

Curriculum Statement



Chair of Governors: Mr B Martin

Headteacher: Mrs L Coates

Date Reviewed: July 2014

Next Review Date: July 2016

Introduction

At East Tilbury Primary School & Nursery, we believe in the concept of lifelong learning and that learning should be a rewarding and enjoyable experience for everyone. We promote excellence and enjoyment through high quality teaching and learning. Our curriculum policy is underpinned by the principles outlined in the school's mission statement and by our values as part of the St Clare's Co-operative Academy Trust.

We recognise that subjects outlined in the National Curriculum are an integral part of everyday life and that being competent, confident thinkers across subject areas will support our pupils well to enjoy and achieve throughout their lives.

This statement should be read with reference to the following related policies and guidance:

The School Improvement Plan
Teaching and Learning
Assessment
Marking and Feedback
Behaviour
Inclusion
Equality
Monitoring and Evaluation
Performance Management
Staff Handbook
Home School Agreement
Sex and Relationships Education

Aims

- Provide a robust, creative and stimulating curriculum where every child matters
- Enable all pupils to reach their full potential
- Enable pupils to become enquiring and independent learners
- Develop high self esteem and confidence in pupils
- Provide high quality teaching using a wide range of teaching and learning styles
- Use the curriculum to promote effective partnerships between home, school and the wider community

We strive to encourage confident and competent thinkers who are able to use their learning in real life situations by:

- Supporting all pupils in using skills with purpose and enjoyment
- Encouraging an enthusiastic and inquisitive attitude to all subject areas
- Helping all pupils to acquire and develop language, skills, knowledge and understanding across the curriculum
- Meeting at least the minimum requirement set out in the National Curriculum as fully as possible and helping all pupils to achieve the highest possible standards of achievement
- Equipping all pupils with strategies to enable them to apply their learning to real and unfamiliar situations within and beyond the classroom
- Helping all pupils make an active contribution to their own learning, by developing the skills of independence, enquiry, problem solving and reflection
- Helping all pupils record work clearly and in a variety of ways
- Celebrating success across the curriculum

Enquiry Curriculum

There is a strong basic skills component to the curriculum, comprising reading, spelling, punctuation, grammar, writing, number, calculation and computing. These skills are further applied, developed and enhanced through 'units of enquiry', using a cross curricular style which covers objectives from more than one curriculum subject in one lesson. The school's enquiry curriculum provides rich learning opportunities for the pupils. For each class the unit of enquiry is based around a central idea that pupils investigate and the central idea is changed either termly or half termly. Learning in each unit of enquiry is also linked to specific Co-operative Values, which are made explicit to pupils and embedded in the school's culture. A broad and balanced curriculum is taught, through six theme areas across the academic year, referring to National Curriculum objectives and related key skills. Relevant artefacts, visits and visitors are arranged to enhance the curriculum. Units of enquiry culminate in an 'Equity and Action' event, linked to our Co-operative values and encouraging pupils to apply their learning in a way that contributes to local and global community. Social and Emotional Aspects of Learning are also directly addressed through weekly SEAL and Circle Time activities.

Whole school themed days/weeks are held regularly and cover a range of curriculum areas, for example, WWI Day, Aspirations and Enterprise Week, Science and Engineering Week, Children's Book Week and Creativity and Art Week.

Continuity and progression are ensured in order that pupils can advance in a steady, uninterrupted manner, from one stage of development to the next, across the phases and in the relevant curriculum areas. The curriculum map ensures continuity, progression and access to a broad and balanced curriculum across the age range at East Tilbury Primary School & Nursery.

The EYFS includes reception classes and a nursery that is integral to our school and joins in with daily school life, enabling children to learn valuable skills at an early stage. Planning follows the Early Years and Foundation Stage Profile. Activities and learning opportunities are planned carefully to meet the needs of the children, within the seven areas of learning of this framework. The seven areas of learning include: communication and language; physical development; personal, social and emotional development; literacy; mathematics; understanding of the world; expressive arts and design. Early Learning Goals are used monitor, assess and evaluate children's progress.

The KS1 and KS2 curriculum includes all National Curriculum subjects, with discrete skills and capability to be developed. Skills are also transferable across the curriculum and this is recognised in the planning, teaching and assessing of the curriculum, through basic skills and units of enquiry.

In KS1 and KS2, focused basic skills are taught discretely and then further applied in creative and cross-curricular ways, though units of enquiry.

We base our teaching on our knowledge of each pupil's current level of attainment. Our main focus is to develop further their knowledge, understanding and skills, which are applied in a range of real life contexts and continue to be enhanced and built upon. We strive to ensure that all tasks are differentiated to support and challenge the needs of all pupils, including those with additional needs, such as EAL, SEND and Gifted and Talented pupils. We set high expectations for all pupils in a stimulating manner. Pupils are given opportunities to work individually, collaboratively, in groups and as a class. They may also work as part of a teacher guided or LSA supported group. They discuss ideas, solve problems, make decisions and reflect, thus engaging with many opportunities for developing technical language so that pupils learn to express their thinking using the correct vocabulary.

Teachers plan and deliver according to these guidelines, ensuring that they:

- Produce clear weekly, medium and long term plans, which include pupil outcomes, differentiated activities, learning objectives and success criteria
- Share outcomes, learning objectives and success criteria with pupils
- Plan and provide opportunities for learning in a variety of different ways
- Provide resources which stimulate and engage
- Use models, images, artefacts and other resources that develop understanding and help pupils to make connections
- Include the use of ICT in an engaging and meaningful way
- Develop cross curricular links in a meaningful way
- Recognise the importance of good subject knowledge and subject-specific teaching skills and seek to enhance these aspects of their subject expertise

Learning environment

Effective teaching and successful learning is achieved by:

- Providing a happy, secure environment which is stimulating and motivating.
- Provide challenge and support and develop learners' perseverance and resilience
- Providing a welcoming and friendly atmosphere which encourages parents, families, visitors, helpers and all staff to work together for the wellbeing of the pupils in its care.
- Providing a wide range of experiences within the curriculum which allow opportunities for pupils to acquire develop and extend new skills.
- Ensuring that each child feels valued.
- Promoting high standards of behaviour and encouraging their love and care of each other.
- The school supporting and developing good teachers
- Teachers demonstrating continued learning

Classroom environment

The classroom environment should:

- Be tidy and well organised.
- Have resources which are clearly labelled and easily accessible to promote independence.
- Have stimulating and interactive displays that show a range of curriculum areas and cross-curricular themes.
- Celebrate pupils' achievements.
- Have working walls that support current learning.
- Include a themed reading corner, with stimulating and engaging texts appropriate to the learners' needs.

Behaviour

East Tilbury Primary School has extremely high expectations for behaviour.

All staff and pupils are encouraged to:

- Treat others with respect.
- Show tolerance and understanding of each other
- Demonstrate kindness and politeness at all times.
- Co-operate with others to achieve the best results.
- Celebrate the achievements of others.
- Take care of their own possessions, those of others and the school environment.
- Follow all school rules
- Have a positive attitude in lessons.

All members of staff act as excellent role models for the pupils and encourage their love and care for each other

Governors

Our Governors support, monitor and review the school's approach to teaching and learning across the curriculum. In particular they:

- Monitor standards through class visits and discussions with class teachers and subject leaders
- Agree targets set for EYFS, KS1 and KS2
- Regularly meet and visit school to offer commitment, support and challenge to all staff
- Regularly meet as a Curriculum, Community and Pupil Committee to discuss issues as appropriate
- Seek to ensure that appropriate support is in place to support staff development
- Ensure they are aware of curriculum enrichment and events involving the school

