

Heworth CE (VA) Primary School Curriculum Statement 2014



At Heworth School we aim to achieve **excellent teaching and learning** through the **FLOURISH** curriculum.

Why the FLOURISH curriculum?

The FLOURISH curriculum is a curriculum **underpinned by care** which is one of our five key values:

- **Showing we Care**
- **Teaching with Passion**
- **Celebrating Christianity**
- **Excellence in Learning**
- **Enriching Childhood**

Our vision is to ensure that **all** of our pupils feel **safe** and **happy**, whilst being **supported** and **challenged** to meet their **full potential** across the **whole curriculum**, thus **preparing them for the future in an ever-changing world**.

We believe that every one of our children is a **unique gift from God** and that we should support them in their **spiritual, moral, social and cultural development** as well as in academic areas. Only through doing this will they be able to truly flourish.

Our school enables children to understand the Christian faith, especially as expressed in the Anglican Church. We are committed to nurturing, encouraging

and challenging those of all faiths and none, supporting children to express their personal beliefs and philosophies in an open, accepting and inclusive environment.

We intend to make **learning irresistible** to our children through a series of **exciting topics based on challenge and discovery**. Through the passionate approach of teaching staff, visitors and parent input, topics such as, 'The Story of Our School' give our children the opportunity to become **actively engaged** in their own learning through **questioning, problem solving and discovery**. For each topic the children are set a series of **key questions** which require them to develop their **skills and knowledge**. Pupils are provided with a **'hook' into their learning** through an activity such as drama, the presentation of some clues, a visitor who will 'pose the problem', an item which needs to be constructed or a treasure hunt around the local area, which may for example, involve the children looking for evidence of Victorian Heworth.

Through these topics, the children make **vital links with the local community**, such as, former pupils and staff, and students from local universities. For other topics, these links will be **extended to the wider world**. We aim to make all of our **learning purposeful, linked to real audiences and purposes** wherever possible. The purpose of all learning is explained to the pupils allowing them to **transfer their skills across the curriculum** and from year to year more easily.

A **creative approach** to the curriculum makes **learning enjoyable** for the children whilst giving them the chance to **transfer and embed key skills and knowledge**. As an integral part of a creative curriculum, we place **great emphasis on the arts**, with Heworth School achieving both Gold Arts Mark and Gold Sing Up awards. Local musicians and artists are regularly invited to lead workshops. Our pupils are fortunate to receive **specialist skilled teaching** in music, art, PE and French. **Childhood is enriched** with the FLOURISH curriculum through numerous **opportunities** for our children to **play and perform** in sporting, music, dance and drama events. Every class has the opportunity to perform at Christmas and Easter time, as well as at the end of year services. In addition to this, children at Heworth have the chance to **link with other schools and with both York universities** where they take part in regular composing/performing projects and also have opportunities to listen to and experience high quality music.

As part of the curriculum, teachers plan exciting educational visits both locally and further afield. Pupils in Year 5 are given a chance to visit Malham in the Yorkshire Dales, while pupils in Year 6 attend Kingswood Activity Centre in Northumberland. Both of these visits are purposefully planned for the autumn term so that the children develop their **communication and problem solving skills** and begin the new academic year **working collaboratively** as a team. Pupils are also invited to take part in a **wide range of extra-curricular activities**, with different options each term.

The FLOURISH curriculum covers the subjects in the 2014 Primary National Curriculum: the core subjects of English, Mathematics and Science; and the foundation subjects of: Art and Design, Computing, Design and Technology, Languages, Geography, History, Music, Physical education and Religious Education. As a Church School, we place particular emphasis on the teaching of Religious Education, using guidance provided by the York Diocesan Syllabus. RE is regarded as being an important additional core subject in our curriculum.

Topics within these subjects will be covered through a 2 year rolling programme for KS1, and a 4 year rolling programme for KS2.

Timetabling is flexible to ensure there will be **some discrete teaching** of reading, writing, spelling and grammar, maths, science, RE, art, PE, music, MfL and computing. This means that some subjects will be taught separately from other subjects where there is a need for pupils to **build upon skills** daily or weekly. Wherever possible, **links will be made across the curriculum / to key life-skills**, ensuring once more that these **skills are transferable**.

Pupils are supported in achieving their **potential** through **careful planning and assessment**. Teachers plan using **flexible groupings** with **differentiated outcomes**, which may change weekly depending on the progress **each individual child** is making. **Pupils know what they are doing well and what they need to do to improve** through **precise marking and feedback**, with children being asked to make improvements or complete further challenges that the teacher has set them. Children can see the **progression** they make through their exercise books, such as the weekly WOW write book. Teachers use layered targets to **personalise the learning** for each individual and pupils can explain what they need to do in order to achieve each target.

The **learning environment** helps each child to make good progress through, for example, the written calculation posters and maths YIRFs (Yearly Instant Recall Facts for mental maths) which are displayed in each classroom. Pupils use their **Learning Toolkits** both at home and at school in order to ensure they retain the **key skills and knowledge** they have acquired and are able to **transfer these skills** into other areas of the curriculum and in life. Pupils are actively encouraged to **take risks** and shown that it is okay to **make mistakes and to learn from them**. As a result of this, our children become **resilient, life-long learners**. Homework activities are planned thoughtfully to enable children to extend their knowledge and interests.

Testing at the end of KS1 and KS2 is used to affirm teacher judgements about **pupil progress and achievement** which is **moderated robustly** through the year and discussed rigorously at termly pupil progress meetings. **Achievement is celebrated** in every lesson and at weekly Together Time assemblies, as well as through our system of house points and on various displays throughout school.

Heworth School is a close knit community where **each child is seen as an individual** and teaching staff work hard to ensure that the **curriculum is fully inclusive** to all. Our pupils and parents are fortunate to have access to a fully trained ELSA (Emotional Support Literacy Assistant). We believe that children learn better when they are happy in school hence our ELSA supports children, when required, with their emotional needs.

Separate documents can be accessed which explain our Code of Practice for SEN, (Special Educational Needs) and EYFS, (Early Years Foundation Stage).

Ultimately, **the aim of the FLOURISH curriculum** is to produce children who:

- are **happy** and feel **safe** at school
- have a **love of learning**
- are **resilient** and **flexible** learners who understand what they do well and what they need to do to improve even further
- are **creative, independent** and **active** learners
- have a good sense of **fairness and justice**
- feel **confident** and **well prepared** to take their next steps into an ever-changing world.