

Laites Primary School

Curriculum Intent Statement



Intent

Every Child Matters Academy Trust Curriculum Philosophy

At ECMAT our vision is to build a collaboration of schools where openness, honesty, fairness and empathy, together with the development of best practice, ensure all children within our schools receive a first class education. Children are at the heart of all we do. We will provide EVERY CHILD with early help and support to remove barriers to learning and an education that raises aspiration resulting in excellence and enjoyment whilst ensuring that the social, emotional and mental health needs of the whole school community are being met. This will enable all children to fulfil their potential and maximise their life chances.

Across the ECMAT leaders report that barriers preventing some children achieving age related standards are created by:

- External circumstances impacting on children's lives in school
- The ability to read precisely and fluently at an early stage
- Limited language acquisition including the understanding of subject specific vocabulary

Our aim is to equip children with an understanding of the wider world so that they engage effectively in modern society, moving forward with resilience, tenacity and confidence as independent thinkers who strive to become the very best they can be.

We will aim to achieve this by:

- Providing experts to work with children and their families to reduce the impact of home circumstances on children's ability to learn
- Prioritising reading and mathematics in the Trust's curriculum offer to ensure that children are able to transfer and apply skills and knowledge in an inter-disciplinary approach enabling children to keep up not catch up
- Ensuring that children understand and remember associated curriculum vocabulary within a rich, broad and balanced curriculum offer and are able to use this vocabulary with fluency and confidence

We achieve this through our key drivers of LEAP.

Language

Experience

Aspire

Performance

Language

“A rich vocabulary supports learning about the world, encountering new ideas, enjoying the beauty of language. A rich vocabulary enhances an interview, allows one to see the humour in word play, shores up what an individual wants to say, and, especially, wants to write.”

Beck et al. (2013) *Bringing Words to Life: Robust Vocabulary Instruction*. Guildford Press.

At ECMAT, we ensure that developing language and oracy is at the core of all that we offer. We recognise that we have a responsibility to develop children who are able to communicate effectively to ensure their success as they move through their education and subsequent employment. We do this through

- creating environments infused with rich vocabulary.
- having high expectations for both the spoken and written word from everyone within the school community.
- a progressive and inter-disciplinary approach to the development of subject specific vocabulary.
- developing learners who can confidently articulate their views, opinions and emotions
- to become active participants in debates and discussions whilst recognising and respecting differing opinions.

Reading is at the heart of the curriculum, listening to stories, poems and rhymes will feed children’s imagination, enhance their vocabulary and develop their comprehension. Systematic synthetic phonics will be prioritised in the early years to teach children the alphabetic code as we recognise that this knowledge is essential for spelling, early writing as well as developing fluent and accurate readers.

The teaching of mathematics will also be given priority. The use of practical equipment will support children’s grasp of numbers and develop their understanding of linking concrete experience with visual and symbolic representations. More formal, written recording will be introduced when understanding at each stage is secure and automatic.

Experience:

Tell me and I'll forget. Show me and I may remember. Involve me and I learn.

Benjamin Franklin

At ECMAT we recognise that our schools vary widely in their context and the communities within which they serve. However, it is vital that we ensure that children are active participants in their learning and that each individual school takes account of the experiences with which their children enter school. We ensure that children are involved in their learning through

- providing first hand and practical experiences throughout their time in school.
- ensuring that these experiences are 'real' and meaningful, relevant to them, their learning and their community.
- a curriculum which is designed to enable learners to make connections and comparisons between their lives and the lives of others both historically and the world in which they live.
- reflecting honestly upon current affairs, locally and in the wider world.
- carefully planned and designed use of the locality and educational visits which provide clear links to the curriculum.

Aspiration

The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover, to create 'people' who are capable of doing new things.

Piaget

At ECMAT we have a firm belief that all children can succeed. To ensure this we have an underpinning ethos that promotes achievement, aspiration and hard work. We develop this through

- making purposeful links with the wider community
- exposing pupils to new opportunities and life chances.
- having high expectations of achievement at all levels, ensuring that pupils are ready for their next stage of learning.
- celebrating success to foster positivity and develop every learner's self esteem.

