



Pulford V A Lower School

# Curriculum Intent Statement



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**Review Date:** Sept 2024



# Pulford V A Lower School

## Intent

At Pulford VA Lower School our vision is to create a primary school that encourages its children to **Explore, Discover and Dream**. We want to help each child become a caring, confident and curious young person who has a passion for learning and achieving.

We will do this by supporting, guiding and inspiring our children through excellent teaching practices.

By working with our families we will create an aspirational school community in which everyone is valued and successes are celebrated.

## Aims

**C**reate caring, confident and curious children.

**O**ffer opportunities that will expand horizons.

**M**otivate and challenge our children to achieve academic success.

**P**artner with families to create an aspirational school community.

**A**ppreciate the uniqueness of each child and recognise their potential.

**S**upport, guide and inspire through excellent teaching practices.

**S**how our children what they can achieve if they Explore, Discover and Dream.

## School Expectations

- Staff have high expectations of themselves and all children.
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from children.
- We expect children to increase their knowledge and embed learning in their long term memory.
- We expect teachers to support children in developing independence.
- We expect teachers to systematically check understanding, intervening in a timely manner when needed.
- We expect children to be challenged.
- We expect teachers to regularly provide high quality marking and constructive feedback to children.

## Implementation

### Effective Teaching

At Pulford VA Lower School we embrace a pedagogy of 'Personalised Learning'; an approach which expects all children to reach their challenging targets, to fulfil their early promise and develop latent potential. High expectations of progress apply equally to children working above, at, or below age-related expectations, including those who have been identified as having special educational needs. There is an expectation of participation, fulfilment and success; and teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory and rigorous assessment to check and maintain pupil progress. There are clear plans to support those who are struggling to maintain trajectory. The teacher's priority is to support children so that they can keep up with the pace of learning and make good rates of progress.

Traditionally it was expected that teachers would differentiate by task or expectation and many different levels of success were accepted, this approach often ran the risk of lowering expectations. Those working on the pre-key stage standards will have extra support. Today, the effective teaching practices at Pulford VA Lower School see teachers expecting more children to succeed by



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offering higher levels of support or extra challenge for those who need it, so that they can access the learning at the expected year group standard.

Key Foci for Effective Teaching:

## **Quality first teaching**

- Highly focused lesson design with sharp objectives;
- High demands of child engagement with their learning;
- High levels of interaction for all children;
- Appropriate use of teacher questioning, modelling and explaining;
- Emphasis on learning through dialogue;
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently;
- Regular use of encouragement and praise to motivate children.

## **Target setting**

- Individual children's progress tracked;
- Strengths and weaknesses identified supporting planning and intervention
- Data collected on a regular basis and shared with staff and children;
- Children have regular opportunities to discuss their progress. Teachers actively involve children in setting and reviewing their progress towards their targets;
- Teaching, interventions and revision programmes are adjusted in the light of progress children make;
- Parents and carers regularly are regularly updated on their child's progress;
- Processes run across the whole school to ensure consistency and are regularly evaluated by SLT and subject leads to ensure that the needs of all children are being met.

## **Focussed assessment**

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps;
- Day to day, Periodic and Transitional assessments used effectively;
- Assessment for Learning (AfL) evident across the school– learning objectives, learning outcomes, success criteria, self and peer evaluation

## **Intervention**

- Individuals and groups who are not making sufficient progress are identified

Provision for intervention is mapped according to need;

- Detailed plans are put into place;
- Learners are enabled to perform beyond the norms expected for their year group where appropriate;
- Interventions are evaluated and relevant adjustments are made;
- Achievement Teams regularly meet to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

## **Learning environment**

- Organisation of the classroom/learning environment adapted to the children's learning needs;
- The use of learning resources and ICT developed to allow children to work independently and successfully;
- Make effective use of other spaces – 'outdoor classroom', library, group rooms and hall space;
- Displays to be a mixture of celebration of children's work, supportive resources and information.

## **Curriculum organisation**



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- The curriculum is designed to cater for the needs and interests of a full range of learners including:
- *-More able and talented*
- *-Learners with SEND, including those with speech, language and communication needs*
- *-Learners who are learning English as an additional language*
- *-Children who are in care*
- *-Learners with social, emotional and behavioural difficulties*
- Flexibility is built into the curriculum organisation and delivery to ensure greater coherence from the children's perspectives.

