

## The Curriculum At Kirk Smeaton Church of England Primary School

Our vision; At Kirk Smeaton CE Primary School we believe every child has a talent to be nurtured; this means that every child who attends our school, regardless of their gender, race, culture, or disability are given the same opportunities, encouragement and inspiration to achieve their full potential. We nurture our children as individuals; helping them every day to develop emotionally, physically and spiritually.

Our vision and ethos is supported by the Every Child Matters agenda (ECM). This is reinforced by our 'celebration collective worship' on a Friday afternoon. Our adopted symbols for this agenda are highly visible around school.

The Excellence and Enjoyment agenda has challenged schools to think about how rich their curriculum is. Kirk Smeaton Church of England Primary School therefore gives careful consideration to curriculum innovation taking account of the distinctive features of our school's characteristics.

Through the focus on 'key milestone outcomes' Kirk Smeaton Church of England Primary can give deep consideration to progression and continuity of our curriculum; consequently we take account of the distinctiveness of our school; and, organise our curriculum so that there is every opportunity for pupils to make use of their literacy, numeracy and computing skills within a creative model designed to enrich and excite. The principles of enabling every child to succeed outlined in 'Every Child Matters' continues to predominate our thinking.

Our Curriculum at Kirk Smeaton Church of England Primary School has been especially designed to help us give careful consideration to the principles of progression and continuity without losing sight of creativity. Following the breakdown of the 'key skills' and key 'driver' structure outlined in our curriculum it has helped us guarantee moving pupils' learning forward and ensuring that pupils are achieving their full potential.

Using the Essential Curriculum's (Chris Quigley; 2014) mile stone indicators, the teaching team have developed a bespoke curriculum. By developing 'contexts for learning' we know how to 'hook children's interest' in learning whilst being able to say precisely which level children are at in each curriculum subject - with both excellence AND enjoyment being given priority.

### At Kirk Smeaton Church of England Primary School;

- Using Essential Curriculum to design our curriculum - has enabled us to move toward a content based curriculum and clear learning outcomes.
- Creating contexts for learning, whilst covering all programmes of study in the current National Curriculum
- Designing a curriculum that is distinctive to *Kirk Smeaton CE Primary School* and that meets *our pupils' needs*
- Raising standards in the non-core subjects
- Raising standards in the basic skills
- Tracking children's progress, attainment & achievement across the curriculum
- Developing creative approaches to learning and assessment whilst raising standards

2014 has seen the introduction of 'Milestone Files' for our pupils. Each child will have their own individual file which will summarise and track their progress throughout their time at Primary School.

Once a term, we continue to have our 'Assessment Weeks' where every child is assessed to check that they are progressing well in each of the subjects. This also gives us the opportunity to identify any of our pupils who may need extra help in any areas.

The areas of the National Curriculum are;

English	Mathematics	Science
Art & Design	Design & Technology	Geography
History	Music	Physical Education
Computing	RE	PSHE
MFL (French)		

At Kirk Smeaton Church of England School we use the SEAL programme to teach Personal, Social, Health and Citizenship Education.

The Milestone file includes detailed grids showing the steps or learning outcomes to be achieved. Your child's teacher will record your child's progress through each of these steps as follows:

Level 1 - Emerging Skill

Level 2 - Expected Skill

Level 3 - Exceeding Skill

When a child has completed a step to Level 3, they will then be able to move on to the next milestone.

On average, milestones will be achieved at these points:

Milestone 1	Milestone 2	Milestone 3
Y1		
Y2		
	Y3	
	Y4	
		Y5
		Y6

These milestones cover the following core subjects:

- Maths
- English (reading and writing)
- History
- Geography
- Science

We have also included in the milestone files, 'Passports' for other subjects we cover in school. These are used to track progress in these subjects:

- PE
- Art

- Design Technology (DT)
- Computing
- Music
- French
- Religious Education (RE)

We hope that these folders will enhance the way we track progress for each of our pupils and also provide you, as a parent, with a 'one stop' reference document for progress.

Mathematics and English are taught daily and we use Abacus Evolve and Literacy Evolve as a core planning tool. Where ever possible we make links to the current learning themes.

Mathematics, music, Mfl, PE and RE is taught discretely unless there is an obvious link to the theme.

Kirk Smeaton Church Of England School is a Voluntary Controlled School. Kirk Smeaton School is in the Diocese of North Yorkshire & the Dales. As such, we followed the local agreed syllabus;

In North Yorkshire's schools, Religious Education is concerned to help pupils develop an open, sensitive and reflective approach to understanding humankind's varied religious practices, values, beliefs and lifestyles, relating these to their own experiences and to questions of everyday life.

