



Gainsborough Primary & Nursery School

Curriculum Statement 2019

INTENT

At Gainsborough Primary and Nursery School we recognise that the curriculum should be the powerful tool that promotes the learning of knowledge and competences, including life skills, as well as the inspiration to explore and take risks. It therefore includes not only the formal requirements of the national curriculum, but also our strong ethos, based on respect and responsibility for ourselves and for others.

We aim to teach children how to grow into effective, responsible young people who can work successfully and co-operate with others. This means teaching and learning in the field of **emotional literacy** and **SMSC** as well meeting current government age-related expectations.

Its purpose is to help pupils develop understanding, knowledge and skills that are cumulative and which can deliver defined end points, including preparing pupils for the next stage of their education.

Our pupils have the opportunity to be creative, to be physically active and to be academically challenged.

The curriculum is taught with the consideration of the needs of all learners; inclusion is at its heart, as is overcoming any social disadvantage. Our curriculum is designed to be bespoke to our pupils and to the community in which they live. Our goal is to inspire motivation for learning as well as an appreciation of the diverse society in which we live.

IMPLEMENTATION

Our curriculum is designed to ignite the imagination of our pupils. Most plans originate from a stimulus that is child-oriented such as a text, a period of history or a theme that the children are currently engaged in. We plan our curriculum to ensure that we meet the requirement of the national curriculum and the early years curriculum by ensuring that:

- long term plans are developed collaboratively between subject leaders and year group colleagues to ensure coverage for the academic year
- medium term plans are written creatively and collaboratively, drawing on ideas from CPD (training) opportunities
- short term plans are used to specifically tailor learning for all abilities

Each subject has a bespoke yearly overview.

Teaching and learning is designed help pupils to remember, over time, curriculum content and to apply their knowledge in different contexts.

There is a sharp focus on younger pupils developing essential phonic, reading, language and communication skills. The school recognises the importance of reading attainment for accessing the rest of the curriculum.

Values, including respect, responsibility, tolerance and compassion, are taught on their own and through other areas of the curriculum, including assemblies. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

We use talk for writing which develops children's writing skills through imitation, innovation and independence. Alongside this children experience lessons on grammar, punctuation, spelling and handwriting.

The mathematics curriculum is currently supported by the 'White Rose' scheme of work.

In all year groups there are small group interventions to support pupils in gaining the key skills to become successful readers, writers and mathematicians.

Specialist teachers support the teaching of physical education. All subject leaders are given training and opportunity to keep developing their own subject knowledge, skills and understanding so they can support curriculum development, progress and their colleagues throughout the school. Theme weeks, whole school activities and opportunities within and outside school all enrich and develop the children's learning. After school clubs and events extend these opportunities further.

The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas and children experience 'Forest Schools' through the expertise of a trained practitioner.

Pupils have opportunities to share their learning with each other, their parents and and carers and other learners through school-based performance and exhibition, for example 'stay and play'.

Assessment is designed to be proportionate and sustainable for staff. There are 3 collection points per year and these are used to inform next steps for teaching, including clear actions for improving progress and for intervention.

IMPACT

The school is determined to:

- achieve good results through a well-constructed, well-taught curriculum
- ensure that all pupils, including the most disadvantaged pupils and pupils with SEND are given the knowledge and cultural capital they need to succeed in life
- assess the standard of pupils work through triangulation of work scrutiny, pupil conversations and test data
- ensure that pupils are prepared for the next stage of their education