

## Mission Statement

*Our Vision is to develop a learning community where all children enthusiastically participate, excel and are proud of their achievements across the curriculum.*

## Basic Principles:

1. Learning is a change to long term memory
2. We aim for our pupils to experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge.

## Curriculum Design and Breadth

When planning our curriculum we consider our principles, local issues, cultural capital, subject topics and high expectations for all our pupils. We ensure that we provide a progression model by:

- recognising children's prior learning
- providing high quality and progressive learning experiences
- allowing the children to develop interpersonal skills
- building resilience, creativity, problem solving and critical thinking skills
- developing an awareness of health and safety
- promoting tolerance and diversity including Cultural Capital and British Values

## Our Curriculum Drivers are:

**Possibilities** - For pupils to be aware of all opportunities available to them and to have high aspirations for their future.

**Resilience** - For pupils to have the courage to bounce back from any setbacks or challenges and maintain a positive outlook on life.

**Diversity** - For pupils to appreciate and understand that each individual is unique and to recognise and celebrate our individual differences.

Our **Intent, Implementation and Impact** is based on locally identified issues and the thread of independence runs through all that we do.

## Our Specific Aims are:

### OUR AIMS:

**To value each individual, enhance self-esteem through social and emotional development.**

- To develop an awareness of self and growth in self-confidence and self esteem
- To develop self-discipline and an understanding of acceptable behaviour and politeness

- To develop co-operation, group responsibility and a sensitivity and empathy towards others
- To build resilience, creativity, problem solving and critical thinking skills

**To develop the natural curiosity children exhibit about themselves and their world, and use this to foster positive attitudes to learning and life skills.**

- To develop an enquiring mind, independent thought and creative thinking
- To train pupils to plan and organise work and persevere until a task is complete
- To assist children to identify problems, investigate them and find solutions
- To teach children how to acquire information from various sources and record this in a variety of ways
- To encourage the ability to communicate ideas and information, to express views, make reasoned judgements and choices
- To develop Cultural Capital and equip children with the necessary knowledge, skills, values and attitudes to become responsible adults and citizens of the future.
- To develop life skills in our children which are critical to success by integrating the safe and appropriate use of technology across our curriculum during the school day and beyond.

**To develop each individual to his/her potential by offering a wide range of high quality experiences.**

- To provide differentiated, personalised learning opportunities to meet individual needs
- To ensure equal opportunity for all, irrespective of gender, race, religion or disability
- To extend individual talents and encourage a healthy spirit of competition

**To develop spiritual, moral and cultural awareness**

- To develop a set of beliefs and values and understanding of right and wrong
- To promote British Values and develop an understanding of and respect for the religious beliefs of others
- To offer experiences which inspire awe and wonder for children and opportunities for reflection

**To develop children's imagination and creativity by offering a wide range of experiences.**

- To develop the skills and understanding to access, appreciate and enjoy the arts
- To develop the ability to experience emotion and express feelings through the creative arts
- To encourage creative and adventurous physical activities.

**To promote a health conscious, safe and stimulating learning environment.**

- To promote the importance of healthy lifestyle and healthy eating, hygiene and safety
- To involve children in regular exercise and extend their physical capabilities
- To ensure that the learning environment is bright, well resourced, orderly, safe and secure

**To develop positive relationships between home, school and the community.**

- To involve parents in their child's learning and in school life
- To develop links with other agencies and organisations in the community

**To provide a broad, balanced, relevant and sequenced curriculum for all children.**

- To provide a wide variety of relevant learning opportunities catering for a variety of learning styles.
- To provide high quality and progressive learning experience across the Curriculum
- To provide a balance of academic, creative and physical education and a balance of individual and group activities
- To develop specialist teaching where it will support our curriculum intent.

### **Our Curriculum**

At Pheasey Park Farm Primary School we aim to provide the children with a curriculum which is broad, well balanced and above all stimulates the children to learn. We promote the spiritual, moral, cultural, mental and physical development of pupils and seek to prepare them for opportunities, responsibilities and experiences of later life. Through a positive and caring environment we provide the opportunity for every child to reach their full potential in all areas of the curriculum.

We deliver the programmes of study that meet the requirements of the EYFS and National Curriculum 2014.

