



Our School Curriculum - September 2016

"Believe and Achieve"

Curriculum Statement 2016- Trimley St Mary Primary School.

Education influences and reflects the values of society, and the kind of society we want to be. It is important, therefore, to recognise a broad set of common values and purposes that underpin the school curriculum and the work of schools.

Foremost is a belief in education, at home and at school, as a route to the spiritual, moral, social, cultural, physical and mental development, and wellbeing, of the individual.

Education is also a route to equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable development.

Education should reflect the enduring values that contribute to these ends. These include valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live.

Education should also reaffirm our commitment to the virtues of truth, justice, honesty, trust and a sense of duty.

At the same time, education must enable us to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work. In particular, we need to be prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change, including the continued globalisation of the economy and society, with new work and leisure patterns and with the rapid expansion of communication technologies.

At Trimley St Mary Primary School our curriculum incorporates the requirements of the Statutory Curriculum for 2015, however it is not the school's own curriculum. This is a much broader curriculum that is:-

As a school whose core purpose is to educate our curriculum:-

- is underpinned by aims, values and purpose
- develops the whole person - knowledge, skills, understanding and attitudes
- is broad, balanced and has clear progression in subject knowledge and skills
- is filled with rich first-hand purposeful experiences

- is flexible and responsive to individual needs and interests
- embeds the principle of sustainability
- has an eye on the future and the needs of future citizens
- encourages the use of environments and expertise beyond the classroom
- makes meaningful links between areas of knowledge across the curriculum and the major issues of our time

At Trimley St Mary Primary School we create learning opportunities across different contexts. We consider carefully how the subjects within the curriculum can be taught through meaningful and engaging experiences at school, local, national and global levels.

To ensure the curriculum is delivered with purpose we use a particular curriculum driver ; -Chris Quigley resource which ensures that children develop skills as well as knowledge and understanding. Our planning ensures coverage, clearly identifies learning objectives that both support and challenge and opportunities to assess learning by particular milestones. This curriculum goes above and beyond that of the National curriculum and encourages the acquisition of skills and opportunities to learn through:-
Enterprise, Possibilities, Sports , The Environment, Knowledge of the World, Music, Spirituality, Diversity, Enquiry, Community, The Arts, Emotional Awareness.

At Trimley St Mary we have chosen to look at our long terms plans with the view to embrace change and develop the curriculum further. As a result, we now have a published long term plan for each year group or phase. Some of our topic themed work has changed; the delivery of this is detailed in the medium term plans which will feature at the beginning of each term as they too are re-written. This is an on-going process, and because some classes are mixed age these will appear over a two year period.

Our school curriculum is the experience that learners can access on a day to day basis through a variety of opportunities including, visits, visitors, assemblies, clubs, reward systems, performances, challenges and responsibilities as well as direct teaching, within either whole class, groups or an individual basis.

However, at our school we place high priority upon children being responsible for their own learning; one approach is based upon co-operation. The following co-operative learning standards are taught and practised by children across the school form EYFs to Yr6.

- Active Listening
- Everyone participates
- Explain your ideas and tell why
- Help and encourage others
- Complete Tasks.

Learning to learn skills are also promoted through the teaching of the 5Rs. These qualities children understand as attributes which they need to develop to be successful learners in school and life. These include. being:

Resourceful

Reflective

Resilient

(Making positive) Relationships

Risk taking.

Mindfulness

We also encourage positivity , embracing challenge and the notion of learning without limits.

Across the school we ensure that the timetable reflects our broad and balanced curriculum. SFA Literacy and Maths take place each morning at the same time across Key stage One and Key Stage Two. Children are grouped according to their ability, sometimes across different year groups. This ensures significant challenge and support to meet the varying needs of learners. Themed work embracing the foundation stage subjects, as well as stand-alone units are taught in the afternoons. Learning skills and using in context underpin our curriculum.

Assessment for learning is continually used to inform responsive planning. As a result ,one to one tuition, intervention, SFA and SEN groups change on a regular basis. Summative assessments take place regularly, alongside SFA reading assessments.

Informative weekly CLIC tests identify the gaps in children mathematical understanding which need addressing. Pupil progress dialogue meetings take place each term to review individual progress of significant groups across the school including those with SEND and those entitled to pupil premium funding. We continually monitor the impact of our curriculum in terms of its effectiveness. Subject leadership responsibility across the school feeds into this evaluation alongside evidence of the curriculum around the school including displays, work in pupils books, pupils perceptions and attitudes.

The school has reviewed the curriculum in the light of the changes that took place throughout 2016 with regards to the statutory testing arrangements for Summer 2016. The school has responded to the requirements ensuring that the curriculum is modified to meet the test expectations both at the end of KS1 and KS2. Assessment

criteria for the Yr2 and Yr6 therefore are now clearly reflected in the curriculum that these children experience and that where relevant of children in other year groups.

Since the removal of levels and the introduction of a curriculum mapped out within year group bands, the school has maintained its belief that all children regardless of the year group there are in have access to a challenging and purposeful curriculum based upon an individual child's needs. The mastery approach is embraced at our school allowing children to consolidate and revisit skills as well as be challenged to extend their thinking and apply their learning in as many different contexts as possible.

September 2016.

Trimley St Mary Primary School



VALUES EDUCATION

Twelve values and their definitions.

Co-operation

Co-operation is helping one another

Co-operation is working together with patience

Co-operation is collective effort to reach a goal

Happiness

Happiness is knowing I am loved

Happiness is giving everyone good wishes

Happiness is love and peace inside

<p>Responsibility</p> <p>Responsibility is being fair</p> <p>Responsibility is doing my share of the work</p> <p>Responsibility is taking care of myself and others</p>	<p>Simplicity</p> <p>Simplicity is natural and beautiful</p> <p>Simplicity is putting others first</p> <p>Simplicity is appreciating the small things in life</p>
<p>Freedom</p> <p>Freedom is choice</p> <p>Freedom is living with dignity</p> <p>Freedom is when rights are balanced with responsibilities</p>	<p>Unity</p> <p>Unity is togetherness</p> <p>Unity is collective strength and harmony</p> <p>Unity is personal commitment</p>
<p>Peace</p> <p>Peace is when we get along</p> <p>Peace is having positive thoughts for myself and others</p> <p>Peace begins within each one of us</p>	<p>Respect</p> <p>Respect is knowing I am unique and valuable</p> <p>Respect is liking who I am</p> <p>Respect is listening to others</p>
<p>Love</p> <p>Love is caring and sharing</p> <p>Love is feeling safe</p> <p>Love is wanting good for others</p>	<p>Tolerance</p> <p>Tolerance is accepting myself and others</p> <p>Tolerance is knowing we are all different</p> <p>Tolerance is being understanding and open-minded</p>
<p>Honesty</p> <p>Honesty is telling the truth</p>	<p>Humility</p> <p>Humility is accepting everyone</p>

Honesty is trust

Honesty is being true to yourself and to others

Humility is self-respect and self-esteem

Humility is courage and confidence