



The School Curriculum

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Introduction

Educating and investing in children, encouraging them to grow up to lead safe, happy, healthy and successful lives, is at the heart of what we do at Western Primary School.

As a school, we place great emphasis on the Success Stories of every child by targeting support through extended services, multi-agency working and by building effective relationships between school, parents, children, young people and the community.

Our rigorous curriculum combined with high quality teaching ensures that children are enabled to become well-rounded, empathetic members of the school and local communities with an enthusiasm for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of others and of the natural world.

Rationale

The curriculum at Western encompasses the totality of pupils' learning experiences. We believe our curriculum needs to be broad, balanced, relevant and forward thinking in order to meet the needs of all our children now, whatever their ability, and prepare them for their future lives in the rapidly developing world around us.

To us, the curriculum is comprised of the EYFS, National Curriculum and the wider curriculum. Our curriculum is based upon the 2014 National Curriculum and associated guidance to ensure that every child develops the key learning steps defined within that documentation. However, we have developed a more expansive approach to its delivery and modified it in order to match the needs of our pupils (including more able pupils) and the unique setting of our school. A range of clubs also offers additional experiences for children of different ages. This ensures our children receive experiences and opportunities to develop their knowledge, skills and attitudes in ways that will guarantee that learning is relevant and poignant. We ensure that learning broadens aspirations, values and opportunities for every child as they grow and develop.

Ethos and values

At Western, we take a multi-layered approach to learning. It is important that children are knowledgeable about the world they live in. However, knowledge in isolation is rarely useful. We want our children to have a thorough understanding of learning concepts that they are able to apply in practice and transfer between curriculum subjects.

We place great emphasis on children becoming independent and effective learners. We actively teach learning skills through our ELF initiative and ensure that children have an understanding of the lifelong benefits of such a skill-set.

Engagement in learning is a critical factor; we use a range of strategies to bring relevance and excitement to children's learning. These include the use of visitors, a wide-ranging educational visits programme, the use of advanced audio/visual equipment, and practical, hands-on learning. Children contribute their own ideas to planning and have an input into classroom display. In addition, the school provides a wide range of extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities.

The breadth of the curriculum is important and, whilst we acknowledge the importance of having secure skills in reading, writing and maths, we attach great importance to sport, science, technology, humanities and the creative arts.

We want our children to develop a set of values that will stand them in good stead now and in later life. These include a sense of community, and responsibility. Children are encouraged to be kind and considerate, and to have respect and show tolerance for all. The promotion of British values and an understanding of the spiritual, moral, social and cultural aspects of learning are at the heart of what we do.

Learning structure

At Western, we believe in a topic-based approach to learning. Our intention is to make learning as real and relevant as possible by grounding it in real experiences. In practice, this means that, wherever possible, a topic will begin with an educational visit/visitor, designed to inspire and motivate the children, and will end with an opportunity for the children to showcase their learning to a real audience. This is often family and friends but may also include the wider public. (see appendices for examples)

Intentions

Using the aims of the school (see SUCCESS document) as a base and where ELF (Effective Learning Forever) is a key element of learning, we aim for all children to have a broad, balanced and relevant curriculum, which provides continuity and progression, and takes individual differences and needs into account. The following list sums up our intentions:

- to help our children be happy, safe and well-prepared for the next stage of their education;
- to provide stimulating activities and tasks to cater for the needs of individual children from all ethnic and social groups, including the most able and those who are experiencing learning difficulties;
- to facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community;
- to help children learn to be adaptable, to solve problems in a variety of situations, to work independently and as members of a team, to develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources;
- to set signposts/learning landmarks within each year group and have high expectation of individuals' performance;
- to create and maintain an exciting and stimulating learning environment;
- to ensure that each child's education has continuity and progression;
- to enable pupils to make connections across different areas of learning;
- to help our children develop, care for and take pride in their school and community;
- to help our children acquire a set of moral values, e.g. honesty, sincerity, personal responsibility, on which to base their own behaviour. Through understanding and accepting British Values, children can behave in a dignified and acceptable way and learn to become responsible citizens of the future;
- to enable children to become resilient to failure and to be confident in taking risks;
- to help our children understand the skills that help them learn in all areas of the curriculum through ELF;
- to recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.

Implementation

In 2007, the curriculum leader attended a conference entitled: Designing a Curriculum for the 21st Century. In the wake of this, the school began a complete overhaul of its curriculum with the aim of creating relevant, exciting and meaningful learning experiences which children would remember. We adopted a topic-based approach and ensured that we provided a wealth of opportunities for active, hands-on learning whilst retaining the necessary rigour. We committed ourselves to involving the children in the planning process to ensure that learning is reflective of their own interests and enthusiasms and to be flexible within the teaching of a topic to allow for adjustments and adaptations based on the direction the children's interests take. This curriculum development process did not have an end point; we are constantly reviewing provision, trying out new ideas and taking risks.

