upon what our children already know and can do, supporting and extending the development of all;
- prepare the children for a successful transition to Key Stage One, through effective partnership with KS1 teachers, and through the use of effective data tracking and planning.

## **Play and active learning in the Foundation Stage**

A balance of explorative and structured activity is a key to children's social, emotional and educational development. Through play, our children explore and develop learning experiences, which help them make sense of the world. Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

They are encouraged to select and undertake free exploration of equipment and materials, thus developing creativity and imagination. Adults encourage children to talk about their learning and extend and support their understanding.

Children should be given opportunity to be creative through all areas of learning, not just through

the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the setting to extend their learning.

## **Assessment**

The monitoring of each child's progress throughout the Foundation Stage is essential to ensure that they are making good progress and that issues in any areas of learning, are identified, whatever the cause. Children will be assessed on entry to school through a baseline test, with each child then assessed throughout the year against the Foundation Stage Profile with individual information recorded in a 'Learning Journal'. "Tapestry" early years software will be used by both FS1 and FS2 provisions to record observations, assess achievement and communicate this in real time to parents.

Children will be assessed regularly through:

- discussion with children about their interests and their learning;
- careful observations carried out while children are engaged in classroom activities, in order to gain an insight into children's interests, dispositions and what they can do;
- careful observations carried out during focused group work/whole class teaching in order to assess children's level of understanding related to specific skills and concepts;

All observations, assessments and recordings are an integral part of teaching, as they inform future planning for children's needs, learning dispositions and interests, and form a basis for parent consultations, which will be three times a year (including the initial home visit / parents' meeting). They are also used to set next steps and aid early identification of special need, gifted, talented, etc. At the end of the Foundation Stage, most children are expected to achieve a series of Early Learning Goals across different areas in order to achieve a Good Level of Development (GLD). On transfer to Key Stage 1 assessments against the EYFS curriculum will be passed on to the next teacher and the EYFS Lead will work with the KS1 Leader to ensure there is a clear picture of where each child is at this transition.

## **Special Educational Needs and Disabilities (SEND)**

Nerrols Primary School is an inclusive school where we are committed to ensuring that all our children learn successfully. Our vision sets out to ensure that the curriculum is specifically tailored to meet the needs of our children including those with SEND through high quality learning experiences which enable them to reach their full potential. The needs of the children determine the emphasis of our curriculum. We aim to give children an individual curriculum that changes and adapts according to where the children are and what their needs are.

We aim to raise the aspirations of and expectations of all pupils with SEND. In doing so we aim to achieve outstanding outcomes through ensuring the SEND policy has a positive impact on all our pupils with SEND.

Our objectives:

1. Working to identify the needs of pupils with SEND as early as possible.

We gather information from parent carers, education, health and care services and early year's settings, prior to the child's entry into the school whenever possible.

2. Monitoring the progress of all pupils.

We continuously monitor all pupils to ensure all children reach their full potential and to aid early identification of SEND.

3. Making appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.

This is co-ordinated by the SENDCO and will be carefully monitored and regularly reviewed to ensure individual targets are being met and all pupils' needs are catered for.

4. Working with parent carers to gain a better understanding of each child and involve them in all stages of their child's education.

This includes sharing information on SEND procedures / practices and providing regular opportunities for discussion on their child's progress and attainment

5. Working with outside agencies to support each child when more specialist advice could enhance and /or inform provision made by the school.

Some outside agencies include Speech and Language Therapist, Educational Psychologist or Learning Support.

6. Creating a school environment where pupils can contribute to their own learning.

This means encouraging and supporting independence and regularly seeking pupil views. Pupil participation and success is encouraged through wider opportunities within school such as residential visits, school plays and sports opportunities.

### **The Pupil Premium Grant**

The Pupil Premium is additional funding given to schools to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered as eligible for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for Looked After Children, children adopted from care and children of service personnel.

Any child at Nerrols Primary who is eligible for the Pupil Premium will receive additional support to support their achievement. This may include:

- One to one support at times during the day/week
- Additional resources (books etc)
- Extra training for staff to support specific needs
- Other professional support (eg Speech and Language)
- Financial help with uniform, trips and residential visits