

Samlesbury Church of England Primary School Curriculum Intent, Implementation and Impact Statement



Our Mission

**Learning, Growing and Inspiring others through God's Love and Grace
*Live as a Light to Others – Live to do good – Live to love God***

OUR INTENT

Aim 1

To ensure that our children receive the very best education that we can provide by equipping ALL children with the necessary skills in reading, writing and mathematics to succeed.

Our context

We are a very small school in a semi-rural location. On entry most of our children arrive at school with broadly average levels of ability. At the end of Key Stage 2 we have been predominately within or above national expectations and slightly above for those achieving greater depth. However, the governors, teachers and children are all committed to developing a richer, more rounded and broader curriculum which has rigour, challenge and quality built into our core curriculum so that the whole child is developed, as well as working to consistent above average progress.

Our children leave our school more than ready for their secondary education. Our children have outstanding behaviour and excellent personal skills which we work hard to maintain. We are continuing our work in developing the very best broad and high quality curriculum we can, for all the children in school and as a school community, we aspire to be the best so that we can Learn, Grow and Inspire others in all that we do.

Why?

Our Mission statement is clear: We want children to grow up to develop to their fullest potential; to search for meaning and purpose in life within a caring Christian environment. To be educated to become whole. We believe that each one of us has the ability to achieve our highest potential, living and learning in the fullness of God.

IMPLEMENTATION – HOW?

We have:

- a team of highly committed teachers across the school who are passionate about raising the achievement of children across the curriculum.

- a carefully sequenced set of clear expectations of what the children should know and be able to do at each stage of their development through school plus freedom within the curriculum for teacher to adapt their teaching to meet the needs of their children.
- simple yet effective systems to collect and interpret relevant assessment data.
- staff trained in delivering targeted support through school.
- a culture of increasingly high expectations amongst children, staff, governors and parents.
- outstanding attitudes to learning.
- a culture of reading within school.

Aim 2

That our children grow in knowledge and understanding of the world in which they live.

Our Context

Our Church of England school is largely populated by white British children. Most of our children are not baptised into the Christian faith and we have some from other faith backgrounds. Samlesbury is a very small village community on the outskirts of the city of Preston and our children come from a wide variety of backgrounds - from farming families to those living in the inner city. Our own monitoring has shown that knowledge and understanding of the world in both Key Stage One and Key Stage Two is relatively weaker than the children's ability within English and Maths. Whilst some of our children have travelled to new countries (often to visit hotel complexes or theme parks rather than being immersed in local culture) we have a significant number of children who have never been abroad and their experiences of different cultures, ideas and world views is limited.

Why?

Ours is a welcoming community, however we should always guard against ignorance. We should always seek to understand. We want our children to build up a broad knowledge base of the world in which we live. We want our children to know about their local areas as well as the wider world. For our children to know where places are, when events took place and why they happened. For our children to know what we believe and why we believe it so that they are able to make informed decisions. For our children to grow in an appreciation of other cultures, other beliefs, customs, ways of life and be intolerant of intolerance.

IMPLEMENTATION – HOW?

We have:

- a carefully sequenced scheme of work in history which develops the children's understanding of chronology, retention of knowledge and their ability to not only know what happened, but why things happened. Both history and geography in these two paragraphs need either capital letters or lower case!
- a carefully sequenced scheme of work in geography which enables the children to gain locational knowledge and a develop a growing understanding of the world leading towards to a significant and relevant body of knowledge in upper key

stage two.

- flexibility within our schemes of work to adapt quickly to relevant and highly topical issues such as elections, local flooding or climate change.
- trained and knowledgeable staff and thorough monitoring of work.
- an RE scheme of work with carefully sequenced units of work to develop our children's knowledge of other faiths as well as a deeper understanding of the diversity of the Christian faith.
- a variety of enrichment days planned into the school curriculum to excite and engage our children.
- weekly worships in smaller groups (class or house team) to discuss current events in the news – locally, nationally and internationally.

Aim 3

For our children to be healthy in body and in mind. We want our children to be strong, fit and active. To participate in sport and enjoy all it has to offer. To learn, through sport, how to win graciously, lose with courage and never give up. We want our children to be healthy; to have a healthy image of themselves as individuals, for our children to recognise the unique beauty in each and every individual as they were created by God. For our children to grow up to be resilient, responsible, confident and independent.

Our Context

We know that on entry into Reception class, there is a significant percentage of our children are working below expectations in their physical development. Assessments of the children's fundamental movements in 2017 showed that the majority of children in Reception had not acquired and mastered all of the fundamental movements necessary for them to go on and develop in sport. Nationally we are in the middle of an obesity crisis. It is crucial that children learn to take part in sport and enjoy all it has to offer in terms of both the camaraderie and the obvious health benefits. Within our local area there are numerous opportunities for children to participate in sport – it is our job to engage the children by exposing them to as many different sporting opportunities as we can.

For many of our children this lack of physical skill progression and enjoyment of activity has tracked through school with them and over the last 18 months we have placed a strong emphasis in our curriculum to promote physical activity and enjoyment, including increased parental involvement.

We know that girls are more likely than boys to give up on sport at an early age. We want girls to see all sports as 'something they can enjoy'. We want girls to have the same opportunities as the boys and go on to make sport part of their lives.

