

GORSEWOOD PRIMARY SCHOOL - CURRICULUM OVERVIEW



School mission statement

We aim to give all of our pupils opportunities to develop their full potential within a caring and supportive environment, providing a wide and varied range of activities.
Our curriculum is designed to ensure all pupils develop a love and curiosity for learning where they achieve their potential and have the self-belief and confidence to succeed in whatever they choose to do!

**Dream
Believe
Achieve**

Curriculum Drivers

Successful learners

For all of our children to experience success and develop the desire to continue learning in the future. They are resilient and have a positive growth mindset. They understand the importance of making a positive contribution to society and grow up to be responsible, happy citizens

Wellbeing and nurture

For all of our children to understand the importance of their wellbeing and have social and emotional awareness. They have a toolkit of strategies to use to support their wellbeing and are kind and caring to those around them

Communication and collaboration

For all of our children to work well with other children. They are respectful, tolerant and good team players. They understand how to share ideas, opinions and thoughts and listen to those of others.

Cultural experience

For all of our children to know what a community is and understand the importance of helping each other. They learn about the arts and creativity through lessons, visitors and visits. Children develop a sense of place and learn about where they live – both locally and nationally. They see diversity and have new experiences.

School rules

Be Your Best self

Be Ready

Be Safe

Be Respectful

Be Resilient

Be Reflective

These rules have been designed to support pupils' social and learning behaviours. They are rules for 'life' which can be used at home and when pupils have left Gorsewood so they can make a positive contribution to society. They weave through our whole curriculum and pupils are taught to be your best self, be resilient, be ready, be respectful, be safe and be reflective during all learning.

Six principles of nurture

Gorsewood ensures our children's learning is understood developmentally

Gorsewood ensures all of our classrooms offer a safe base

Gorsewood recognises the importance of nurture for the development of self-esteem and wellbeing

Gorsewood understands that language is a vital tool of communication

Gorsewood recognises that ALL behaviour is communication

Gorsewood recognises that transitions are significant in the lives of children and actively work to support children during these times

Curriculum intent

To provide all pupils with equal access to a rich, broad, balanced and differentiated curriculum matched well to their ages, abilities, interests, aptitudes and special needs.	To increase pupils' knowledge, skills and understanding as they grow and develop and increase their connections with the world around them.	The curriculum will be carefully planned and structured to ensure that learning is continuous and that pupils make good progress with the development of their learning.	To promote a positive attitude towards learning to engage the children's interest and to encourage and motivate them to want to learn now and in the future.	To be exciting and to offer pupils lots of first-hand experience to reinforce their learning and to underpin their growing knowledge, skills and understanding of the world.	To open their eyes to awe and wonder and cause them to marvel at the incredible and fantastic world in which they live	To ensure pupils understand the world they live in and respect and celebrate difference and uniqueness.
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Teachers have a clear understanding of cognition and learning. They develop learning behaviours in lessons through using the school rules: Be Your Best Self, Be Ready, Be resilient and Be Reflective. Research and evidence of effective practice inform our curriculum design. Evidence from the EEF informs decision making and plays a key role when evaluating and reviewing the curriculum. The three tiered model (EEF) has been used to inform curriculum planning. All teachers have a good knowledge of the subjects they teach and what previous learning has taken place. Regular high quality CPD supports teachers. Teachers monitor learning and provide feedback in a number of different ways to develop the learning of all pupils in the class. Continuous formative assessment informs planning and allows for reinforcement and consolidation of learning. Summative assessment takes place at set times throughout the year. Teacher assessments are moderated both internally and externally.

To ensure pupils are able to meet age related expectations in statutory testing:

- ELG
- Phonics check
- Times Tables check
- KS2 SATS

To develop key skills	Questioning and critical thinking	Explaining and elaborating	Listening and responding	Evaluating and improving	Enquiring and discovering	Experimenting and inventing	Cooperating and compromising
To embed learning into long term memory	Spiral curriculum which builds on previous knowledge.	Morning activities to revisit and consolidate prior learning	Working walls and displays to reinforce key vocabulary and learning skills.	School led tutoring to focus on reading, writing and maths in Year 2,3,4,5.	Use of knowledge organisers, timelines, maps, pre and post unit activities	Mastering number for Reception KS1, Y4 AND Y5. Focus on basic number recall and fluency.	High quality in class support to focus on reading, pre teaching and misconceptions.

