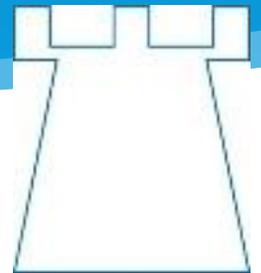


# Curriculum Statement

SHERIFF HUTTON PRIMARY SCHOOL



# CURRICULUM STATEMENT

SHERIFF HUTTON PRIMARY SCHOOL STRIVES FOR AN AMBITIOUS CURRICULUM.

At Sheriff Hutton Primary School we offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points. The curriculum incorporates the statutory requirements of the National Curriculum and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education. It is important that the curriculum considers the development of the whole child.

We aspire for a curriculum which

1. Is underpinned by clear aims, values and purpose.
2. Develops the whole child - knowledge, skills and understanding whilst promoting a positive attitude to learning.
3. Is broad, balanced and has clear progression in subject knowledge and skills.
4. Is filled with rich first-hand purposeful experiences.
5. Is flexible and responsive to individual needs and interests.
6. Encourages the use of environments and expertise beyond the classroom.
7. Ensures academic success in a supportive environment that develops responsibility, creativity, reliability and resilience.
8. Has an eye on the future and the needs of future citizens.
9. Celebrates diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the pupils' spiritual, moral, social and cultural development.
10. Has a local, national and international dimension.
11. Develop pupils who care about their role as part of a family, community and the wider world; encouraging them to feel part of, and to contribute positively to fundamental British values.

Sheriff Hutton Primary School is a small rural school with approximately 99 pupils on roll. The classes are structured in mixed aged groups which means a two year rolling curriculum is necessary to avoid repetition and to cover all statutory curriculum requirements.

Our curriculum must meet the needs of all of our children whilst providing opportunities for them to appreciate the diverse world in which we live, beyond our immediate locality. The development of SMSC, British values and a multi-cultural education must be at the heart of our curriculum planning.

## Assessment

The National Curriculum is delivered using an integrated topic approach and assessed rigorously to ensure coverage and progression throughout the school. The more able are challenged further in their learning and children who find aspects of their learning more difficult are appropriately supported so that they too experience success. National requirements and school requirements are mapped out as a whole school and then individual year groups plan the curriculum for their pupils accordingly. The curriculum is underpinned by the school's aims and values and these are taught on their own and through other areas of the curriculum, including assemblies.

We regularly assess the pupils and the information is used in our Pupil Progress Meetings to check that all pupils are achieving at least the expected standards and making the appropriate progress in reading, writing and maths. Timely interventions are put in place as appropriate.

## Subject areas

Children are taught in mixed ability groups in Key Stage 1 and Lower Key Stage 2 and Upper Key Stage 2. In all year groups there are pre / post -teaching and small group interventions to support pupils in gaining the key skills to become successful readers, writers and mathematicians.

The English curriculum is taught using a range of strategies including The Power of Reading and Talk for Writing (T4W), which develop children's writing skills through imitation, innovation and independence. Alongside this children experience lessons on grammar, punctuation, spelling and handwriting. In Early Years Foundation Stage and Key Stage 1 children are taught synthetic phonics during a daily phonics session. These phonics sessions are planned according to the 'Letter and Sounds' programme and progress is tracked across the six phases.

Reading is embedded into all aspects of our curriculum and children are encouraged to read for pleasure and to support their learning. Reading books in school are organised through a 'book-band' system, which offers structured support for progress in reading.

The mathematics curriculum is currently based around the White Rose planning schedule and we are developing teaching for mastery to enable children to develop their reasoning, investigative and problem solving skills.

Specialist teachers and instructors support music and physical education. All subject leaders are given training and opportunities to keep developing their own subject knowledge, skills and understanding so they can support curriculum development and their colleagues throughout the school. Theme days or weeks, whole school activities and opportunities within and outside school all enrich and develop the children's learning.

## Transitions

We greatly value strong transitions between year groups throughout the school and continuing onto the next phase of their education. Our school is currently clarifying the progression of skills and knowledge across all subject areas to ensure positive and smooth transitions for our children. Regular progress meetings and a consistent approach to assessment ensure that children are building on prior knowledge and not repeating aspects they already know.

## **Learning Environment**

The outdoor environment stimulates active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas, particularly science. Forest School activities provide a key opportunity to support the development of a relationship between the learner and the natural world and to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.

## **Special Educational Needs and Disability (SEND)**

To ensure that all children achieve their full potential arrangements are made for children with special educational needs across the whole range of abilities to be supported, both in the classroom and in intervention groups. The school publishes information for parents about what it can offer pupils with Special Educational Needs on the school website.

## **Personal, Social, Health and Economic Education (PSHE)**

This element of the curriculum incorporating both Health Education and Citizenship is provided through a planned, continuous programme throughout the school. Once again it emphasises the development and value of relationships. PSHE (Personal, Social, Health and Economic Education) forms an integral part of the curriculum. It helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens, whilst promoting British values. All members of staff are committed to encouraging the children to take responsibility for their own behaviour.

## **Sex and Relationships Education (SRE)**

Sex and Relationships Education provides information which is easy to understand and is relevant to the age and maturity of pupils. It is taught through topics and themes, some of which are developed for specific age groups and repeated each year.

Teaching of Sex and Relationships Education happens in each year group. Meetings are often held for parents/carers to discuss the programme of lessons, to explain what the issues are and how and when they are taught, and to see the materials the school uses in its teaching.

## **Religious Education (RE)**

*The North Yorkshire Agreed Syllabus* forms the foundation of RE teaching. The R.E. taught in school reflects the beliefs and values in Britain, being broadly Christian but taking into account the teaching and practices of the principal religions in Britain. We endeavour to promote respect for the individual / each other and our assemblies take account of all people, with or without beliefs. R.E. and Collective Worship is for all people, of all abilities, all backgrounds, all faiths and none.

Appropriate arrangements can be made for the withdrawal of pupils from R.E. lessons and acts of Collective Worship, where parents request this.

## **Assemblies**

We build in opportunities to promote the spiritual, moral and cultural development of all our pupils, especially through our daily acts of Collective Worship and our Religious Education scheme or work. Children are encouraged to develop their own beliefs. Throughout our assemblies, we promote British Values, a healthy lifestyle, staying safe and being good citizens.

## **Extra-Curricular Activities**

A number of after school activities are organised to develop specific aspects of the curriculum, for example sport, drama and music. These activities are optional and parental permission is sought. These are run after school and at lunch times and are all well attended. Most clubs are run by our dedicated teachers and teaching assistants but we also have some clubs run by external coaches, for which there is sometimes a small fee.

The clubs available have included singing, creative club, cosy club, science club, football, dance, multi-skills and judo.

## **Home-school and Community links**

Pupils have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

We firmly believe that the education of the children is a partnership between children, staff and parents/carers. Support from home is vital in maximising children's chances of fulfilling their potential. In order to facilitate this partnership, we offer an open-door policy where parents are welcome to visit school to discuss their children's progress with staff at a mutually convenient time. We offer two consultation evenings each year and a report is sent home at the end of the academic year.