

## WESTWOOD FIRST SCHOOL – CURRICULUM STATEMENT

### Vision Statement



At Westwood First School, our vision is to enable every child to **be the best they can be**. We encourage all children to become confident, independent individuals who have a thirst for learning and achievement, compassion and understanding for others, and the courage to stand up for what is right. We are a Rights Respecting School and everything we do is based on the principles of **equality, dignity and respect**. We ensure that children's talents are nurtured and they are able to thrive so that they have the best chance to lead happy, healthy lives and to be responsible, active citizens.

We offer an exciting curriculum and a range of other opportunities through which our key values of **kindness and respect, honesty and courage, curiosity and creativity**, are developed. We want our children to play, have fun and enjoy learning. We aim to help them develop positive relationships with others, to be thoughtful, considerate and polite. We encourage them to be strong principled leaders and supportive team players, to embrace challenge and have ambitious aspirations for what they can achieve. We want them to be resilient and determined, and learn ways to cope when things are difficult. We will enable them to recognise when help is needed and encourage them to be able to ask for it so that they will be mentally and emotionally healthy and happy.

We aim to develop strong partnerships between home and school and with our local community so that children know that they are part of that community. We want them to learn about and appreciate their local environment, culture and heritage, to enjoy sports and the arts, and understand the importance of citizenship and British values. We also want to ensure that children have an understanding of the wider world, so that they respect and celebrate diversity. We want them to have an understanding of environmental issues, have the confidence to voice their opinions and know that they can help to change the world for the better.

## Westwood First School – Curriculum Intent, Implementation and Impact

	<b>Mission Statement: Be the best you can be</b>								
Intent	<b>Aims:</b> We encourage all children to become confident, independent individuals who have a thirst for learning and achievement, compassion and understanding for others, and the courage to stand up for what is right. We are a Rights Respecting School and everything we do is based on the principles of <b>equality, dignity and respect</b> . We ensure that children's talents are nurtured and they are able to thrive so that they have the best chance to lead happy, healthy lives and to be responsible, active citizens.						<b>Values:</b> <b>Kindness and respect, honesty and courage, curiosity and creativity</b>		
	Positive relationships	Thoughtful, polite considerate	Strong principled leaders	Supportive team players	Embrace challenge	Ambitious aspirations	Resilience	Mental, emotional health and happiness.	
	Strong home/school partnership	Local community, heritage, environment, culture,	Citizenship and British values	Understanding of the wider world	Respect and celebrate diversity	Understanding of environmental issues	Confident to voice opinions	Change the world for the better	
Implementation	<b>Approaches to learning:</b> *Growth mindset *WOW experiences *Mastery approach *Engaging topics *Different learning style *Learning accessible to all *displays *Forest Schools *Rewards system. *Safety: anti-bullying, road safety, risk assessments eg PE/DT								
	English	Maths	Science	History	Geography	Art	Design Technology	<b>School Awards:</b> Rights Respecting Schools Award; Primary Science Quality Mark; International Schools Award; Artsmark Gold, ECO Schools Green Flag; Geography Quality Mark; Dyslexia Friendly Full Status; PE Active Mark;	
	PSHE	Music	PE	Computing	Religious Studies	MFL	SMSC		
	<b>Interventions:</b> *Motor skills *FFT Reading and Writing *Handwriting *Phonics *Better Reading Programme *Switch on Reading *Maths *Social skills								
	<b>Enrichment Visits:</b> Leek Library, Peak Wildlife Park, Sea-Life Centre, New Vic Theatre, Nicholson Institute, Chester, Jodrell Bank, London, Standon Bowers Residential, LEGO Challenge								
	<b>Enrichment Days/ Weeks:</b> Local History Week, Multicultural Book Week, Mental Health Week, Health and Fitness Week, Fairtrade Fortnight, Challenge Days								
	<b>Enrichment Clubs/ Opportunities:</b> Science Club, Games Club, Young Voices, Library, Knitting club, ECO, Dance, Writing competition, Bake off, Challenge mornings, Family learning, LEGO challenge, Arts opportunities: Shakespeare, Regent Dance, Performances (nativity, carol concert, class assembly).								
	<b>Pupil Leadership/ Pupil Voice:</b> School Council, Rights Champs, ECO Committee, Librarians, Sports Crew, Kit Managers, Mental Health Champs Reading buddies, playtime buddies								
	<b>Community links:</b> Supporting charities, Local area walk, Council offices visit, Nicholson visit, RE visits, School team names, Newsbites,								
	<b>Assessment:</b> Termly summative assessment; Ongoing formative assessment; Daily, high-quality, live, verbal feedback; Regular opportunities to demonstrate knowledge								
	Monitoring: Book looks		Data outcomes	Pupil progress meetings	Pupil voice	Learning walks	Lesson visits	Professional development meetings	Teacher's records
Impact	<p>High achievement. Confident, happy, healthy, thoughtful individuals who value themselves, have a growth mindset and the tools to enable good mental health. Articulate, confident children who are open to new challenges and have a "can do" attitude. Children who have ambitious aspirations for the future and the skills they need to succeed. A happy school with happy children, calm and ready to learn, with good friendships. Children who look after each other and know how to keep themselves safe. Children who understand the benefits and dangers of social media and know how to keep themselves safe. Children who know and respect each other's rights, know that their actions have consequences and know that their opinion matters. Children who have an awareness of the environment and are confident to make a difference. Children who will question injustice and stand up for people.</p>								

## Equal Opportunities and SEND

We are an inclusive school where all children have the opportunity to participate fully in school life and have access to a broad and balanced curriculum, regardless of academic ability, religion, physical ability, gender or ethnic origin. All children are valued, whatever needs they have, and we aim to create an environment within our school which will enable all pupils to learn to the best of their ability.