Performance

"Education is the most powerful weapon which you can use to change the world"

Nelson Mandela

At ECMAT we are passionate about ensuring that children develop a love of learning which continues through their education and beyond. Enabling all pupils to reach age related expectation across the curriculum. Our aim, through our curriculum, is to ensure children

- develop as lifelong learners who are invested in their own future.
- demonstrate a desire to achieve for themselves – they are intrinsically motivated to achieve.
- have self-belief, determination, resilience and tenacity and recognise these as the foundations of success.
- become active contributors to their class, school, community and the wider world.

Each individual school within the Trust designs their curriculum to embody these principles whilst reflecting upon their own unique children and the communities in which they serve.

Laithes Primary School

Inclusion

At Laithes Primary, we are committed to ensure that the promotion of equality and diversity is at the forefront of our curriculum intent. Our intention is for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

Laithes Primary aims to address special needs provision through a whole school approach. Our ethos is one of collaboration and inclusion between senior management, teachers, support staff, parents, agencies and, most importantly, the child. Through a flexible approach to learning, valuing all the child's achievements, whilst allowing for individual differences, we hope to develop children's strengths, address their needs and make school an enjoyable, happy and productive time for each child.

We strive to produce a nurturing environment, which promotes wellbeing and experiences. Every child is entitled to a sense of achievement whether this be academically or emotionally. We aim to raise self-esteem and understanding of issues of anti-discriminatory practice. We want to provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and those with special educational needs or a disability.

Our children need to understand that every child learns or accesses their curriculum differently and it is up to us as a school to deliver an education that accommodates all of them.

Implementation

Effective Teaching

At Laithes Primary we embrace a pedagogy of 'Personalised Learning'; an approach which expects all children to reach or exceed national expectations. High expectations of progress apply equally to all children. There is an expectation of participation, fulfilment and success; and teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory and rigorous assessment to check and maintain pupil progress. We use pupil Support Plans for those who are struggling to maintain trajectory or have identified SEND needs. The teacher's priority is to support children so that they can keep up with the pace of learning and make good rates of progress.

At Laithes Primary teachers expect everyone to succeed by offering higher levels of support or extra challenge for those who need it, so that all pupils can access the learning at the expected year group standard.

Key Foci for Effective Teaching:

1. Quality first teaching

- Highly focused lesson design with sharp objectives;
- High demands of child engagement with their learning;
- High levels of interaction for all children;
- Appropriate use of teacher questioning, modelling and explaining;
- Emphasis on learning through dialogue;
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently;
- Regular use of encouragement and praise to motivate children.

2. Target setting

- Individual children's progress tracked;
- Strengths and weaknesses identified supporting planning and intervention
- Data collected termly and shared with staff and children;
- Children have regular opportunities to discuss their progress. Teachers actively involve children in setting and reviewing their progress towards their targets;
- Teaching, interventions and revision programmes are adjusted in the light of progress children make;
- Parents and carers regularly updated on their child's progress;
- Processes run across the whole Trust to ensure consistency and are regularly evaluated by SLT to ensure that the needs of all children are being met.

3. Focused assessment

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps;
- Day to day, Periodic and Transitional assessments used effectively;
- Assessment for Learning (AfL) evident across the school – learning objectives, learning outcomes, success criteria, self and peer evaluation

4. Intervention

- Individuals and groups who are not making sufficient progress are identified;
- Provision for intervention is mapped according to need;
- Detailed plans are put into place;
- Learners are enabled to perform beyond the norms expected for their year group where appropriate;
- Interventions are evaluated and relevant adjustments are made;
- SLT regularly meet to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

5. Learning environment

- Organisation of the classroom/learning environment adapted to the children's learning needs;
- The use of learning resources and ICT developed to allow children to work independently and successfully;
- Working walls support the learning taking place currently;
- Make effective use of other spaces – outdoor learning, library, hall space;

- Displays to be a mixture of celebration of children's work, supportive resources and information.

6. Curriculum organisation

- The curriculum is designed to cater for the needs and interests of a full range of learners including:
 - -More able
 - -Learners with learning difficulties, including those with speech, language and communication needs
 - -Learners who are learning English as an additional language
 - -Boys and girls
 - -Children who are in care
 - -Learners with social, emotional and behavioural difficulties
 - Flexibility is built into the curriculum organisation and delivery to ensure greater coherence from the children's perspectives.