The subjects taught are English, Mathematics, Science, Art and Design, Computing, Design and Technology, Languages, Geography, History, Music and Physical Education and PSHE. The teaching of Religious Education is statutory in all schools and we follow the Walsall Syllabus.

English and Maths teaching are a fundamental part of each day and children may be organised into "sets" for each of these subjects in order to better accommodate the varying needs of children. Teachers seek to make as many cross curricular links as possible so that skills taught in these subjects can be applied in a range of contexts.

### **English**

The English curriculum is delivered using the National Curriculum 2014. This ensures continuity and progression.

### **Speaking and Listening**

The four strands of Speaking and Listening: speaking, listening, group discussion and interaction, and drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

### **Reading**

The opportunities, organisation and provision for the teaching of reading:

- Shared reading
- Independent reading

- Reading to an adult
- Guided reading which we call Book Talk
- Home Reading

It is important that the children enjoy reading and have the opportunity to experience a range of texts and books from a variety of authors.

A range of intervention programmes are used to ensure that all children's needs are catered for including Phonics lessons.

### Resources

A book banded reading scheme operates across the school which comprises of a range of different schemes.

### Link to parents

Each child has a new reading diary every year. Within the diary there is a reading record which logs books they have read and comments about their reading. Parents and teaching staff write in this book. Children are encouraged to read at home on a daily basis.

### Writing

Each week includes opportunities for independent writing within English lessons. There are also frequent opportunities for independent writing throughout other curriculum areas. During each Assessment Week the children do an extended piece of writing which is then used for assessment purposes.

Within English lessons there is also a focus on structure, grammar, punctuation, vocabulary and style.

### Handwriting

The school has adopted the Nelson scheme for handwriting in KS2 and Twinkl Cursive in KS1. The children have opportunities to practice their handwriting on a daily basis. When the children have a consistent, fluent and joined handwriting style they are required to write in pen.

### Spelling

Children learn spellings using the spelling patterns from curriculum 2014. They are tested once a week. The children work on their spellings using a look, cover, write, check principle and are also required to use the spelling words in the context of a sentence. Spelling Journals are used daily.

### Marking and Assessment

Work is marked and assessed in line with school policy. Targets are also provided for children to work on within their English work.

## **Maths**

The Maths curriculum is delivered using National Curriculum 2014. Maths is taught in five strands: Data Handling, Shape Space and Measure, Number, Calculation and Using and Applying.

We provide a daily maths lesson that seeks to reinforce learning and allow children to take on new skills and apply these in a range of contexts. Children are grouped according to ability which allows teachers to target different needs. The daily maths lesson is structured to include mental skills, teaching points, independent learning and reflection time. Children work individually, in pairs and as a group to solve calculations and problems.

Children are continually assessed through daily evaluations, key objectives on a weekly basis and termly teacher assessments. These assessments inform planning and intervention groups. Children are encouraged to assess their own work and recognise when targets have been achieved.

A yearly overview, ensuring continuity and progression informs the half termly medium plans which lead into the weekly plan. These plans are annotated when necessary after assessments to ensure children's learning is moving forward.

## **Science**

We aim to make children "good scientists"-to do this children need to be taught enquiry skills and the importance of them. We strive to keep children fully involved in the learning process and not be afraid to ask Why? What if...? How does....? We want every child to demonstrate their scientific thinking and ability in a variety of ways, discovering for themselves and solving problems linked to every day life.

At Key Stage 2 pupils learn about the wider range of living things, materials and physical phenomena and make links between ideas and explain simple theories. Children are encouraged to create their own questions to investigate and debate the effects scientific changes have on everyday lives. Children are encouraged to talk about their work and carry out different types of investigations together. Activities develop the skills of enquiry, observation, locating sources of information, selecting appropriate equipment and using it safely, measuring and checking results and communicating findings. We use a variety of learning and teaching styles in science lessons all based on the enquiry cycle. Sometimes we do this through whole class teaching while at other times we engage the children in enquiry based research and family projects. We encourage the children to ask as well as answer scientific questions whilst understanding what makes a good question to investigate.

Children have the opportunity to use a variety of data such as statistics, graphs, pictures and photographs. ICT is used where it enhances learning.

Children are encouraged to think about key questions-What makes a good Scientist?

## **History**

We teach History through a Topic based curriculum. We organise a number of visits to sites of interest and have a wide range of historical artefacts that we use with the children as well as organised workshop visits to school including Timezones and Timepieces.

