



Placing learning at the heart of everything we do

Raising Aspiration, Stimulating Curiosity & Realising Ambition

Philosophy

“Nobody else can make anybody else learn anything. You cannot make them. Any more than if you are a gardener, you can make flowers grow, you don’t make the flowers grow. You don’t sit there and stick the petals on and put the leaves on and paint it. You don’t do that. The flower grows itself. Your job if you are any good at it is to provide the optimum conditions for it to do that, to allow it to grow itself.”

Sir Ken Robinson
International Education Adviser

Curriculum Intent Statement

Raising Aspiration, Stimulating Curiosity & Realising Ambition

We provide our children with an engaging, exciting, and empowering curriculum that equips them for today and tomorrow. At Priestley Primary School, the curriculum is designed to: recognise children’s prior learning, provide first-hand learning experiences, allow the children to develop social skills, build resilience and become aspirational, creative, critical thinkers.

Every child is recognised as a unique individual, and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts, and values with a vision of **raising pupil aspiration, realising ambition, and stimulating curiosity** that will prepare them for life beyond primary school.

We believe that childhood should be a happy, investigative, and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. In order to capture this enthusiasm for learning, we **place learning at the heart of everything we do**. Our curriculum provides a varied range of enrichment opportunities to further engage learning.

Spikey is a key member of the school’s learning community and is evident everywhere in school and in every child’s learning. Following our ‘Priestley Values’ helps us all to learn like Spikey.

Through:

Having Respect for All, Giving Everything a Go, Cooperating, Taking Responsibility, Sharing Great Ideas, Staying Focused and Thinking Things Through,

we are able to promote positive attitudes to learning which reflect the values and skills needed to encourage responsibility for learning and future success. Children leave the school **Priestley and Proud** with a sense of belonging, to a community where they have the skills to make decisions, self-evaluate, make connections, and become lifelong learners with the confidence to explore life in modern Britain.

By setting high expectations for everyone involved with the school, we ensure all the children at Priestley Primary School are challenged to achieve both socially and academically and leave the school ready to tackle the unknown. Working in partnership with all of the school’s community members, we are able and provide a safe, happy, stimulating, and purposeful learning environment.



Curriculum Implementation

Placing learning at the heart of everything we do.

As a school, we have a commitment to developing the whole child. This is done through providing a learning environment that is nurturing, safe, vibrant, stimulating, calm and engaging. The building will celebrate the children's achievements; display will also aid the raising of standards through the use of a range of appropriate learning prompts. In addition to the learning friendly environment the whole child will be developed by encouraging an understanding of the behaviour required to exhibit healthy attitudes towards both learning and those around them. To achieve this, we implement a curriculum that has two main threads that weave seamlessly together through the child's time at Priestley Primary School.

Firstly, our learning is based around the Cornerstones scheme and organised into a two-year rolling curriculum that offers six different learning themes each academic year. Each theme offers a progressive **Priestley Pathway** of tailored learning intentions that are aligned with the National Curriculum 2014 and will provide a varied range of opportunities for the children to develop an increasing bank of knowledge and skills.

A range of quality age-appropriate texts have been chosen to sit on the school's 'bookshelf' which support the Cornerstones themes and form the backbone of the English taught across the school. The White Rose Scheme is used to support the teaching of Maths across the school. Other schemes employed by the school to support the curriculum include: Discovery RE, Charanga Music and Jigsaw PSHE. Each scheme is not necessarily followed verbatim and is tailored to the requirements of the school's pathways for those subject areas. By providing a range of different resources, quality literature, IT opportunities, artefacts, scaffolding materials, the children are able to develop enquiry skills leading to being able to make choices in order to maximise all learning opportunities and therefore, fulfil their learning potential.

The school recognises the importance of learning through experiencing and places a strong emphasis on this approach with every theme enjoying an experience that learning can be attached to. These experiences generally occur during week 2 or 3 of a theme, thus ensuring the children gain the maximum benefit from the experience having had chance to find out a little information before and then allowing plenty of time after to implement the experience to their learning. These enrichment opportunities are complemented with the school offering chances for parents to take part in children's learning in school, holding specialist curriculum days or weeks as well as offering two residential experiences to children in Key Stage Two. This curriculum enrichment serves to excite, promote and sustain interest, foster natural curiosity, promote problem solving, engender communication and enable the children to reflect and evaluate.

