



SIR ROBERT GEFFERY'S PRIMARY SCHOOL

A School for Enthusiasts

Where we 'live life in its fullness' (John 10.10)

Knowing that God is our strength and with

His help we will be the best we can

Creative Curriculum Policy Statement and Information

Our vision...

At Sir Robert Geffery's School our aim is to provide a living Christian school environment where we strive for each child to develop a passion for learning and a sense of excitement in their own achievement and that of others.

Our vision is that our school will provide its children and staff with:

- Christian values and beliefs that are expressed through a loving, caring and safe environment
- The ability to think critically, the courage to question injustice, and a willingness to take the lead, and to look out for others.
- A family atmosphere that encourages a sense of belonging and results in the whole school working as a team
- A nurturing and growth of both self-confidence and self-esteem
- Broad and balanced experiences that prepare for 21st century sustainable living
- A sense of pride in the school and many opportunities to celebrate effort, success and achievement
- The promotion of respect for oneself, others and the environment
- An ability to strive for excellence
- A lasting love, enthusiasm and zest for learning through experiencing an exciting curriculum
- A fully inclusive school where each individual is highly valued and encouraged to reach their full potential
- Opportunities that encourage independence, cooperation, self-discipline and an active global perspective.

Policy Statement – Our Intent

We have taken great care to design our curriculum to achieve our vision and ensure that our Christian values underpin it. Our curriculum is based on the National Curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. We make meaningful connections across subjects and deliver a creative curriculum. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. We actively promote British Values of Democracy, the Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

This policy makes reference to the National Curriculum 2014 and the Early Years Statutory Framework 2014. It is linked to our Equality, Gifted and Talented, Home Learning, SEND, SMSC, British Values and Teaching and Learning policies.

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

Aims

- That all pupils are provided with outstanding learning experiences that lead to consistently outstanding levels of pupil achievement.
- Children are taught in a variety of ways to suit their needs for example at times children are taught in differentiated groups to allow further consolidation for some, and for greater speed and breadth of delivery at the upper end of attainment.
- That all teachers and other professionals possess expert levels of knowledge in the subjects they teach.
- That all teachers and other professionals are 'lifelong learners', committed to an ongoing development of their own knowledge and skills to optimise the pupils' learning experiences.
- That the Christian values are lived out so that there is a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school.
- That all pupils from the earliest opportunity, are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience through the teaching of building learning power and growth mind-set.

Implementation

How our Curriculum is Planned

Children in Year 1 and 2 have the same termly or half termly topic and aspects of English and Maths and the foundation subjects link to make the learning purposeful. Our regular whole school theme weeks enhance this alongside the numerous visits and visitors that provide all with first hand experiences, both on and off the school site.

Topics in both the KS1 two-year rolling programme and the 4-year rolling programme of KS2, start with a key question and the children discuss what they already know and what they would like to learn. Topics over the years have been adjusted to fit in with local and national events and opportunities, for example WW1 was a new topic in October 2018 in line with the centenary of the war.

We actively teach children to be involved in their learning and this is developed throughout their time at the school. One consistent thread is the embedded learning reflections and dialogue between pupils and teachers in the form of self- assessment. This has been well used since 2005 and helps pupils to become really involved in their own learning. Peer assessment is also used regularly in all subjects.

The school has been involved in the development of thinking skills and learning skills for many years. All children take part in learning forums and school self-evaluation is supported by these sessions. An example would be how through the learning forums, children have fed back about their use of Growth Mindset in and out of the classroom (an ongoing focus for all staff and pupils).

Subject specialism teaching in KS2 results in children being taught by each teacher through our topic approach. This means that the skills developed are planned carefully but with common language and outcomes. Key English and Maths skills are embedded through meaningful application to this topic-based learning.

EYFS Curriculum

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage (EYFS), published in March 2014 (and updated in 2021) by the DfE. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Communication and Language development
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We have also included the learning of a modern foreign language, music and computing skills in our curriculum at Sir Robert Geffery's.

Please read the Sir Robert Geffery's EYFS policy for more details and information.

Also, for a link to the National Early Years Statutory Framework:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

English

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. Literacy is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely and we use Accelerated Reader as they become fluent to target and track progress.