Pupils will develop a chronologically secure knowledge and understanding of British, local and world history. We study Ancient Egypt, the Greeks, the Roman Empire, Stone Age to Iron Age, the Anglo-Saxons, the Vikings, the rise of youth culture and a local study of Walsall.

## **Geography**

Geography develops children's knowledge of people and places and pupils extend their knowledge and understanding from beyond the local area to include the United Kingdom, Europe and South America. Children also learn about water, volcanoes and earthquakes. Children will develop their location skills and use maps to locate countries; concentrating on their environmental regions, key physical and human characteristics and major cities.

## **Religious Education**

Religious education is a curriculum entitlement for all children and we follow the Walsall Agreed Syllabus.

Our main aims are twofold. Firstly to enable our pupils to learn about religions thus developing an understanding and respect for the beliefs, values and practices of other people. Secondly to learn from religions, reflecting on and responding to the values, beliefs and practices of others.

Our pupils are taught the knowledge, understanding and skills of the curriculum through the following religions: Christianity, Islam, Sikhism and Hinduism. We use an enquiry based approach to develop children's critical thinking skills and enhance their knowledge and understanding of, and empathy with, people and their beliefs, religious or otherwise.

## **Art and Design**

The "Arts" are a very important part of the curriculum. We believe that art and design stimulates creativity and imagination. Through art activities our pupils learn to make informed judgements and aesthetic and practical decisions.

Children have the opportunity to use a wide range of materials, tools and techniques for both 2D and 3D work. They are given opportunities to explore their ideas using sketchbooks and are able to work independently and collaboratively on different scales. The key skills explored are colour, form, texture, pattern, line and space. We allow children to further their knowledge, skills and understanding through a range of planned activities based around a theme. Our curriculum allows children to study a wide

variety of art and artists from around the world both from the past and the present. We take pride in celebrating all children's work in and around our school and on our Learning Platform. Children are encouraged to think about key questions-What skills does a good Artist require?

### **Music**

Our music curriculum aims to engage and inspire the children to develop a love of music and to increase the confidence they have in their talents as musicians. Musical skills are taught progressively through a combination of music lessons, which have cross-curricular links, and discrete weekly singing sessions. The children are actively engaged in creating and developing musical ideas using voices, instruments and music technology. We actively seek wider opportunities for the children to develop their talents in all aspects of music. These range from school based activities, to developing projects with professional companies such as Forest Arts.

The school is also able to offer the children the opportunity to learn to play a musical instrument. Our peripatetic music staff provide a variety of woodwind, brass, percussion and string instrumental tuition. Children can also learn to play recorders and steel pans. The children learn in small groups, working towards music accreditation, whilst they are also encouraged to apply their skills by becoming members of the school choir.

Music skills, talents and achievements are celebrated through a variety of musical events and performances which take place throughout the school year. These include year group productions, celebration days, Music Concerts, performances within the community and assemblies.

### **Modern Foreign Language: German**

Learning a foreign language provides an opening to other cultures. It encourages pupils' curiosity and deepens their understanding of the world. German is taught from Year 2 to Year 6 with children receiving a lesson every week by a specialist language teacher. Pupils are encouraged to express their ideas and thoughts and to understand and respond to its speakers, both in speech and in writing.

The focus of study is on practical communication, particularly in Years 3 and 4 with more reading and writing being included in Years 5 and 6. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between foreign languages and English.

## **Physical Education**

We aim to provide all children with good quality Physical Education to promote physical activity and healthy lifestyles. We improve upon the basic skills taught in Key Stage 1 with a continuation of Dance, Gym and Athletics.

The curriculum is extended to include new initiatives through Games such as: Tennis, Football, Netball, Cricket and Rounders.

From 2014 all schools were provided with Sport Funding provided by the Government. We have utilised some of this funding to broaden our sports and offer a range of extra curricular sporting clubs.

In Years 4 and 6 all children are given the opportunity to go on a residential visit for outdoor activities.

All children (Reception to Y6) receive swimming lessons at our own Swimming pool and we strive for all children to be able to swim at least 25 metres before they leave Key Stage 2.

We are very keen to provide children with a range of different activities outside of the curriculum to promote and develop healthy lifestyles. We have initiatives such as Cool Kids underway and Young Leaders (Y6 pupils) trained to encourage play at lunchtimes at support younger pupils at sporting events.