Secondly, our understanding of how we can work together as a successful community that champions and celebrates differences, enjoys new experiences together and challenges each other to achieve, is addressed through Spikey. Spikey is a character that was designed by the children at Priestley to be someone to aspire to and plays a major role across the school on a daily basis. Spikey is integral to the school's behaviour and rewards systems as well as playing a significant role in school assemblies each week.

In order to 'learn like Spikey' the children need to, first and foremost, show a profound **'Respect for All'**. This respect encompasses the opinions and behaviours of others as well the various environments in which they find themselves in. The children are consistently encouraged to ensure they always: **'Think Things Through'** – knowing what to do when you don't know what to do. They learn to **'Share Great Ideas'** – being free to express views or ideas and **'Cooperate'** – working collaboratively, appreciating, and harnessing the views and abilities of others as well as developing the skills required to resolve conflict. Children are encouraged to **'Give it a Go'** – facing all challenges with curiosity and positivity to build resilience. Children **'Stay Focused'** – committing to the learning and being able to manage distractions and achieve their best. The final Spikey trait is to **'Take Responsibility'** – recognizing right from wrong and respecting the rules and laws that govern society alongside understanding consequences for their actions.

Impact

Priestley and Proud

The impact of the school's curriculum will be constantly evaluated as we **place learning at the heart of everything we do**, through a varied monitoring and evaluation programme that will operate across each academic year. This monitoring and evaluation will take many forms including: children undertaking formal assessments, informal observations recorded by

Class Teachers and Teaching Assistants, Planning Peeks, Book Looks and Learning Walks undertaken by the school's Leadership Team as well as individual Subject Leaders. All this information will be supplemented by the views of the children and used to inform the School's Development planning process.

Reading, Writing & Maths will be monitored through a tri annual formal written assessment process, December, March & July. Phonics in Key Stage One and Grammar, Punctuation and Spelling in Key Stage Two will also be included in this tri annual assessment process. This information will inform school target setting and additional support programmes required. The English & Maths Subject Leaders will also undertake Learning Walks, Pupils Conferences, Planning Peeks & Book Looks in order to provide a thorough, clear picture of these subject areas across the school.

Impact of the school's curriculum in the other subject areas will be monitored through a similar process of Subject Leaders undertaking Planning Peeks, Book Looks, Pupil Conferencing and Learning Walks as well as the Class Teachers undertaking set assessment activities as per the school's annual assessment calendar. These assessment activities will be reviewed against the subject area's age-appropriate expectations shared in the '**Priestley Pathway**' with Class Teachers reporting on those children achieving below, in-line or above expectations. This information will again inform subject development planning and additional support where required during each academic year. Both Formative and Summative information will be reported by Subject Leaders bi-annually, February and July to the schools Leadership Team and Governing Body.

This Policy is reflected in the whole school use of 'Learning Like Spikey' (Appendix A) and underpins all that we strive to achieve at Priestley supporting the school's vision and aims.

This Policy to be read in conjunction with:

- Classroom Organisation Policy
- Assessment Policy
- Marking & Feedback Policy
- Staff Appraisal Policy

To be Reviewed Summer 2025

Rewards

To encourage children to keep to the school rules and show good attitudes in their learning and positive behaviour choices, we have a variety of rewards given:

- Verbal praise, written comments.
- Spikey Stickers.
- Spikey Points. (Certificates increasing in value given for minimum of 25 Spikey Points).
- Outstanding learning and/or behaviour to be proud of will be rewarded by a Spikey raffle ticket, a raffle will be held termly, and a Spikey prize will be presented.
- Celebration Book where names are entered to reward/ acknowledge good attitudes in learning and positive behaviour choices.
- Staff members will have 'Caught Being Spikey Cards' and give them out to children observed to be making really good 'Spikey' choices outside of the classroom environment.
- A Spikey Note home will be sent by the class teacher for persistent good learning behaviours.
- A Post-card from the head teacher will be sent home for outstanding learning behaviours.
- Class teachers choose a pupil each week to receive a 'Spikey of the Week Award'
- Class teachers will also choose a 'Secret Pupil' at the end of each day.
- Children will have a 25 minute "WOW" time taken on a Wednesday. This will be a reward for those children who have not received a red card that week.
- At the end of each term there will be a Spikey of the term Assembly, 3 pupils from each class are nominated. The parents of these nominated pupils will be invited to the assembly.

