



Priestley Primary School

Curriculum Statement

Intent

Raising Aspiration, Realising Ambition, Stimulating Curiosity.

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.



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 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.

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.