## **Extra-curricular activities**

We provide a range of activities including football, tag rugby, Netball, Tennis, Rounders, Swimming, Ball Games, Dance, Choir, Gymnastics, Cookery, Gardening to name but a few.

All year groups are offered a choice of clubs throughout the year.

Most clubs are run voluntarily by the staff with all expected to lead at least one club during the year.

## **Design Technology**

Design Technology is taught as part of the International Primary Curriculum. Children are encouraged to design and make Something, for Somebody for Some purpose across a range of areas including food, textiles, structures, mechanisms and electrical components.

They are given opportunities to consider the designed world when creating their products which are useful, functional and innovative. The children are taught to use a range of tools and techniques safely and sustainably.

## **Computing and Ed Tech**

Our computing curriculum is made up of three main elements: computer science, information technology and digital literacy.

Our curriculum for computing has been developed so that the children will learn how computers and computer systems work; they will design and build programs, develop their ideas using technology and create a range of content. The role of programming in computer science is to provide motivation and a context within which ideas are brought to life.

The information technology element deals with applying computer systems to solve real world problems such as finding things out, presenting and sharing information and reviewing, modifying and evaluating work. We aim for the children to confidently and independently use and apply information technology skills to support and extend their learning. We develop a culture where the use of IT becomes second nature to our pupils, thus ensuring they are ready and able to embrace the technological advances of the future.

Digital literacy focuses on helping children to evaluate the efficiency and appropriateness of digital content. It teaches children to use technology safely, respectfully and responsibly; recognising acceptable/unacceptable behaviour and identifies a range of ways to report concerns about content and contact.

Our Collaborative Classroom is a unique 21<sup>st</sup> Century learning Environment for our children.

Ed Tech and On Line Learning are integrated into our daily work within the school day and beyond and children are taught about on line safety.

## PSHE

PSHE gives children the knowledge, skills and understanding they need to lead confident, safe, healthy, independent lives and to become informed, active and responsible citizens. PSHE is taught in dedicated lessons and also embedded in activities across the curriculum and assemblies.

### Personal and social skills

Children are taught through role play, reflection and group discussion to develop self-awareness, empathy, self-management and social skills.

Lessons are designed to help children manage changes at an age-appropriate level, deal with interpersonal issues such as falling out with friends and to set themselves aspirational goals.

### Health education

Healthy eating is taught throughout school through PSHE, Science and Design technology where children design and make their own healthy snack.

Children are encouraged to bring a healthy snack of fruit or vegetables to school each day for breaktime.

Playtimes are designed to encourage healthy physical activity.

Relationships education is provided in Years 5 and 6 at an age-appropriate level. Girls and boys are taught separately through Walsall Health Services.

### Economic Education

Children are given the chance to run their own fundraising sales at events such as the Summer Fayre.

Children also help organise other events such as Macmillan coffee morning and Christmas Fayre. Y6 pupils receive careers talks during the Summer term.

### British Values

British Values and cultural capital are embedded across the curriculum.

## **INTENT**

We have developed a broad and balanced curriculum which is skills based and promotes problem solving, resilience and full curriculum coverage. The curriculum is enhanced through curriculum days, special days and festivals along with visitors into school and visits out into the community to enhance provision further. Key learning objectives and success criteria are included in schemes of work to aid planning and pupil questioning. These are matched to the National Curriculum. These objectives are then fitted into short term plans and shared with the children. Assessment for learning opportunities are clearly identified to support teachers in their interactions with pupils. We provide feedback to the children to support personalisation of learning and independence. We encourage our children to problem solve and take risks through the enhanced use of technology and our children develop a growth mindset as a result of deeper learning and increased risk taking. The introduction of parallel groups has enabled top down differentiation in lessons. We share strategies, resources and assessment for learning tools to ensure all teachers know how to differentiate down for pupils. We hold transition meetings and pass on robust records to ensure that teachers do not spend time re-teaching what pupils already know. Carefully planned and timed assessment weeks also enable us to plan and pitch work appropriately throughout the year. Year group meetings take place for moderation and discussion to ensure appropriate pitch for all pupil groups. Assessment results inform the subject content and depth of future curriculum planning.

We offer many parents workshops including e safety, EYFS, English, Maths, SEN Coffee mornings, Transition sessions and safeguarding advice.