The programmes of study are a minimum requirement BUT there are flexibilities:

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| <input type="checkbox"/> There is no allotted time for each subject - At Kirk Smeaton CE Primary School we choose how long to spend on each subject. (Mathematics is taught approximately 55 minutes daily; Reading is approximately 30 minutes a day, in addition writing is taught for approximately 50 minutes daily. We also teach phonics/spellings in a structured and systematic way daily for 20 minutes.) |
| <input type="checkbox"/> Timings <b>within</b> the school day are flexible   |

There are 6 'Key Skills' and 6 'drivers' are developed across the whole of the Curriculum.

### Key Skills

Communication	The Application of Number	Computing
Working With Others	Improving Own Learning and Performance	Problem Solving

### Key Skills Explained

<b>COMMUNICATION</b>	Communication involves speaking, listening, reading and writing. Opportunities are provided in English in particular, and through pupils' use of language across the curriculum.
<b>APPLICATION OF NUMBER</b>	Application of number includes developing a range of mental calculation strategies and associated mathematical language. Pupils need to develop the ability use and apply these skills across subject areas and to solve problems in real-life situations.
<b>COMPUTING</b>	Information Technology includes the ability to use a range of information sources and ICT tools to find, analyse, interpret, evaluate and present information for a range of purposes across the curriculum.
<b>WORKING WITH OTHERS</b>	Working with others includes the ability to contribute to small-group and whole-class discussions and to work with others to meet a challenge. All subject areas provide opportunities for pupils to share experiences and benefit from what others think, say and do.
<b>IMPROVING OWN LEARNING AND PERFORMANCE</b>	Improving own learning and performance involves pupils reflecting on and critically evaluating their work and what they have learnt, and identifying ways to improve their learning.
<b>PROBLEM SOLVING</b>	Problem solving involves pupils developing the skills and strategies to solve the problems they will face in learning and in life. Pupils need to have opportunities to respond to the challenge of problems and to plan, test, modify and review progress needed to achieve particular outcomes

## Key Drivers

Enterprise & Economic understanding	Ecology	Multicultural
Questioning	Healthy Living	Independent Learning

### Key Drivers Explained

Our drivers are areas that we value as a school; they give focus to learning opportunities and are embedded throughout teaching and learning, developing the child as a whole.

<b>Enterprise &amp; Economic understanding</b>	<p>As well as making good progress, learners need to develop qualities to help them in a world of work that is likely to look very different from today:</p> <p>As an out-come of the Every Child Matters agenda pupils are encouraged to develop self-confidence, independence, flexibility, creative thinking, risk-taking and develop enterprising behaviour.</p>
<b>Ecology</b>	<p>Making a positive contribution to our community includes supporting our pupils to engage in decision making and support the community and their immediate environment. Encouragement is given for our pupils to engage in law-abiding and positive behaviour in and out of school.</p>
<b>Multicultural</b>	<p>Our Christian ethos positively develops positive relationships which enables pupils not to bully and discriminate against others.</p>
<b>Questioning</b>	<p>This outcome is about enabling learners to make good progress in their work and personal development and to enjoy their education. It includes:</p> <p>*Achieve stretching national educational standards at school</p>

	<p>*Achieve personal and social development and enjoy recreation</p> <p>*Supports Cross curricular links</p> <p>*Contribution to the creative curriculum and creative thinking</p> <p>*Discover meaningful connections with other areas of learning</p> <p>* Speculate from their own observations and set hypotheses that are relevant to their own ideas</p> <p>*Supports learning at each stage, identify their next steps and shape their own learning outcomes</p>
<p><b>Healthy Living</b></p>	<p>This outcome includes:</p> <p>Promoting physically healthy, mentally and emotionally healthy lifestyles.</p> <p>Being healthy is not just about eating lots of fruit and drinking 8 glasses of water each day. It's about young people enjoying a healthy lifestyle, feeling good about them-selves and having good emotional and mental health.</p>
<p><b>Independent Learning</b></p>	<p>Develop self-confidence, resilience and successfully deal with significant life changes and challenges.</p>

**Creating Contexts for skills and drivers to be taught;**

**This way into planning makes the following assumptions:**

- English and mathematics are taught as daily lessons. However, these subjects are dove-tailed into other curricular subjects such as science or art to ensure pupils understand the connections and applications of basic skills to other areas.

- PE is taught as a discrete set of lessons (not linked to the context, although starting points for dance may be pursued)
- RE follows the Locally Agreed Syllabus is taught discretely.
- Modern Foreign Language (French)
- Music skills are taught discretely, though where possible links are made to Christian Festivals and whole school productions.
- Computing skills are taught discretely.

**Above all:**

- We make links *only* where there are obvious connections between subjects.
- We don't try to make tenuous links for the sake of it.
- We use milestone indicators to make sure children are working at their optimum level and correct rate for their ability.