### **Extended curriculum**

- The school offers a full range of 'out of hours' activities and clubs which enhance and extend the basic curriculum;
- We ensure access for all;
- Parents and carers, as well as the wider community, are involved in extended provision;
- Access to other services is provided or arranged, including health and social services.

### **Supporting children's wider needs**

- The school maintains close communication with parents and carers;
- We develop and maintain multi agency links to support vulnerable children;
- The school runs small intervention groups such as Social Skills, Motor Skills, speech and language and anger management.
- The school has ELKLAN trained communication champions

### **Effective Learning**

We acknowledge that people learn in different ways and we recognise the need to develop pedagogies which enable all children to learn in ways which suit them.

We offer ways for children to learn in different ways including:

- investigation and problem solving;
- mastery approach in maths;
- open ended tasks;
- reasoning;
- research and finding out, with independent access to a range of resources;
- group work, paired work and independent work;
- effective questioning;
- presentation and drama;
- use of ICT;
- visitors and educational visits;
- creative activities, designing and making;
- use of multimedia, visual or aural stimulus;
- participation in physical or athletic activity;
- homework;
- extra-curricular clubs and activities.

### **Our Curriculum**

#### **EYFS Curriculum**

The new EYFS curriculum became mandatory from September 2021. In Pre-school and the Reception classes, we follow the Statutory framework for the early years foundation stage. This



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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

In addition, the EYFS follows the RE framework .

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis. Staff use the revised Development Matters to assess and monitor progress which is shared with parents at parents evenings or with individuals if needed. Photographs of class work are shared on the Google class webpage and are updated on a regular basis.

Continuous Provision practice and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving.

This is covered in more detail in the EYFS policy.

**Key Stage 1&2** follow a topic based approach. The planning of the curriculum is based around a rolling programme, to ensure coverage of selected topics by all children who progress through the school. This means, where appropriate, teachers link subjects together to provide an engaging and inspiring curriculum. This programme is regularly reviewed to ensure compatibility with new directives or to make necessary improvements to the existing programme of work.

At Pulford Lower School we seek to create opportunities for children to experience and excel in a range of activities that enhance and extend the National Curriculum. Children have opportunities both inside and outside the classroom e.g. Forest School; visiting speakers; theatre/music groups. We have a wide range of extra-curricular activities that enable all learners to develop their particular talents, e.g. sport, art, chess club, French and Spanish club, recorder club, opportunities to learn an instrument with peripatetic music teachers and school visits/trips. Year 4 have an annual trip to Blue Peris outdoor adventure centre. We also have a popular before and after school club.

The National Curriculum comprises of:

English, Mathematics, Science, History, Geography, Design and Technology, Art, Music, Physical Education (PE), Computing and Modern Foreign Languages (MFL). The teaching of Religious Education is statutory in all schools. It is taught as a subject outside the National Curriculum, following the Bedfordshire Agreed Syllabus 2018-23 and our RE policy. In addition we use resources from RE Today's Understanding Christianity.

### English

Our English lessons develop pupils' spoken language, reading, writing and grammar and vocabulary. English 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. Details are covered in our English policy.

We use Letters and Sounds for our daily phonics programme. Letters and Sounds is carefully structured in six phases to teach children the phonic knowledge (the alphabetic principle) and skills (blending and segmenting) they need in order to decode effortlessly and fluently. Resources are used from Phonics Play to make this engaging and stimulating. The school is currently evaluating this programme prior to changes as a result of the governments validation process of SSP's (systematic



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synthetic phonics). Sounds-write is our intervention programme for older children requiring extra support from Year 2 onwards. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. Parents are given clear expectations about reading at home.

We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. 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 use talk for writing to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. 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 displayed.

Handwriting sessions are incorporated into the English lessons. A range of extra activities are used to promote literacy within the school including World Book Day and competitions.

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 are 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 in Early Years and KS1 education, There are increasing opportunities for our pupils to perform as they progress through the school for example the Year 4 drama production.

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

At Pulford Lower School we embrace the Mastery approach to teaching mathematics, an engaging and accessible style of mathematics teaching. Our approach enhances mathematical understanding, enjoyment and achievement for every child. Mathematics is a daily feature of class work, with objects and pictures used to demonstrate and visualise abstract ideas, alongside numbers and symbols. Mathematical concepts are explored in a variety of representations and problem-solving contexts to give pupils a richer and deeper learning experience.