7. Extended curriculum

- The school offers a range of 'out of hours' activities and clubs which enhance and extend the basic curriculum;
- We ensure access for all;

☒ Parents and carers, as well as the wider community, are involved in extended provision;

- Access to other services is provided or arranged, including health and social services.

8. Supporting children's wider needs

- The school maintains close communication with parents and carers;
- We develop and maintain multi agency links to support vulnerable children;
- Employ a 'Learning Mentor' and 'Parent Support Advisor' as a first point of contact for parents and carers.

Effective Learning

We acknowledge that people learn in different ways and we recognise the need to develop pedagogies which enable all children to learn in ways which suit them.

We offer ways for children to learn in different ways including:

- investigation and problem solving;
- open ended tasks;

Our Curriculum

Early Years

In Nursery and Reception we follow the Early Years Statutory Framework for the Early Years Foundation Stage.

<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

The EYFS Curriculum has seven main areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical development
- Literacy (Reading and Writing)
- Mathematics

- Understanding the world
- Expressive Arts and Design

It is essential that our children are highly motivated, interested and have a sense of their own achievements. Both teachers and parents have a role to play in maintaining positive attitudes to learning and thereby enhancing the child's self-esteem.

We provide a practical, playful approach to learning, based on the needs and interests of our children.

Through a combination of teacher input and continuous provision opportunities, learning is planned to encourage children to develop their independence and vocabulary through exploration and challenge. The "Characteristics of Effective Learning" are at the heart of the Early Years Curriculum and explore the different ways in which children learn. They highlight the importance of playing and learning, active learning and thinking critically.

All the learning experiences we plan for the children allow them to utilise and develop these skills. Our learning environments are enhanced to stimulate and challenge children and are relevant to the needs and age/stage of the children. We support children to develop key life skills such as independence, creativity and problem solving skills.

SMSC and Well being

Laithes Primary actively seeks to promote positive social and emotional wellbeing, mental health and wellness for the pupils, families and staff in our school. We believe that emotional wellbeing and mental health are a continuum. Related issues can range from positive attitudes and behaviour, through to experiences of emotional distress and mental disorder. We have staff trained in Thrive and specialist safeguarding and bereavement counselling; we manage emotional issues on a daily basis ensuring that we minimise the impact of such issues. We aim to create a positive school culture for emotional wellbeing that develops resilience, character building, relationships and self-esteem for the whole school community.

PSHE, or personal, social, health education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. PSHE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to achieve highly and are set up to succeed. We help children know how to keep physically and mentally healthy.

We have an annual Careers Day where members of the local community support the children to prepare for the next stage of their education. Children are inspired to consider different career options and they realise the importance of good school attendance. This whole community involvement ensures that all children are equipped to be responsible, respectful and active citizens.

We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society. All our year groups have timetabled PSHE lessons taught using the Jigsaw programme but we encourage a cross-curricular approach to the development of PSHE skills and understanding. Circle time is used to listen to others and to be heard

with the help of class friends. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events such as Diwali, Shrove Tuesday, Eid and Chinese New Year.

Planting and growing things are important aspects of our PSHE curriculum and we link this to an understanding of healthy eating. Our Eco-Warriors and Gardening Club are active members of the school community, growing food to be shared through the school kitchen and caring for our school environment. Children take part in the Daily Mile and through close collaboration with Barnsley Public Health 'Live Well Outreach Programme' our children explore Mental Health and Wellbeing, Healthy Eating and Exercise, Smoking, Drugs and Alcohol and Oral Health.

National Curriculum PSHE programmes of Study

<https://www.gov.uk/government/publications/personal-social-health-and-economic-educationpshe>

English

At Laithes, our English lessons have been designed to develop pupils' spoken language, reading, writing and grammar and vocabulary. English is taught in a cross-curricular way, with learning centred around high-quality text drivers. As part of the English Hub, we understand the importance of using collaboration to achieve best practice.