The school places a strong emphasis on phonics and reading as it is a key to all learning. We use the Bug Club Phonics programme for our phonics teaching and have found it supports success and progress very well. It is systematic and teaches phonemes through grouped phrases, underpinning phonological awareness which in turn, helps the development of reading through segmenting and blending sounds. We have a wide range of colour-coded books for children to take home to read. The children will be heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. We teach comprehension and use reciprocal reading strategies to deliver and demonstrate independent reading skills. Guided reading also develops the children's comprehension skills through targeted texts. A range of computing programmes are used to enhance learning. Parents are given clear expectations about reading at home.

We develop writing skills so that our Reception pupils have the stamina and ability to write simple statements and sentences. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary before they complete any writing tasks. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences.

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met. In KS1, every class will have at least two 15 minute discrete handwriting lessons per week.

In KS2, every class will have a specific handwriting session for 15 minutes per week. During handwriting sessions, children will apply taught formations to letters, words or parts of text relevant to their current learning. For example, they may practise the letters from their current phonics focus, the letter strings used in their weekly spellings, key vocabulary related to core texts or IPC units or use parts of text from guided reading or literacy texts.

To develop accuracy of spelling and continue the use of phonics from Year 2 to Year 6, we use a systematic spelling programme called 'No Nonsense Spelling'. The focus of the spelling programme is on the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules as well as the learning of spellings, including statutory words, common exception words and personal spellings. Children have access to Spellodrome at home

A range of extra activities are used to promote English within the school.

National Curriculum English Programmes of Study:

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

Mathematics

Our teachers will ensure that mathematical skills are taught every day. They also use every relevant subject to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn in simple problem solving and reasoning tasks. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. In each lesson there is a short and simple mental maths session.

In Reception pupils work on number, place and value, learn how to do basic addition and subtraction through 'one more' and 'one less', take measurements and recognise basic shapes and their properties. We build on skills and understanding in a step-by-step way and continue to develop place value, the four number operations and the understanding of fractional parts.

We plan maths from the National Curriculum objectives making sure we have plenty of opportunities to practise fluency, reasoning and problem solving. We use Rising Stars planning and have the scheme as a spine. Manipulatives are important to support learners and are readily available in all classrooms.

Children also use MyMaths, Times Tables Rockstars and Mathletics at school and at home.

Children in KS2 are grouped into five teaching groups and able mathematicians work with the year group above.

National Curriculum Mathematics Programmes of Study:

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

Science

In KS2 children are all taught by the Science subject leader.

Science will be taught as a separate lesson but will be linked to our topic work where appropriate. We will encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. Pupils are encouraged to work scientifically by asking scientific questions, using scientific vocabulary, planning and carrying out investigations and analysing their results. We aim to build key knowledge and science skills and carry out practical investigations, encouraging their curiosity and making learning exciting.

Every year we are looking to hatch and nurture our own chicks or ducklings and watch caterpillars develop and grow into butterflies. We also have two dedicated science weeks throughout the year.

National Curriculum Science Programmes of Study:

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

Art and Design

Art has a very important place in our curriculum and is weaved into our half termly topics. 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. They will be introduced to the Great Masters and a wide variety of other artists and their styles. We are fortunate to have kiln on site and local artists who will support learning as well. The talent of the staff members who work with the children ensures the skills are taught and developed before a final product is created. For example a Poppy Wave can be seen displayed in the Bible garden of the school. Canvases line the walls of the corridors and the art related to the topic of the term is well displayed for all to see.

The displays in the classrooms are vibrant and enhance our environment and from the time you enter the school building, the high quality of display reflects learning of our pupils.

Having previously held an Arts Mark for many years we are in the process of reaccrediting.

National Curriculum Art Programmes of Study

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

Design and Technology

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Our cooking lessons teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown. We believe that by instilling a love of cooking we will open a door to one of the greatest expressions of human creativity. The children undertake sewing activities from reception to Year 6 as part of our enrichment afternoon. They have made banners that hang proudly around the school.

National Curriculum Design and Technology Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study>

Drama

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating' and 'response in role' drama techniques used in literacy lessons aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and KS1 education, but also as they children develop, and our curriculum provides opportunities to perform to wider audiences through assemblies and events around key festivals. There are increasing opportunities for our pupils to perform as they progress through the school.

Computing

We do have discrete timetable time for the development of computing skills but our approach is to integrate ICT into all lessons: the use of google chrome books, tablets and other hardware such as cameras and recording devices 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. Pupils will use technology safely and identify where to go for help and support when they have concerns through regular online safety lessons.