## **IMPLEMENTATION**

Lesson objectives are clear in planning wrappers and progression from Y1-6 has been evaluated by subject leaders.

Using a range of assessment for learning strategies lessons include the innovative use of Education Technology. SMART Wrappers for teacher planning have been introduced across school and this has significantly improved the pace of lessons. Lesson strategies also include mini whiteboards, group discussions and paired work to allow increased thinking time when responding to teachers questions. This has increased pupil

engagement in lessons. All pupils receive feedback. We use Green Pen as a tool for children to receive feedback and then self correct/up level their work. Children are given time in lessons to complete this. We have also introduced pre teach in years 4, 5 and 6 to introduce new topics in advance of the lessons so that pupils have an opportunity to increase their prior knowledge and so improve lesson starting points.

Teachers and support staff are developed through a process of monitor-support-review. Appraisal is a supportive process to offer guidance to teachers and we also undertake classroom observations and book scrutinies to offer advice and support and identify CPD needs. Pupil progress meetings also take place termly to identify areas of need and priorities. The recent introduction of triad observations has enhanced peer to peer support. The impact is again measured through learning walks and scrutiny of data and outcomes including absence rates.

Implementation is monitored through learning walks and observations.

## **IMPACT**

Our 2019 results showed improvements again in almost all areas of our work with standards in most areas now above national outcomes. For example Writing outcomes have improved and this is demonstrated through increased opportunities to write at length as identified in pupils books. The innovative use of Educational Technology has improved focus, pitch, pace and motivation in lessons and the children have benefited from a personalised and interactive approach to lessons. Teacher modelling is clear and concise and questioning is purposeful. Better questioning in lessons has enabled teachers to challenge children to explain their reasoning and work through problems. Children enjoy lessons and as a result absence levels have reduced. Our children leave school with a range of experiences which have prepared them for the next stage of their education.

## **LOCAL ISSUES**

We are aware of the contextual and local issues as identified earlier in this document. As a result our curriculum is carefully planned to promote confidence and resilience in our children as well as broadening horizons and promoting safety and well being. Many of our pupils have much access to technology out of school and so e safety and physical activity form a significant part of our curriculum planning.

Curriculum planning is led by year leaders and involves year groups planning together to meet the needs of those cohorts. Subject Leaders have completed reviews of their subjects to secure progression in knowledge and skills as children move through the school. Impact is measured through observations of and conversations with pupils, work scrutiny, data and outcomes and feedback from stakeholders.

Every child is recognised as a unique individual. We know our children will live and work in a multi cultural world. We celebrate and welcome differences within our school community and globally. The ability to learn is underpinned by the teaching of basic

skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time where there are no limits to curiosity and there is a thirst for new experiences and knowledge through high quality learning experiences. We have found our pupils historically to be passive learners and so we have enhanced their confidence through the promotion of collaboration and collaborative learning. In so doing we have built confidence and resilience. Cultural capital is a focus due to low aspirations.

We are aware of the extent of pupils' access to technology. We use Education Technology to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. We teach on line safety awareness and encourage safe and appropriate use of technology through the curriculum and ICT specific assemblies.

Community involvement is an essential part of our curriculum as we prepare our children for life in a multi cultural world through celebrating local traditions and festivals and teaching new skills to enable the children to take an active role in community events throughout the year. For example Easter and Christmas Services at Church, Choir singing at Asda and dancing at Collingwood residents Christmas Dinner. The local minister also comes into school to lead assemblies.

Children leave our setting with the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners. We receive many commendations from parents and from secondary schools which echo this.

## **PSHE**

PSHE is on the Timetable and Assembly themes and celebrations through the year are linked to SMSC, Cultural Capital and British Values. Our logo-believe and achieve-has been embedded. We have enhanced responsibilities by developing the role of School Council and Eco Warriors and through Year 6 Badge holders with responsibilities and the role of Playground Buddies and Young Leaders. Achievement assemblies have been enhanced to recognise, share and reward outstanding attainment and achievement across the curriculum. British Values are shared regularly during KS1 and 2 Assemblies and at Children's Centre. As a result pupils are able to debate confidently and listen to each others' views. Themes and curriculum content provides opportunities to explore and reinforce the benefits of community cohesion and the damaging effects of all extremism on the local, national and global community.