Maths is taught in four strands: Number, Measurement, Geometry and Statistics (the latter from Year 2) according to our maths policy. Staff also use cross curricular opportunities to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills learnt to simple problem solving. We build on skills and understanding in a step by step, progressive way, to continually develop understanding of place value, the four number operations and fractions. The school is part of the Enigma Maths Hub and we continue to develop our practice in line with theirs whilst meeting the statutory requirements of the National Curriculum. National Curriculum Mathematics Programmes of Study:

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

What is teaching for mastery?

We use the phrase 'teaching for mastery' to describe the range of elements of classroom practice and school organisation that combine to give pupils the best chances of mastering mathematics.

And mastering maths means acquiring a deep, long-term, secure and adaptable understanding of the subject. At any one point in a pupil's journey through school, achieving mastery is taken to mean acquiring a solid enough understanding of the maths that's been taught to enable each child to move on to more advanced material.

What will I see in Maths lessons at Pulford?



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Whole class together – we teach mathematics to single age groups of mixed ability and do not label children. When planning, teachers consider the scaffolding that may be required for children to grasp concepts in the lesson and suitable challenge questions for those who demonstrate a solid understanding.

Longer but deeper – in order to ensure children have a secure and deep understanding of the content taught, our plans have been adjusted to allow longer on topics and we move more slowly through the curriculum. Lessons are based on The White Rose Maths Scheme progression, and supplemented with other resources such as The NCETM. The learning will focus on one key conceptual idea and connections are made across mathematical topics.

Key learning points are identified during planning and a clear journey through the maths developed. Questions will probe pupil understanding throughout and responses are expected in full sentences, using precise mathematical vocabulary.

Fluency – there is a whole school focus on developing an instant recall of key facts, such as number bonds, using maths apps, times tables and unit + unit addition facts.

New learning builds upon previous understanding. In order for learning to progress, and to keep the class together, pupils are supported to keep up and areas of difficulty are addressed as and when they occur. We aim to do this within each lesson and through same day interventions. In addition, we still run additional intervention sessions for some targeted children.

### Science

Science will be taught as a separate lesson but, where appropriate, will make links to our Topic work. We will encourage our pupils to be curious about natural phenomena and to be excited by the process of understanding the world around them. Whilst at Pulford Lower School, children will learn about plants, animals including humans, materials, seasonal change and weather, habitats, rocks, light, forces, states of matter, sound, electricity. Part of the science curriculum is also delivered through Forest School. The co-ordinator organises science days/weeks during the year.

#### Teaching and learning

All lessons have clear learning objectives, which are shared and reviewed with the pupils effectively. Key scientific terminology will be introduced each lesson and knowledge will be built upon throughout the school. Pupils will be encouraged to work scientifically and will be able to carry out simple tests and experiments using equipment and to gather and record data. A variety of strategies, including questioning, discussion and marking, are used to assess progress. The information is used to identify what is taught next. The assessment, reporting and marking policy gives details of these.

Activities inspire the pupils to experiment and investigate the world around them and to help them raise their own questions such as “Why...?”, “How...?” and “What happens if...?”

Activities develop the skills of enquiry, observation, locating sources of information, selecting appropriate equipment and using it safely, measuring and checking results, and making comparisons and communicating results and findings.

Lessons make effective links with other curriculum areas and subjects, especially literacy, numeracy and ICT.

Activities are challenging, motivating and extend pupils’ learning.

Pupils have frequent opportunities to develop their skills in, and take responsibility for, planning investigative work, selecting relevant resources, making decisions about sources of information, carry out activities safely and decide on the best form of communicating their findings.

#### Continuity and progression

The school ensures curriculum continuity by following the two-year rolling programme for Key stage 2 and separate Year 1 /2 teaching alternate weeks using Forest School as an ideal outdoor learning environment. Long term plans are to be found on the website.

National Curriculum Science Programmes of Study:





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<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-1>

## Computing

The school has a robust Acceptable User Policy and Internet Policy.

The school follows the DfE programmes of study for computing. The g-learning area is a rich and safe source of interesting courses and publications such as The Pulford Paper. The school teaches coding using Espresso, Rising Stars 'Switched on' and Purple mash as well as a variety of resources such as BeeBots.