Why?

We know that in order to stay healthy we should ensure that children's mental health is looked after. We know that our children are increasingly exposed to social media with near perfect images of people online hinting at a perfect but ultimately unrealistic and unattainable life style. We know that many children are increasingly becoming addicted to their mobile devices. We know that children are today more exposed to bullying through social media than in times past. We want our children to understand how to deal with their emotions, to understand how to stay safe online – this includes looking after their

mental health. We want our children to grow up with a healthy body image and an understanding of the dignity of the human person.

IMPLEMENTATION – HOW?

We have:

- used our P.E. premium money to implement rigour and quality within physical education across school.
- a P.E. scheme of work which shows progression in knowledge and skills across the school.
- employed and further developed a highly qualified and experienced P.E. coach to support the aims of the P.E. premium funding.
- schemes of work which are relevant to our children to teach them how to keep themselves safe.
- PSHE/RSE scheme of work showing progression in knowledge.
- links with local professionals to support children and families with various health challenges.
- a DT scheme of work which enables children to learn about the importance of a well balance diet and how to cook for themselves
- clear progression through our science units to develop an understanding of parts of the body and how to look after it.
- E-safety at the forefront of all our computer teaching and is included as part of cross curricular learning throughout school.
- Interventions such as 'Socially Speaking', 'Time to Talk' or lego therapy which are used when children need a boost with their confidence or social skills.
- The opportunity for our Year 6 children to prepare and deliver a presentation to the whole school about themselves and to celebrate what makes them unique before progressing to high school.

Aim 4

For our children to enjoy a strong practical curriculum. A curriculum where the children learn about how things work. A curriculum where they make, measure, cut, sew, fix, build, repair grow and evaluate. A curriculum where children will anticipate problems, imagine solutions, evaluate, adjust and problem solve as they go.

Why?

In an increasingly technical world it is vital that children acquire and develop a range of practical skills. A strong practical curriculum will give the children a more rounded and balanced education. It will allow children who do not necessarily excel in the core subjects an opportunity to shine. A practical curriculum however will allow the children numerous opportunities to innovate and problem solve. We want our children to acquire knowledge in science and maths, but we also want our children to apply this knowledge in real life contexts and to link to local expertise. A strong practical curriculum will allow the children to learn in different ways – a curriculum where they can be increasingly independent and autonomous. We know that our local area has a rich history in many areas: history, farming, manufacturing and football. We also know that children increasingly work in the virtual world where what they create is often not real. We want our

children to continue the heritage of our local area and have the opportunity to create, grow and make things that are real.

IMPLEMENTATION – HOW?

We have:

- a carefully sequenced and high-quality computing scheme of work which shows progression in knowledge and skills.
- a carefully sequenced and high-quality science curriculum which ensures that knowledge and skills are embedded over time. We need to match here whatever you decided re the capitalisation or not of subjects!
- as a result of a well-planned DT scheme of work which ensures progression in knowledge and skills, a developing set of high quality resources and well trained staff, children's skills and knowledge in Design Technology is rapidly improving.
- a forest schools' practitioner enabling all pupils throughout EYFS and KS1 to regularly benefit from practical and engaging outdoor sessions.
- a focus through school of developing maths based problem solving activities.

Aim 5

To inspire and nurture an appreciation of all forms of art within the children. To develop the children's skills within music and art so that we open the door to the world of possibilities that music and art can offer children both now and later in their lives.

Why?

'I have come so that you may have life and live it to the full.' John 10:10. We want our children to grow in a love and appreciation of all the arts. We live on the edge of a beautiful area: The Ribble Valley. In the North West there is a vast heritage of art and music. We want to open the door to the world of possibilities that music and art can offer children both now and later in their lives because a life without art is no life at all.

IMPLEMENTATION – HOW?

We have

- a well-planned art scheme of work which is developing all areas of the art curriculum with ambitious teaching and progression across school with staff training to develop skills further.
- a well-planned and taught scheme of work in music which is ambitious for all children. A scheme of work which develops the children's practical skills and knowledge of music as they move through school.
- opportunities for children to take part in musical performance including Sing Together at King George's Hall with several hundred other children.
- opportunities for children to learn an instrument.
- annual performance opportunities for all children in school.

IMPACT

We have four intentions when it comes to measuring the impact of our curriculum.

Outcome 1: to develop our learner's learning (Our head and body: what we learn)

The impact of our curriculum is that our children's attainment in core and foundation subjects is in line with or exceeding their age-related expectations when we consider the varied starting points of children. We intend that the impact is that children will be academically and physically prepared for the next phase of their education, in Britain and the world.

Outcome 2: Develop the character of our learners (Our heart and character: who we are when we learn)

The impact will be that our learners will have fully rounded characters with a clear understanding of complex values like equality, friendship, trust and many others. Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviours we see each and every day and how everyone in the school community interacts with each other.

Outcome 3: Develop behaviours and habits to become effective learners (Our actions and attitudes: how we act when we learn)

The impact of our curriculum is seen in how the children approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. The impact should be that children are resilient, they don't give up, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.

Outcome 4: Develop the moral compass of our learners (Our place in the community and wider world: who we are)

Our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will go out into the world to make a difference, positively impacting their own life and others.