Curriculum Implementation

We teach the National Curriculum in its entirety to all pupils. Maths and English are taught daily. Children will often have learning partners to provide support and challenge throughout lessons. Geography, history, music, art, DT, computing and science all have end points within the curriculum. Teachers use progression documents to ensure previous learning is secure and built upon. Long term and medium term planning is derived from the national curriculum.

Knowledge organisers are used in art, DT, history, geography and science to identify key vocabulary and support with the retention of 'sticky' knowledge.

Reading, writing, speaking and listening run through all subjects and lessons. Where relevant maths is used across the curriculum, especially in science and DT.

Subjects are led, managed, monitored and reviewed by staff. Teachers are given opportunities to use their subject expertise to enhance the curriculum. All subject have long term plans, progression documents and clear end points children work towards.

All classes have a weekly timetable. Mornings are used for reading, writing, spelling and maths. Afternoon sessions are used to teach the rest of the curriculum.

All lessons have a clear focus on vocabulary.

Oracy is embedded throughout the curriculum.

High quality first teaching including: explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, pre and post teaching and effective use of technology, ensures the needs of all learners are met.

Reading, writing, spelling, maths	History, geography, DT and art	Science, PSE, RSHE, SMSC, RE, British Values, capital culture	Music, drama, French (KS2), PE, computing
<p>Read, Write Inc schemes of work used for Phonics. Reading lessons for all other year groups. Focus on reading skills: VIPERS.</p> <p>Literacy tree: writing roots and spelling seeds used for spelling and writing across the whole school.</p> <p>This uses high quality books.</p> <p>Maths No Problem for maths</p> <p>National mastering number programme</p> <p>Daily reading for all in classrooms and outside</p> <p>Online programmes including: TTRS,</p>	<p>Unit based approach for history, geography DT and art focussing on a discrete unit over a half term.</p> <p>Published schemes of work used including Oddizzi, Kapow and Keystage History.</p> <p>Knowledge organisers used to ensure progression from previous learning and to introduce key vocabulary and 'sticky knowledge' for the new unit.</p> <p>Cross curricular learning used to ensure subject links are created and enhance learning.</p> <p>Local area used for learning, including the chemical industry,</p>	<p>Weekly discrete lessons. Schemes of work used for RE and PSHE/RSE.</p> <p>Assemblies and in class reflection and worship</p> <p>LOTC on school premises</p> <p>Forest school sessions (onsite)</p> <p>Cross curricular learning maximised</p> <p>Whole school THJRIVE approach adopted, Nurture and ELSA to support wellbeing</p> <p>School counsellor to support pupils</p> <p>Enrichment opportunities including chess, magic, cooking and wide choice of after school clubs</p> <p>Cognitive and metacognitive strategies</p>	<p>Weekly discrete lessons</p> <p>Cross curricular links</p> <p>Specialist teachers</p> <p>Whole school themes</p> <p>Opportunities to perform in front of an audience at school and in different venues</p> <p>All pupils provided with the opportunity to learn to play an instrument in KS2</p> <p>Weekly singing lessons for whole school.</p> <p>Opportunities to learn instruments</p> <p>Whole school inter and intra PE competitions</p>

Star Reader, Literacy Shed+, SPAG.com	Norton Priory, Halton Castle, rivers and bridges.	School culture and ethos All of the above contribute to the formal and informal curriculum at Gorsewood	Active learning to promote fitness and support wellbeing including the daily mile
Visitors to school to enhance curriculum and learning	Visits out of school including museums, theatres, capital cities, different localities	Whole school displays promoting behaviour, safeguarding, diversity, attendance	Class displays and working walls to support teaching and learning
Modelling of language by staff, daily greetings, mutual respect for all in school community			
Assessment	Star Reader – termly Phonics assessment - half termly	NFER tests – autumn and summer	Teacher assessments – autumn, spring, summer
			Formative daily assessments through quizzes, activities, discussions and marking

Curriculum Impact

For all pupils to achieve their potential and make good progress from their starting points.	For all pupils to develop a love of learning and be enthusiastic, confident and successful learners.	For all pupils to demonstrate an awareness of their mental health and wellbeing and that of others.	For all pupils to have a toolkit of strategies to use in life to support their wellbeing.	For all pupils to embrace the different cultures, languages and traditions of those in our community and celebrate diversity and uniqueness.	For all pupils to understand how to make a positive contribution to school and their local community.	For all pupils to be prepared, happy and excited for the next step in their learning journey.
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For all pupils to:
Be Your Best self
Be Ready
Be Safe
Be Respectful
Be Resilient
Be Reflective
In all they do, now and in the future.