How parents can help...

- Help your child to be in school on time every day having eaten breakfast and had a good night's sleep.
- Encourage your child to be 'Spikey' and follow school rules.
- Remember to praise your child for their good behaviour (it is so easy to forget to do this and to give most attention to your child when they are behaving inappropriately).
- Discuss time and a place with regards to behaviour, some behaviour at home may not be appropriate in school.
- Think about what your child watches on TV and the games they play on the computer or tablet, your child will copy the behaviour they see.
- If your child comes home having said there was an incident at school, listen to them about the incident and talk to them calmly about their behaviour and what they could do next time.
- Let the school know if you have any worries about your child and their behaviour.
- Use Spikey's Rules at home - follow them yourself and help your child/ren to follow them to, use them to discuss behaviour when things go well and when things aren't going quite so smoothly!

If you feel like you need support, please contact your local school at:

Priestley Primary School
Prince Charles Drive
Calne
Wiltshire
SN11 8TG

Tel: 01249 812608

ask@priestley.wilts.sch.uk

Being Spikey!



Behaviour Information for Parents



How adults in school help?

The school's vision statement is:

**Raising Aspiration, Realising
Ambition,
Stimulating Curiosity.**

**Confident to explore an unknown
future.**

In order to realise this vision the child is put at the centre of every learning or development point.

- The school has a comprehensive PSHE curriculum which provides the children with a range of opportunities to find ways to both manage and express their emotions in acceptable ways.
- We spend all day, every day trying to build children's self-esteem, as a happy, confident child makes a fantastic 'Spikey' learner.
- We deal with behaviour fairly and consistently. We always look for the chance to be positive, noticing and praising good behaviour.
- We discuss incidents of unacceptable behaviour calmly and where possible away from other children - our aim is to prevent the behaviour happening again, not to humiliate the child.
- We have an open-door policy that encourages parents/carers to work with us to help set and maintain behaviour targets as part of the Individual Behaviour Plan (IBP) process when they are necessary.
- We use outside professionals to help us when needed. We aim to be 'Spikey' all the time - in the playground, dining hall, classroom, assembly - we talk to the children about how to be 'Spikey', pointing out to them regularly when they are making 'Spikey' choices.

Who Is Spikey?



Spikey is a character that was designed by the children who reflects positive learning traits that we should all be aware of and employ in all that we do every day.

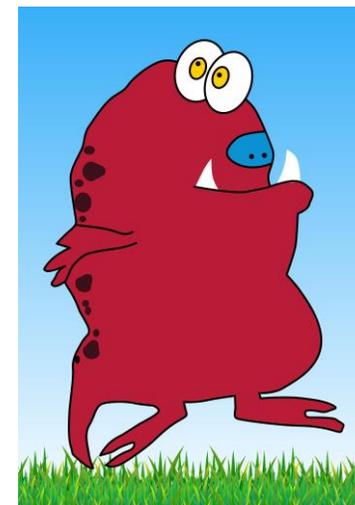
How Can I Be Spikey?

Have Respect For All!

**Co operate
Give it Go
Share Great Ideas
Stay Focused
Take Responsibility
Think Things Through**

When I'm not being Spikey

The children also designed a character that didn't make good choices, his name is Gluppy.



The school's Behaviour Policy states that any 'Non-Spikey Choices' made in class will be followed up by a series of steps.

- 'The look',
- Verbal praise to another individual making the right choice,
- Verbal Reminder directly to the child,
- Yellow card,
- Red card,

Children receiving "Red Cards" will miss 5 minutes of "WOW" time per red card received.

If the poor behaviour choices continue, an Individual Behaviour Plan (IBP) will be put in place by the class teacher in conjunction with the parent/carer & a nominated member of the Senior Management Team.

Should the IBP not be sufficient in helping the child to address their behaviour choices, possible implementation of Fixed Term Exclusions will be considered.