We use Purple Mash, a creative online space from 2Simple as a basis to plan high quality and engaging computing lessons. Purple Mash hosts an exciting mash-up of curriculum focused activities, creative tools, programs and games to support and inspire creative learning. From poems to newspapers, masks and 3D models, animations and textured paintings, Purple Mash supports our creative curriculum throughout the year. As Purple Mash is online, children can continue their learning anywhere and anytime.

National Curriculum Computing Programmes of Study:

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

Modern Foreign Languages

From Reception to Year 6 we teach French to all children. Our approach is to make learning a new language fun! Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. Repetition and practice are essential in learning a new language so songs and games such as 'Simple Simon Says' and 'What's in the bag?' will be regularly used. We do have discrete lessons on the timetable but we also integrate foreign language into the everyday routine. In the Autumn Term we have a humanities and cultural week when children all children will take part in a French Day and also experience language from a different classroom. Spanish clubs are also offered.

National Curriculum Language Programmes of Study

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

Music

Children have music lessons every week. The learning within each scheme is based on: Listening and Appraising; Musical Activities - creating and exploring; and Singing and Performing. We use the Charranga Music scheme as the basis of our curriculum, but we expand on this by offering wider musical experiences and opportunities.

In addition to the discrete music lessons, singing and other musical activities are used to enrich subjects and other parts of the curriculum. Assemblies and plays 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. We encourage listening to a wide range of music with concentration and understanding. Music can be heard daily around school. We are fortunate to be able to offer a wealth of musical opportunities.

Children in Year 4 have a weekly brass lesson using the school's set of instruments. We also have a class set of ukuleles, samba instruments, African drums and Boom Whackers so that whole class learning can take place.

Singing is strong and every child participates in a Christmas Musical at Christmas and we have a second play for Year 6 in the summer term due to the talent and commitment of our staff.

We also have an extra-curricular choir club. Additional individual or group instrumental lessons are held weekly in brass, piano, singing, clarinet, flute, saxophone and guitar. Some children from KS3 and KS4 even come back to our school site to continue lessons with the same instrumental teachers. Funding is available for music lessons for those who are eligible because of low incomes. Music is a school priority and a real strength of the school.

National Curriculum Music Programmes of Study:

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

Physical Education (PE)

At Sir Robert Geffery's School, some form of physical activity takes place every day in our curriculum, referring to Chief Medical Officer Guidelines. Our outdoor PE sessions will usually be on site but we do have access to a larger field the other side of the road. They focus on mastering basic movements including running, jumping, throwing and catching, as well as physical literacy: ABC - developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Indoor PE is held in our large hall and includes music and movement, dance, apparatus work and yoga. From Year 3 children also go to swimming lessons at a local pool.

We believe it is important that every child has the opportunity to play sport competitively. Our school sports teams play against other local schools in tournaments and matches throughout the year.

PE has always been a strength of the school as we have always thought that a healthy body aids a healthy mind. This links in with a whole school approach to health through the PHSE curriculum and encouraging healthy eating for example. We have held an Active Mark Gold since 2004 and have not looked back since as we have now become a Platinum Sports School Games School. We are reaccrediting our AfPE Distinction award.

These are not just badges because the PE curriculum inside and outside school hours is phenomenal.

We use outside specialist coaches as well as making sure a PE specialist teacher delivers to all KS2 children each week.

Plymouth Argyle Football Club

St Mellion Academy for tri-golf

Plymouth Albion for tag rugby

Zero Gravity for Parcour and Gymnastics

As well as PE lessons, the children have many other outdoor, active sessions amounting to more than 1 hour in every week. These usually take place on our extensive grounds that include a farm, forest school areas and field. We also use our minibus to build in off-site learning regularly. Every

year we enter a team in Junior Ten Tors event on Dartmoor and offer an alternative to all other members of year 6.

National Curriculum PE Programmes of Study:

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

PSHE

PSHME, 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. As part of a whole school approach, PSHME develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It 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 fulfil their academic potential. In our programmes 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 class assemblies based on the Rights Respecting Schools work supports learning about being a global citizen and enables our pupils to understand the British democratic process and how to effect peaceful changes in society.