## **SPIRITUAL**

Our logo believe and achieve underpins all we do and has increased children's awareness of their own unique potential and will to achieve. Spiritual development is promoted through providing opportunities for children to reflect on their own and others religion and learn tolerance of others. Spiritual learning is further developed through

promoting a sense of enjoyment-e.g. ICT, Art-e.g. use of imagination and studying other faiths whilst drawing on their own experience. We have further developed children's awareness of their self worth through enhanced music tuition from years 2 to 6 and the opportunity to perform more frequently for parents and out in the community including the church at Christmas, the introduction of a wide range extra curricular clubs for all children to develop personal interests and strengths, increased opportunities to represent the school at various competitions and events and a range of day visits and residential for year 6.

We have also increased visitors to school-e.g. Timezone history Workshops, Shakespeare, Poetry Workshops, Art whereby all children study and recreate art work-e.g clay and other media, German tuition. History topics include All About Me and Growth and Change to develop children's knowledge of themselves and their work. School Council and Suggestions Boxes ensure all pupils have a voice. Music plays an integral part in this and children receive progressive opportunities from Nursery Nativity to Year 6 Leavers Production.

## **MORAL**

Our behaviour policy and reward system has further developed pupils understanding of right and wrong and the need to reflect on the consequences of actions. The increased responsibilities and roles created for pupil has further developed their understanding of the significance of making responsible decisions.

Our own Learning mentor provides RSE and well being workshops for pupils and parents. Moral education is integrated into the curriculum-e.g. Y5 and 6 study texts by Michael Morpurgo which consider moral dilemmas. We also participate in anti bullying week and Bird Watch. History topics include Living Together to promote responsibility. The Animal Man visits every year and children learn about different animals, habitats and respecting living things. We have contributed to Harvest Festival for the Community, Christmas Shoebox Appeal, Poppy Appeal, Children in Need, Charity Days. Our Eco Committee develops knowledge of sustainability. Fund raising days are organized by our pupils in Y6 to support appeals such as Australian Bushfires (2020)

## **SOCIAL**

Through our curriculum the children develop their understanding of responsibilities, choices and communities (local, national, global). Examples of relevant topics include Y3 Gateways to the World and Y5 Holiday Show and Here, Then and Now. The new logo and uniform-believe and achieve-has enhanced pupils sense of belonging and willingness to contribute.

We have introduced elections for the selection of key committees-e.g. School Council, Eco Warriors, Junior Safety Officers, Reading Champions, Digital Champions, Play Leaders, A\* Sheriffs, Librarians -which has resulted in raising children's awareness of democratic processes, citizenship and the legal system. We provide opportunities to support charities-e.g. Children in Need, Operation Christmas, Harvest where we have supported local citizens and OAP Groups including Pheasey Community Church, Elm

Church Food Bank, Kingstanding and North Walsall Food Bank. History topics promote belonging to a community-e.g. Living Together, Here, Then and Now. Young Leaders and Junior Safety officer/Playground Buddy roles have further enhanced children's awareness and skills including leadership skills. We also participate in Science Week, Fair Trade, Bird Watch/Biodiversity Week and Switch off Fortnight promoting environmental awareness and citizenship. We offer a range of before and after school clubs including Music, Art, Sports, Creative and Cookery. We take part in a range of Sport and Music competitions across Walsall and wider.

## **CULTURAL/DIVERSITY**

Our Annual Calendar of Events celebrates a rich and varied range of cultures and traditions. Through this we have developed children's understanding of and respect for different cultural traditions-e.g. through our topics-for example Y1 Let's Celebrate and All Dressed Up. We have enhanced our Calendar of Events to include special presentations at key times of the year-e.g. Diwali. Topics taught include Let's Celebrate, Temples, Tombs and Treasure and Making a Difference to teach respect for other cultures and traditions. We have recently covered D Day and World Cup. German is taught from Y2-6 and includes the study of Germany and its cultural background. We have a German partner school and the Head teacher visited our school in 2019.

Leaving parties take place every July and Discos termly.

Children are able to learn from each other's experiences and backgrounds and have a clearer understanding of other cultures and traditions -e.g Diwali Assembly, Chinese New Year, Black History Month and Yom Kippur.

We ensure children recognize national and global issues such as the Global School Climate Strike.