Our aim at Laithes Primary is to give children the confidence to write purposefully and successfully by providing them with high quality core texts followed by a writing sequence. We have regular opportunities for pupils to read, they become fully immersed within a text, before being taught the skills required to write with confidence.

Reading

At Laithes, reading lies at the very heart of our curriculum as we believe that the ability to read and understand unlocks a real love of learning for children. Our pupils are encouraged to read for pleasure and to read widely. We strive to make reading enjoyable and awe-inspiring through inviting authors into school and organising regular whole-school events.

We endeavour to deliver excellent early language and reading teaching in the Early Years and Key Stage 1 by following the Read, Write, Inc phonics programme. Phonic awareness helps the development of early reading by segmenting and blending sounds, as well as encouraging children to read fluently. We believe that every child has the right to learn to read, therefore we offer phonic interventions and fluid groupings where required.

High quality texts have been chosen by class teachers so that their own passion and enthusiasm for reading is then embraced by our pupils. Teachers read aloud to pupils every day, ensuring that they are exposed to a variety of genres, encouraging the love of reading on a daily basis. These texts offer a clear progression of challenge throughout school, helping to build on our reading curriculum's prior knowledge and skills. Texts are age-appropriate and have been chosen because of the rich vocabulary they contain and the cross-curricular opportunities they offer. Children are exposed to whole class daily reading sessions, where pupils are given the opportunity to delve deeper into texts,

focusing on reading strands and objectives taken from the National Curriculum. This provides pupils opportunities to develop comprehension skills. Pupils are heard reading age-related texts aloud on a daily basis, where they are given opportunities to discuss texts in depth, collaboratively.

Each classroom has an inviting reading area, as well as access to our own library on site, where they can read and loan a range of fiction and non-fiction texts.

We believe that by allowing our pupils to “jump inside a book”, they soon become an expert to write for a given audience and purpose, adopting the author’s style.

Writing

At Laithes Primary we encourage pupils to write like experts. In order to do this, we believe pupils need to be exposed to a variety of genres and styles as well as texts written for a range of audiences. It is important that children fully understand the author’s intent and style in order to accurately mimic their style.

Our writing sequences include a progression of taught grammatical skills, linking with relevant National Curriculum objectives. We choose text-types carefully in order to ensure key skills are covered repeatedly and in depth, ensuring all pupils have a secure understanding within their year group, whilst building on prior learning. We therefore develop writing skills so that our pupils have the stamina and resilience to write at the age-expected standard and at length. We offer children exciting yet purposeful gateways into writing; modelled, shared and guided writes; opportunities to edit and improve, as well as discussions around their own writing and the writing of others. Wherever possible, we provide opportunities for pupils to write for a real purpose, encouraging them to see themselves as authors.

Handwriting sessions are carried out on a daily basis and children strive to gain their ‘pen license’ award.

Oracy

Speaking and listening are central to our classroom practice. Promoting speaking and listening within our classrooms has the potential to help deepen our children’s vocabulary, knowledge and skills across our entire curriculum. Purposeful speaking and listening activities support the development of our pupils’ language capability and provide a foundation for thinking and communication. Throughout our school, vocabulary is promoted through our working walls, through our displays, in our role-play and small world areas. Promoting new vocabulary is encouraged through reading books aloud and discussing them in addition to collaborative learning activities where pupils can share their thought processes. We want to provide children with outside experiences to develop their interests alongside developing their language and vocabulary. We want our children to be confident talkers, to believe that everybody is listening to them and they are part of the wider world feeling respected and important. To become a successful member of society, we want our children to be able to express themselves and communicate how they are feeling and with correct vocabulary and oracy skills, they will be able to do so competently.

Mathematics

The intent of our mathematics curriculum is to design a curriculum, which is accessible to all and will maximise the development of every child's ability and academic achievement while promoting a love of mathematics. It is a subject that is vital for everyday life, and we want our pupils to develop the skills, knowledge and understanding that will help them to appreciate how mathematics fits into our world. For every child to develop a sound understanding of Maths, equipping them with the skills of calculations, reasoning and problem solving is vital as we want them to know that it is essential to everyday life, critical to science, technology and engineering, and necessary for their future employment.