All our year groups have timetabled PSHE time and we use **Jigsaw** as our central scheme in these sessions however we also encourage a cross-curricular approach to the development of PSHME skills and understanding. Circle time is used to listen to others and to be heard. Pupils learn about similarities and differences between people and cultures. Through the school farm we make sure that planting and growing things are important aspects of our PSHME curriculum and we link this to an understanding of healthy eating. We have a Health Safety and Fitness Week every year and this extends sessions. We also hold a careers day regularly when parents and other member of our local community lead workshops or give talks.

National Curriculum PSHE programmes of Study

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

Religious Education

We follow the Agreed Syllabus for Religious Education (SACRE) produced by Cornwall Council and use the Understanding Christianity scheme to support this. It is taught to all children, except those who have requested to be taken out by their parents via the headteacher. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals.

We use the RE-searchers approach to learning and combine thinking skills and questioning to develop learning. This approach was developed by a former teacher at SRG and won an Innovative Curriculum TES Award. Research methodologies were made tangible to young children by

introducing them as cartoon character superheroes. Individually they are called See-the-story-Suzy, Debate-it-all Derek, Ask-it-all Ava and Have-a-go Hugo, but collectively they're known as the 'RE-searchers'. Each character holds different assumptions about religion(s) and advocates different research methods (e.g. observing and recording, questioning and arguing, interviewing and empathizing, and participating and experiencing). More information is available in the RE folder.

Religious Education DfE Guidance:

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

Topic

We use topics to deliver humanities subject skills and understanding. Our topic programme is carefully balanced and planned to be age appropriate across the years. It is important to us that art, music, literacy and where appropriate numeracy and science are linked to topic teaching in a meaningful way wherever possible. So, for example, a history Romans topic could include making a Roman peg figure in art, reading about Roman history in literacy and catapult testing and learning about Roman numerals in maths. Our topics have a history and geography base so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people, cultures and places in our own locality as well as nationally and internationally. A timetable of trips to support pupils' learning and to enhance the curriculum is published each term. We welcome parental help on these.

Humanities Programmes of Study:

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

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

Enrichment of Curriculum

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.

Sir Robert Geffery's Residential Experiences

We feel that these are really important and have developed many opportunities for the children from the time the move into Year 3 until they leave in Year 6.

Learning to be independent and sleep away from home is really important and by going with adults they know and trust and supported by friends who they are with at school is a good first step. We know many children may have had sleepovers and stayed with family, but every year we do have children who have not done this being supported by adults and those who have.

Just trying different food, organising clothes and washing can be an interesting challenge to some.

Wherever possible, educational visits are organised that link to and build upon the topic learning that children are doing in school. These can be day, or occasionally residential visits, and we try to make sure they are great value for money and affordable for all. We always try to get grants or funding so all children can access one way or another and have offered financial support previously

to those receiving free school meals. Previous example educational visits include: 2015 Anglo Saxons at Escot Park; 2016 Ancient Greeks at the Eden Project; 2017 Romans we went to Bath and Explore at Bristol; ongoing beach visits to support science learning.

In Year 5 the children have recently enjoyed an adventurous two-night residential in which they developed teamwork and map reading skills and grew in self-esteem, as they walked camped and rowed across part of East Dartmoor with the Spirit of Adventure. We have worked with them to develop this outdoor off-site programme because we have a clear idea of the leadership, team building, challenge and resilience skills we want to make sure are instilled in all who leave Sir Robert Geffery's.

In Year 6, the children have been going for a week to London for over fifty years.

The London experience is really important to us because they are hosted by the Ironmongers for a night as they have a banquet and a tour of the Ironmongers Hall. This gives the children the opportunity to learn about and see original pictures of Sir Robert Geffery, and spend time with our trustees who visit us so frequently. As a school with such a history this is so important and unique.

The children are proud of their school and the Worshipful Company of Ironmongers who have been caretakers for 300 years really enjoy this time. The Master of the Company, along with governors, attends the evening banquet and it is always a highlight of the week. A giant sleepover for the children occurs afterwards-not many children get to sleep in Dumbledore's Office (that is where Harry Potter was filmed). For the rest of the week the children stay at Lee Valley, an YHA centre.