We understand our duty to comply with the requirements of the Equality Act 2010 and ensure that our curriculum is accessible for all children. More detail can be found in our Accessibility Plan.

## School Organisation and the Curriculum

The school is organised into three key stages:

- Early Years Foundation Stage (Reception)
- Key Stage 1 (Years 1 and 2)
- Key Stage 2 (Years 3 and 4)

### The Early Years Foundation Stage

The Early Years Foundation Stage curriculum is divided into three prime areas of learning and four specific areas:-

Prime areas:

- Communication and Language; Personal, Social and Emotional Development; Physical Development

Specific areas:

- Literacy; Mathematics; Understanding of the World; Expressive Arts and Design

### Key Stage 1 and Key Stage 2

Curriculum provision is guided by the requirements of the National Curriculum and Staffordshire Local Authority. Subjects studied are shown below but for more details, please see our school website.

Areas of learning include:

Art; Computing; Design and Technology; English; Geography; History; Mathematics; Music; Personal, Social, Health, Citizenship Education; Physical Education; Religious Education; Science and French.

The curriculum throughout the school gives children the opportunity to achieve the highest possible standards of maths and English whilst ensuring they can become confident in physical, artistic, practical and social skills. We provide a broad and balanced education allowing for the individual needs of each child to be met within well-planned learning experiences.

In maths, we follow the mastery approach and in English, we plan our learning from high-quality texts. We use a variety of reading schemes, including Dandelions and Oxford Reading Tree, and in Year 1 we follow the DSR (Daily Supported Reading) approach, leading on to using Accelerated Reader. We use the Read, Write, Inc. programme for our phonics teaching. We also use additional programmes such as the Better Reading Programme, FFT, and Switch-on Reading.

There is an emphasis on creativity and where possible subjects are taught in cross-curricular topics to engage and motivate all children. Visits are planned to enhance our curriculum work and we also arrange for visitors to come into school to work with the children. We teach the children about how to become better learners by improving their independent learning skills and increasing their motivation and self-awareness.

A list of the topics that the children are studying is sent home in each child's home/school diary. This also contains other information, for example about homework and the days on which physical education, games and swimming take place, and it can be used as an informal means of communication between home and school.

### Special Educational Needs and Disabilities (SEND)

The needs of most children will normally be catered for by the class teacher within the classroom situation. On occasions, however, some children may require extra support. We aim to identify and assess any special needs at the earliest possible stage.

When such a situation arises, the teacher responsible for special needs (SENCO) will advise and support the class teacher in providing a suitable programme of work, which will give the children the help they need. Sometimes this may be a short-term measure; sometimes longer-term support may be necessary. Full details of our Special Educational Needs policy are available from the school.

The school has a multi-sensory approach to teaching as we are aware that approximately 1 in 10 children have dyslexic tendencies and this approach is good practice for all pupils.

We believe that parents have a vital role to play in supporting their child's education and where extra support is necessary we ensure that parents are consulted so that we can work together to meet the child's needs.

We understand our duty to comply with the requirements of the Special Educational Needs and Disability Regulations 2014 and ensure that our curriculum is accessible for all children. More detail can be found in our Accessibility Plan and Special Educational Needs Information Report.

### Religious Education

At Westwood we follow the Staffordshire Local Authority agreed syllabus for Religious Education. Parents have the right to withdraw their child from Religious Education and/or Collective Worship but we would ask that they discuss the matter first with the headteacher before making a final decision. We feel that the curriculum and experiences we offer give children the opportunity to develop a good understanding of different religious beliefs and practices.

### School Visits and Extra-Curricular Activities

As part of our curriculum, we provide opportunities for children to experience visits which are connected with the themes studied in each year group.

We provide a variety of extra-curricular activities which help to enhance children's all-round development as they progress through school. They vary from term to term but usually include activities such as Singing, Computer club, Drama, Sports club, Dance and Gardening.

### Parents in Partnership

We believe that parental support is crucial to children's success at school. Children need encouragement and praise to help them through these vital years in their education where we hope that the foundations are laid for a journey of life-long learning.

For each year group we hold introductory curriculum evenings. These provide an opportunity for parents to find out what their children will be learning, how subjects are taught in school and how they can assist with learning at home.

We hope that parents will support their child with any homework set. The type and amount of homework will vary depending on the year group but may include activities such as reading, learning times tables and spellings, and completing other activities relating to the subjects and topic areas being studied. Details of homework are included in the homework books and home/school diaries so that parents can be fully aware of what is expected and required.

We also organise themed Family Learning sessions when parents can work alongside their children in a variety of activities. During your child's Reception year we also offer 'Stay and Play' sessions for you and your child to enjoy together. We hope that parents will also provide photos and information about what their child can do at home to help us build a fuller picture of all their talents and interests.