The new early years statutory framework (Sept 21) does not include a formal ICT early learning goal or educational programme. However, to assist in the transition to KS1, in the Summer term Foundation Stage children are taught basic keyboard skills. In the spring term, the children also have experience of i-pads for phonics and basic maths skills.

Across both KS1 and KS2, a rolling two-year programme is in place. We continue to develop an integrated ICT plan across the school, ensuring that there is a planned progression of knowledge and skills across all year groups especially from KS1 to KS2 from a baseline of what pupils already know, ensuring that sufficient ICT knowledge is being built at each stage in each year group as part of a continuum

### Key stage 1

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

### Key stage 2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content





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- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

National Curriculum Computing Programmes of Study:

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

### Religious Education

RE is a curriculum entitlement for all children and the school broadly follows the RE Agreed Syllabus 2018 - 2023 (Central Beds, Bedford Borough and Luton) Supplementary materials are used from the RE Today services – Understanding Christianity. There is an RE policy which covers the curriculum in more detail.

Religious Education does not seek to urge beliefs on children or to compromise the integrity of their own beliefs by promoting one religion over another. Parents have the right to withdraw their child from Religious Education, on the grounds that they wish to provide their own RE. Suitable alternative provision will be made in school.

### Modern Foreign Language

French is taught in LKS2, using a two-year rolling programme, giving a basis for further learning in UKS2 when the children transition to Middle School. Emphasis is placed on the key skills of the KS2 languages programme of study, i.e. practical communication, phonics, intercultural understanding, grammatical structures and stories, songs and poems. Additionally, children are exposed to languages at an earlier age through e.g. answering the register in a different language or attending French or Spanish club. Detail is outlined in the MFL policy.

National Curriculum Language Programmes of Study

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

### History

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Children should understand the chronology of events and use specific vocabulary. Children's natural curiosity should be harnessed to research the past and questioning skills should be developed and honed. Key Stage 1 & 2 follow the DFE programmes of study according to the LC2 local agreement of topics.

In Key Stage 1 children learn about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality.

In Key Stage 2 children should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the



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periods they study Children will learn about historical enquiry by looking at as many real sources as possible and by recreating events from the past.

They will learn about:

- the Roman Empire and its impact on Britain
- a local history study
- the achievements of the earliest civilizations
- study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- a non-European society that provides contrasts with British history

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

### **Geography**

Geography is concerned with the study of places, the human and physical processes that shape them and the people who live in them. In the Early Years, children learn about their immediate environment and how to read and draw simple maps using invented and conventional symbols. Key Stage 1 & 2 follow the DFE programmes of study according to the LC2 local agreement of topics.

In Key Stage 1

Children should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

In Key Stage 2, the children develop this knowledge into a wider area and study transport, weather and landscapes, both in their local area and in many other countries.

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

### **Art**

Children have opportunities to draw, paint, print, make collages, use fabrics and threads and use clay. They are taught the skills and techniques and then given the opportunity to practice them to produce individual and group pieces of work. Children are encouraged to critically evaluate their own work and that of others in order to learn from their experiences.

### **Design Technology**

'DT' incorporates many traditional skills – model making, drawing and sketching, problem solving, food preparation observation and discussion – putting them together in an approach which encourages the children to become designers and inventors. The children are taught how to use tools and materials safely and economically. Many areas of DT are incorporated into topic work in Key Stage 1 & 2.

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

### **Music**

The school has a long tradition of musical activity, offering considerable opportunities for children to develop their talents during Church services and assemblies.

Visiting peripatetic teachers for clarinet and recorders enhance the music curriculum.

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically



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- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

### Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

They should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

The School uses Music Express and Charanga to augment their schemes of work.

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

### Physical Education

The aim of physical education is to promote physical activity and healthy lifestyles. Children are taught to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators.

The school employs 'The Future Games' team to deliver some of the PE content.

Children take part in games, gymnastic movement, dance and athletic activities using indoor and outdoor environments where appropriate. Children can take part in after school clubs and have the opportunity to compete against other schools. The school also employs 'The Future Games' team to coach many of these activities.

In Year 4 children can elect to go on a residential course for outdoor activities in the Easter holiday. Children have swimming lessons in Years 3 and 4.

We have good inter-school links to promote sport across the town.

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

### Extra Curricular Activities

We provide a large range of physical activities including: football, volleyball, multi-skills, hockey, tag rugby to name but a few.