Activities in the week certainly mean they return on Friday having had a real cultural experience which can include (exact itinerary dependent on availability and group):

A visit and workshop at The House at Parliament where they usually meet our MP

A visit to The Natural History Museum

Visit to London Museum –opposite Ironmonger's Hall

Evening Song at St Paul's Cathedral usually sitting near the choristers

A River Cruise down the Thames

A visit to either The Tower of London or Windsor Castle

A trip to see a West End Show these have included: Matilda, War Horse, Shrek, Joseph, Lion King Etc.

A day at water sports where they kayak, canoe and sail - this means that they do not have to travel back into London before their journey home

Finally...

We were offered the opportunity after many years of trying to join Devon and Plymouth Schools with a Junior Ten Tors Team. Selecting only eight was always difficult and we tried to make sure that all children had opportunities for things over the year. We realised for some they needed support to develop confidence and others had experienced things like this previously. Since 2018, we have offered the Junior Ten Tors team experience to all of our year 6 children who have fed back that they learnt about themselves from the challenge and enjoyed it.

Day Trips and Visits

As we have a minibus, we aim to give first hand experiences and additional learning opportunities to all children. We plan a series of trips each term for each year group and these are communicated to parents at the start of the academic year. The trips are often linked to our topic work for example a sea topic may include a trip to the beach. Our location gives us access to a wealth of historic and National Trust sites that are often used to support learning.

Theme Weeks

Every half term we have class-based weeks when children are taught by their class teacher and they do not rotate; the following are held annually.

Autumn 1	Humanities and Citizenship
Autumn 2	DT resulting in Christmas Bazaar where items are made by children and sold as a business enterprise
Spring 1	Science Week
Spring 2	RE Week
Summer 1	Health Safety and Fitness Week
Summer 2	STEAM week (Science Technology Engineering Arts and Maths)

As part of these, we sometimes vertically group the children into their House groups for a morning of themed activities e.g. health and safety scenarios.

Extra-Curricular Activities

A very wide range of age-appropriate clubs are offered before school, at lunch and after school for all pupils to further develop skills or introduce children to new learning. These could include cooking, drama, art, football, netball, tag rugby, cricket, dance, samba band, orchestra, ICT, reading, colouring and chat, home learning, country dancing, skipping, athletics, cross country, book club, chess, construction, choirs, board games etc. We encourage all pupils to join at least one or two but many children come in before 8am and leave at 4.30pm every day. Club take up is always high, e.g. 90 attend cross country. The school has a choir and an orchestra. Children have a voice through weekly learning forums, Eco-Committee, School Council and Sports Council - these have members from the parent, staff and pupil bodies, is responsible for arranging a variety of activities for pupils of all ages. Children attend part of every governing body meeting to report back and share their ideas.

Extended Provision

Our preschool provides an 'extended day' for working parents and carers from 7.45am until 5.30pm, Breakfast care allows parents to drop children off early. The pupils are given a healthy and nourishing breakfast. After school children are cared for in an environment that allows them to socialise, engage in playing with appropriate games and toys, as well as read and relax. There is a planned programme of activities for this time slot each day. They are also given refreshments.

As school doors open for clubs at 7.45am and children can stay at clubs from 3.30-4.30pm, many children choose to take this option and parents really appreciate this extended school day.

Impact of our Curriculum

The impact of our curriculum is measured in many ways:

- Children achieve well by developing knowledge and skills as they progress through the school. This is reflected in the high results that are consistently achieved in all DFE assessments.
- High attendance data over time is supported and reflected by children's eagerness to not miss school, comments have been made by parents and children themselves.
- Our curriculum and environment fosters pupils who are respectful, polite, and honest and contribute to the community in a positive manner.
- The children leave us in Year 6 as confident, ambitious, independent and well-educated young people who are ready for the next part in their education.
- Teachers continually use assessment of the children's responses and the work they produce to measure impact.
- Subject leaders complete a regular programme of monitoring, evaluation and review. This includes book scrutinies, learning walks and lesson observations to measure the impact of teaching and learning.
- Learning forums and pupil conferencing is used help to gauge children's engagement and enjoyment of the curriculum.
- Governors and staff use the school's curriculum assessment data to support judgements on the impact our curriculum is having.
- School reputation related to curriculum and learning experiences children have.

Monitoring and Evaluation

The governors and SLT will continuously monitor the effectiveness of the curriculum. Feedback from external assessors, parent questionnaires, learning forums and pupil progress data will be considered. Action points will be agreed and discussed with staff. The headteacher and subject leaders report to the governing body.