## **MUSIC/CREATIVE**

Music provision has been enhanced to include extra curricular provision, instrumental tuition, singing assemblies, celebrations and events, concerts and productions and enhanced links with the community - e.g. Beacon Church. Children's knowledge of their community and the world has increased. We have successfully entered singing competitions and our KS2 Choir was recognized at Forest Arts Festival in Walsall for the quality of their singing. Children's excitement and confidence has increased. Tuition includes Recorders for all Year 3 pupils and Steel Pans for all Year 4 pupils funded by the School. We also provide Woodwind, Percussion, Brass and Strings provision. Children enjoy weekly Music sessions and regular opportunities to sing. Alongside all our Sports Clubs we have also introduced Dance Club, Code Club, Film Club, Art, Board Games, knitting and Crotchet.

## **SPORTS/HEALTHY EATING AND LIVING**

We know children do not access outdoors out of school as much as we would recommend. We promote healthy living and the importance of Sports. We offer a range of sporting activities both during the school day and before and after school. Healthy eating is promoted through our eating policy, workshops for parents, lunchtime and tuck

provision, our DT curriculum and gardening and cookery clubs. In Summer 2018 we participated in the Reception Pupils Healthy Families Super Wiggles Programme through Public Health Funding.

We have also taken part in School's Safety Challenge and Red Cross Workshops. Our Annual Dance Festival takes place each year including all children from Nursery to Year 6 with a different theme each year and increasing numbers of parents coming to watch. Our dance groups also perform regularly in the community-e.g Forest Arts Festival, Collingwood Residents Dinner, Christmas Fayre.

## **BRITISH VALUES AND CULTURAL CAPITAL**

Cultural capital is about preparing children with the knowledge and skills for what comes next. We ensure that our children receive a broad and balanced curriculum which prepares them for the next stage of their life. British Values are promoted across all areas of our work and are clearly displayed in all areas of school. Mutual Respect, Rule of Law, Individual Liberty, Tolerance of Others are promoted through our PSHE curriculum.

We value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community, alternative views and the wider world. Underpinning all of this are a range of curriculum topics which have strong links to the British Empire and British Values where we study the impact of British Inventors and the work of people like Florence Nightingale and Shakespeare Week-See British Values statement/curriculum. We teach children about democracy through school council elections, eco warrior elections, individual responsibilities and visits to the Houses of Parliament. We promote charity work through Operation Christmas, Harvest and Children in Need. We have introduced class libraries which promote cultural capital as they cover a range of genres and language types.

## **SECONDARY SCHOOL READINESS**

Secondary school readiness is improved through a variety of ways including: Extra Curricular Clubs, Y5/6 Booster Sessions, Target Groups, SMSC developments, Transition Projects, Link Work-E.g. Eco Committee Project with Barr Beacon, Extended Transition Work during Summer Term for vulnerable pupils, Secondary School Inductions and Visits, Deep Water Swimming at local Secondary Schools Cycling Proficiency, Self Esteem Groups, Homework, German is taught at our School in readiness for secondary school and Pragmatics Groups and Pastoral Induction also takes place for vulnerable pupils.

Spanish lessons are provided for Y5 by pupils from QMHS.

Careers talks have taken place for Y6 pupils in the Summer Term led by Head Teacher, Police Officer, Chair of Governors. Life Education Bus and Careless Talk Workshop further enhance children's safety awareness prior to transition to secondary school.

SATS Relaxation sessions also support our Y6 pupils and feedback is acknowledged and acted upon.

The School Nurse team have worked with our children in March 2020 and also with parents to talk about growing up and relationships and well being. This emotional health workshop led to children stating comments such as:

*I had lots of tips to stay happy.....*

*I found it helpful.....*

The impact of this has been improvements in pupils confidence, increase in % of pupils exceeding ARE in preparation for secondary school, Smooth transition to secondary schools with positive feedback from feeder schools

### **PARENT/PUPIL VOICE**

We regularly consult parents and pupils through assemblies, workshops, suggestions boxes, drop in sessions, coffee mornings and school events. Governors receive updates at meetings. Recent actions include additional SEN coffee mornings and resources for golden time. School Council, Eco Committee and Reading Champions are regularly consulted at meetings. Recently School Council requested an Animals in Need Day which was subsequently successfully held. Children also requested more opportunities to read in school which have been implemented.