In addition 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 skills is offered through school trips, visiting specialists and themed days and weeks. All classes including pre-school go on at least one trip per year.

### PSHE

Although PSHE is non- statutory there is an expectation outlined in the introduction to the new national curriculum that all schools should teach PSHE. Relationships education is now compulsory. It is taught as part of the PSHE curriculum including mental health. In these we explore diversity in an age appropriate way. As a Church of England School the three values of our vision statement- Faith, Hope and Love underpin our PSHE, RE, and SMSC teaching. These values are also a theme of the Clergy assemblies. When children leave Pulford Lower School at the end of Year 4, they should



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be equipped with the full range of skills that enables them to become lifelong learners. Through our unique approach of teaching and living out Christian Values, children are also equipped with the social skills and understanding to become good citizens in the future.

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

### **Spiritual, Moral, Social, Cultural (SMSC)**

At Pulford we have a firmly embedded set of Christian Values that are taught and lived out by the entire school community. Staff and pupils come together for a daily act of Collective Worship.

Parents may exercise the right to remove their child from Collective Worship.

As a school we welcome children from all backgrounds and are proud of how children and their families from other cultures are welcomed by our children and the rest of the school community.

In all teaching the teachers look to inspire and enthuse children. Teachers look to develop a love of learning and a working atmosphere where children enjoy learning.

Children are given opportunities to take on responsibility around the school: lunchtime buddy system, gardening projects, playground leaders and lunch time clubs.

The school has a clear behaviour policy that sets high expectations and promotes a good moral understanding, mutual respect, tolerance and understanding. Friendship, respect and tolerance are taught as part of circle time. Through a combination of approaches the school is able to ensure that children develop an understanding of the key British Values.

### **The Role of Parents**

We believe that the school/parent relationship is key to promoting learning beyond the school gates and crucial in ensuring children make the best possible progress. We pride ourselves on our open, friendly and approachable nature that encourages parents to be involved in their children's learning. Furthermore, we host regular 'Parent Think-tank sessions and opportunities to inform parents about how they can support and work alongside their child for example in Maths; English; topic use of the Learning Platform; e-safety.

The long term plans for each year group are published on the website so that parents can make trips to the library or places of interest in connection with the plans.

We do all that we can to inform parents about the life of their child in school by:

- Holding termly Parent's Evenings/Open Evenings – Opportunities for parents to come into school to talk to teachers about their child and share their child's work.
- Sending home three reports per year
- Bi-weekly Newsletters by e-mail – Keeping parents informed about what is going on in school and also providing useful help at home tips to support learning.
- Examples of pupil's work and photographs are placed at regular intervals on each class's Google Classrooms webpage
- Parent Information sessions – To provide parents with the knowledge and information they need to support their child's learning at home; recent events include: Maths Strategies, E-Safety, Learning Platform, expansion updates. Parent think tank sessions are also a feature, as is the 'Diversity' Group.
- Inviting parents in to the school to share in their child's learning either in class or by each class holding a class assembly.
- Opportunities to volunteer – We welcome the help of parents to support with reading, changing books, swimming, art and design projects and also when embarking on educational visits.



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- The school also has an open door policy and parents are always welcome to come in and meet with class teachers to discuss issues related to their child.

### **The Role of Governors**

Our Governors are involved in monitoring the consistent approach to Teaching and Learning at Pulford VA Lower School. Governors monitor practice in the following ways:

- Reports and presentations received at Governors meetings, ie: Book Scrutiny; anonymised provision maps
- School visits to observe classroom practice and Governor open days.
- The curriculum sub-committee monitor progress and attainment
- Governors volunteer to be subject governors, liaising with staff subject leads and accompanying them e.g. on learning walks.

### **Impact**

The impact of our curriculum will not only be measured by assessment procedures which allow us to measure outcomes against all schools nationally:

- EYFS % of pupils achieving a 'Good level of development' (GLD)
- Phonics Screening Test at the end of Year 1
- End of KS1 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths
- MTC multiplication times tables check for Year 4

But, will in fact be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

This statement should be read in conjunction with the EYFS policy; Learning support; AUP; internet safety policy; subject policies; discipline and behaviour policy.

Statement endorsed by the Governing Body on .....

Signed .....Chair of the Governing Body

### **Equal opportunities**

All young people will be treated equally, regardless of disability, race, creed, gender, culture, faith or belief.

The policy will be applied regardless of culture, faith or belief.