It is our belief that pupils develop best as mathematicians in a structured environment which places learning in a practical and meaningful context. A high emphasis is placed not only on the understanding of skills and concept but also on the ability to use and apply maths to solve 'real life' problems.

We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects in a practical way for them to understand how/why Maths is used in the real world. We want children to have a sense of enjoyment and curiosity about the subject.

We aim for our pupils to read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge.

Science

At Laites Primary School, we aim to encourage and develop pupils' curiosity and desire to understand the world around them. Using the methods of scientific enquiry, children will build on a foundation of observation and discussion; as they progress through school they will carry this knowledge on by conducting simple experiments where they will develop their scientific vocabulary, culminating in exploring complex scientific principles, planning out and representing investigative experiments built on the fundamentals learnt throughout their journey through school. Science will be taught as a separate lesson but it will be linked to class Topic work where appropriate to provide children with the opportunity to explore new learning in depth. Science will be promoted throughout school through the 'Science ambassador' role, where KS2 children will showcase different scientific ideas through simple experiments and demonstrations to other children throughout school. We will also have a dedicated science day where children will have the opportunity to develop their scientific curiosity.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-scienceprogrammes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-1>

Art

Art has a very important place in our curriculum. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media.

Design and Technology

At Laithes Primary school, using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Design and Technology prepares children to deal with tomorrow's rapidly changing world. It encourages children to become independent, creative problem solvers and thinkers as individuals and part of a team. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. Design Technology is taught through topic lessons. DT lessons are planned carefully around the children's interests, providing opportunities for the development of skills and integration with other subjects.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-designprogrammes-of-study>

Computing

We do have discreet timetable time for the development of ICT skills but our approach is to integrate ICT into all lessons: the use of laptops and other hardware such as cameras and iPads is as much part of our learning tools as pencils and pens. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. The children develop their skills, starting in Reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding, as well as using technology to present their ideas in a creative way. Pupils are taught to use technology safely and identify where to go for help and support when they have concerns. E-safety is something that is taught in formal lessons, but is also discussed in the context of other lessons (such as PSHE). We believe it is important to address E-safety issues as regularly as possible, openly discussing how to deal with any issues and showing the children how to use reporting and blocking features. We also aim to work with parents, providing information on the latest apps and websites that their children may be accessing, and advising them on how to adjust privacy settings to keep their child safe.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computingprogrammes-of-study>

Modern Foreign Languages

From Year 3 to Year 6 we teach Spanish to all children. Our approach is to make learning a new language enjoyable! We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for pupils. Each class has one lesson per week. The topics covered are introduced in Year 3, built upon in Year 4, reinforced and applied in Year 5 and 6, with more depth. The planning is designed to balance elements of speaking, listening, reading and writing in each topic. Topics covered over the year include: Greetings, Routines, Numbers, Colours, Likes and

Dislikes, Sports and Leisure and Weather/Seasons. Lessons are structured to approach learning in a variety of ways: use of songs and games, matching, reading and writing activities.

Music

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies will also provide an opportunity to practise singing. Pupils will also be taught to play a variety of instruments musically and encouraged to play together in ensemble groups. All Year 5 children are taught to play the ukulele by a specialist teacher and they perform in a large scale concert annually. In addition, all Key Stage 2 children are invited to take part in choir practice; they perform in front of audiences at Christmas time and at the Young Voices concert.

We encourage listening to a wide range of music with concentration and understanding. Music lessons are linked to Topic work and music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking.

The Charanga programme will support our teaching of music across the school.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmesof-study>

Physical Education (PE)

PE is to be delivered by class teachers and where possible specialist teachers. The curriculum offers a breadth of both indoor and outdoor activities with a key focus for Reception and KS1 on mastering the fundamental movement skills. A range of skill related activities alongside the Real PE program will be delivered as we aim to develop pupils with strong inter changeable skills to access a range of sports and to further participation both in and out of school. There should be an element of competition and a desire to perform to the best of their ability which is why pupils are entered into local inter school team activ competitions from y1 and throughout school.

At key stage 2 an increase in competition and achievement is encouraged with more sport specific activities being offered these follow invasion games, striking and fielding, dance, gymnastics and in Y3 swimming. These activities are completed alongside the real pe program, which should develop as the pupils do to increase physical, social, communication, team work and leader skills.

