



Warton Nethersole's C.E. Primary School Curriculum Overview

We teach the core and foundation national curriculum subjects which are organised into a two-year rolling programme to suit our mixed age group classes. In Key Stage 2 the children are taught French, swimming and have whole class flute and guitar tuition. Children receive professional coaching in a variety of sports including football, tennis, tag rugby, cricket and netball.

INTENT							
Ethos	<p>Mission Statement: We welcome children of all faiths, backgrounds and beliefs into our inclusive community. We seek inspiration from the life and teaching of Jesus Christ to help our children achieve their full potential. We uphold the distinctive Christian ethos and values of the Birmingham Diocese Multi Academy Trust when making all decisions and implementing policy and practice. We aim to provide a caring and stimulating environment which promotes a love of learning whilst seeking to inspire every pupil to become a well-motivated, independent and resourceful learner.</p> <p>Vision: To keep children at the heart of everything we do. To thrive together, supported by our 'golden rule': 'Do for other people the same things you want them to do for you'. Mathew 7.12</p>						
	Values	<p>Perseverance <u>With God's love we</u> keep on trying even when we find things hard. <i>'Blessed is the one who perseveres under trial..'</i> (James 1:12)</p>	<p>Kindness <u>With God's love we</u> are kind in our thoughts and in our actions. <i>'Clothe yourselves with kindness, humility, gentleness and patience.'</i> (Colossians 3:12)</p>	<p>Respect <u>With God's love we</u> look after ourselves, others and our school. We listen, and show good manners. We show tolerance. <i>'In humility, value others above yourselves'</i> (Philippians 2:3)</p>	<p>Honesty <u>With God's love we</u> are truthful, we can be trusted and we always try to do good things. <i>'The Lord hates those who tell lies but he delights in people who are trustworthy'</i> Proverbs 12:22</p>	<p>Forgiveness <u>With God's love we</u> forgive those who are unkind or hurtful to us and say sorry when we have done something wrong. <i>'Forgive other people when they sin against you'</i> Matthew 6:14'</p>	
Learning Behaviours	<p>Independent We are self-motivated and take responsibility for our own learning. We try different strategies when we get 'stuck' before asking the teacher.</p>	<p>Reflective We evaluate the good things about our work, and the areas for improvement. We deal positively with praise and constructive criticism. We set realistic goals.</p>	<p>Resilient We keep going even when things are challenging. We can remain open, flexible, and willing to adapt to change. We stay positive and optimistic.</p>	<p>Resourceful We have lots of different problem-solving skills. We think creatively and work with others to find solutions, looking for patterns and asking 'how', 'why' and 'what if?' questions.</p>	<p>Team Worker We work cooperatively with others and listen to their views. We take an active part in our own role, and reach agreed outcomes with the help of other team members.</p>		
EYFS	<p>Personal, Social and Emotional Development</p>	<p>Communication and Language</p>	<p>Physical Development</p>	<p>Literacy</p>	<p>Maths</p>	<p>Understanding the World</p>	<p>Expressive Arts and Design</p>
	<p>Through the EYFS framework, our curriculum intent is to provide a practical and playful approach to learning, encouraging pupils' independence through exploration and challenge in preparation for Key Stage 1. The Characteristics of Effective Learning are at the heart of the EYFS curriculum with the intention of building upon children's ability to learn and acknowledging that they learn in a variety of ways. All of the learning experiences that are planned allow pupils to develop these skills and to access the curriculum independently.</p>						
Core Subjects	<p>ENGLISH</p> <p>In English children develop love of reading through engaging with quality texts- fiction, non-fiction and poetry. They speak confidently to clarify their thinking, and organise their ideas. They write in a range of genres.</p>	<p>MATHS</p> <p>In maths children become fluent in the fundamentals of mathematics. They reason and follow lines of enquiry to solve problems in a variety of contexts, with increasing levels of difficulty. They apply their mathematical knowledge to science and other subjects.</p>	<p>SCIENCE</p> <p>In science children develop scientific knowledge and conceptual understanding to answer scientific questions about the world around them. They conduct investigations and record their findings, making predictions and drawing simple conclusions.</p>	<p>RELIGIOUS EDUCATION</p> <p>In RE we deliver a rich curriculum based on both 'Understanding Christianity' and the Warwickshire SACRE curriculum. We focus on the exploration of religious ideas, explore similarities and differences and provide opportunities to deepen pupils thinking through discussion.</p>			

Foundation Subjects	History and Geography	Art and Design, Design and Technology	Music, MFL and Physical Education	Computing
	In history we help children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. In geography we foster a curiosity and fascination about diverse places, people, resources and natural and human environments.	In art and design children develop the knowledge and skills to experiment, invent and create their own works of art, using a range of skills and different media. In design and technology children design and make products that solve real and relevant problems within a variety of contexts.	Music: Children learn to sing and to play musical instruments. They listen to, review and evaluate a wide range of music. Languages: Children are taught to express their ideas in French and to understand and respond in speech and writing. PE: Children engage in a wide range of physical activities and competitive sports, they are taught swimming in Key Stage 2.	In computer science, children are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Children become digitally literate and confident with a range of communication technology. They learn how to be respectful and responsible users of technology and how to keep themselves safe on the internet.

IMPLEMENT

Strategies for effective implementation	Planning	Assessment & Feedback	Creativity and Enrichment	Continuing Professional Development
	Well structured, sequenced planning that builds on previous knowledge and helps children remember what they have learnt. Appropriate challenge and support to ensure that all children progress and achieve. Expectation that all children will achieve mastery, and those that are able, greater depth. Opportunities for SMSC, PSHE and citizenship built in to planning. Enabling learning environments that foster independence.	Formative assessment used to inform next steps in learning. Misconceptions picked up early and addressed quickly. Whole school marking policy. Effective feedback at the point of learning, used to do things better / differently. Accurate, termly summative assessment used to identify children needing interventions.	Exciting starting points visits / visitors, whole school themes, activities with purpose and audience. Extra-curricular activities to enrich the curriculum and provide cultural capital. Opportunities to participate in a wide range of sporting activities and competitions. Residential visit for year 6 pupils to Culmington Manor in Shropshire. Whole class music tuition in Key Stage 2 – children are taught guitar and flute.	Commitment to keeping skills and knowledge up to date and being aware of changes in direction and current trends. Sharing of good practice through coaching and mentoring. Lesson observations and feedback to improve practice. Robust performance management identifies development needs. Opportunities for staff to pursue career goals.

IMPACT

Accountability Measures	Standards	Behaviour and Attendance	PHSE, Mental Health and Well being	SMSC
	The teaching profile of the school is securely good. Outcomes are at least in line with national expectations. The school's current good OFSTED grade is maintained.	High attendance. Outstanding standards of behaviour. Effective and consistent implementation of policies across the school.	Children make a successful transition to secondary school. Attendance is high. Referrals to external agencies are low. Year 6 COMPASS survey results are positive. The school's mental first aiders continue to monitor positive outcomes for children.	The school's current outstanding SIAMs grade is maintained, or is at least good. Questionnaires (Ethos committee) show that children enjoy, and are actively engaged in, worship and RE.