As a school, we are inclusive and believe in opportunity for all to succeed - PE is no different with a large amount of specialist equipment available we have been able to send inclusive teams to events and allow every child the opportunity to compete in competitive sport as well as participate in every PE lesson.

We believe the choice of activity should be vast to encourage as many opportunities for pupils to demonstrate their skills as they can. With many links to the wider community and other sports clubs, we ensure a high number of extra-curricular attendees to clubs and high numbers attending clubs outside of school. Through applying this mentality, the school has successfully achieved the Gold sports mark award for two consecutive years and is constantly working towards becoming a centre of excellence for sport and PE.

PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-educationprogrammes-of-study>

Religious Education

At Laithes Primary, the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity; whilst also developing an awareness of the other principal religions represented in Great Britain. Children are provided with an opportunity to explore the way that religious beliefs shape life and our behavior, develop the ability to make reasoned and informed judgement about religious and moral issues and enhance their spiritual, moral, social and cultural development. As Christianity is the predominant religion in the school's pupil population and in the community surrounding the school, Christianity is the chosen faith for Progressed Study; we have made links with the local church to involve a realistic view of the faith within the community. We understand the importance of identifying and combatting discrimination; we teach tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures. Our teaching sequence has been implemented with taking into account the requirements and guidelines presented in the Barnsley SACRE Agreed Syllabus, the following religions have been selected for study:

Christianity
Islam
Sikhism
Hinduism
Judaism
Buddhism

Religious Education DfE Guidance

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-nonstatutory-guidance-2010>

History

Our History curriculum centres around well-structured enquiry questions. Children develop a 'big picture' framework of the past that they can slot other knowledge into. They acquire progressive knowledge about significant historical events, people and places in our own locality and the wider world and are able to place them into the 'big picture.' Children are taught to appreciate that history helps us see how, when and why change happens. They learn that people construct the past based on their own beliefs, views, and contexts and are encouraged to question and challenge the evidence of the past that they are presented with. Children are encouraged to see things from the eyes of the people in the past and know that different people saw things differently. Also, children should be able to see that ideas and actions of people in the past are in some ways similar but in other ways different to our own. Our History curriculum develops their appreciation and knowledge of the language of history by bumping into key terms again and again in different contexts. As a result children talk (and write) increasingly well and with more and more sophistication.

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmesof-study>

Geography

We believe that Geography helps to provoke and answer questions about the natural and human worlds, encouraging children to develop a greater understanding of their world and their place in it. We teach location and place knowledge, weather and climate skills and opportunities to learn about people and culture. It helps to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas and which can be used to promote children's spiritual, moral, social and cultural development. Geography is, by nature an investigative subject, which develops an understanding of concepts, knowledge and skills. It is our intent for Geography to be learned inside and outside of the classroom. We seek to inspire in children a curiosity, fascination and respect for the world and its people; to promote children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

<https://www.gov.uk/government/publications/national-curriculum-in-england-geographyprogrammes-of-study>

Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks. The programme is planned throughout the year.

The Role of Governors

Our Governors are involved in monitoring the consistent approach to Teaching and Learning at Laithes Primary. Governors monitor practice in the following ways:

- Reports and presentations received at Governors meetings, ie: Book Scrutiny;
- School visits to observe classroom practice in role as Link Governor;
- Teaching and Learning is a standing item on every agenda

The Role of Parents

We believe that parents have a crucial role in helping their child to learn. We do all that we can to inform parents about the progress of their child by:

- Sending home a termly newsletter;
- Holding regular Parent's Evenings;
- Inviting parents in to Open Mornings to share in their child's learning;
- Holding parent workshops where we explain assessment procedures and teaching and learning strategies;
- An annual report at the end of each academic year

Impact

The impact of our curriculum will not only be measured by assessment procedures which allow us to measure outcomes against all schools nationally:

- EYFS % of pupils achieving a 'Good level of development' (GLD)
- Phonics Screening Test at the end of Year 1
- End of KS1 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths
- End of KS2 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths

But, will in fact be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.