In September 2014, the school adopted the new national curriculum. Following the school's conversion to academy status in August 2015, we reviewed the curriculum and decided that we should continue to use the national curriculum as our framework but adapt it where appropriate to reflect the ethos and unique nature of our school.

Year group teams were asked to look at the topics taught in their part of the school, as identified on their long-term planning map, and cross-reference learning with the national curriculum objectives. Where learning within the topic was not covered by the national curriculum objectives, leaders were asked to add these objectives themselves.

These objectives (statements) were then incorporated into the school's tracking and assessment system. Since this is our own, bespoke system, we are able to adapt and modify learning objectives whenever necessary. A full review of the curriculum across the school will take place in the summer of 2018.

Impact

The school is confident that we provide a curriculum which is exciting and engaging but at the same time, rigorous and thorough. The impact of such a curriculum can be measured and evidenced in a variety of ways.

1. Data

The tables below show outcomes for Y6 and Y2 pupils in 2015 and 2016 compared to the national average. These overwhelmingly positive outcomes reflect both the quality of teaching and the rigour of the curriculum.

Y6

Table 1. *Y6 SAT outcomes for 2015 compared with national*

SATs outcomes	2015 %	2014 %	National 2015
Level 4+ read, write & maths	97	95.5	80%
2 levels progress reading	98.4	96	91
2 levels progress writing	100	100	94
2 levels progress maths	98.4	98	90
Level 4+ reading	98.5	98.4	89
Level 4b+ reading	95.5	93.7	80
Level 5+ reading	70	65	48
Level 6 reading	3	0	0
Level 4+ writing	98.5	98.4	87
Level 5+ writing	48.5	41.3	36
Level 4+ maths	98.5	96.8	87
Level 4b+ maths	92.4	92.1	77
Level 5+ maths	61	49.2	41
Level 4+ SPaG	89	84	80
Level 5+ SPaG	71	60	55

Table 2. *Y6 SAT outcomes for 2016 compared with national*

	NS Met %			High Standard % *	
	Western	National		Western	National
Reading	81	66		33	19
GPS	88	72		27	23
Maths	92	70		22	17
Writing **	94	74		20	15
Combined ***	77	53		9	5

* Scaled score of 110 or higher

** Teacher assessment

*** Does not include GPS

Table 3. *Y6 average scaled scores outcomes for 2016 compared with national*

Av. Scaled score	Western	National
Reading	106	103
GPS	106.5	104
Maths	106	103

Table 4. *Y6 progress measures for 2016 compared with national*

	Westem	National	Floor St
Reading	3	0	-5
Writing	2.5	0	-5
Maths	2.8	0	-7

Y2**Table 5.** *Y2 attainment figures for 2015 compared with national*

	Western	National
% level 2+ Reading	98%	90
% level 2+ Writing	95%	88
% level 2+ Maths	100%	93

	Western	National
% level 2b+ Reading	92%	82
% level 2b+ Writing	85%	72
% level 2b+ Maths	95%	82

	Western	National
% level 3+ Reading	40%	32
% level 3+ Writing	28%	18
% level 3+ Maths	30%	26

Table 6. *Y2 attainment figures for 2016 compared with national*

	National Standard Met %			Higher Standard Met% *	
	Western	National		Western	National
Reading	92	74		12	24
Maths	92	73		8	18
Writing	92	65		5	13

2. Attendance

Attendance in school has steadily improved over the past seven years as we have continued to improve and develop the curriculum as the table below indicates.

Table 7. *Attendance figures since 2010*

Academic year	Attendance (%)
2010-11	96.2
2011-12	96.4
2012-13	96.6
2013-14	97.1
2014-15	97.2
2015-16	97.3

3. Parental feedback

Parental views about our curriculum are overwhelmingly positive. Typical comments from a recent (April 2017) online questionnaire and from a range of curriculum events in school, include:

He certainly is taught well and learns new things every day.

Creative learning and interesting visits.

My children are happy and settled at Western and enjoy a range of interesting learning opportunities.

Wide ranging curriculum, happy friendly school.

Caring environment and high academic standards.

Encourages pupils to be kind, respectful and teaches them important values that I agree with.

Good variety of learning topics and school trips.

From amazing singing, to fantastic presentations, to mind blowing poetry, to wonderful dancing, to brilliant debating – well done to all.

4. Views of the children

A range of children, from Y1 to Y6, were asked for their views about lessons and learning activities. Typical answers include:

I like going on trips and we do lots of those in my class.

When the owl man came in I was so excited. I never knew owls could turn their heads so much.

I think East Barnby made me grow up and it was the best trip ever, ever!

I didn't think our topic was going to be fun but then we went to the powerstation. Wow!

I couldn't wait for my mum to read my poem. It made me feel great and proud.

5. Personal Development, Behaviour and Welfare

Behaviour in school is exceptionally good. This is particularly evident in classrooms where disruptive behaviour is extremely rare. Much of this can be attributed to the children's values of respect and tolerance but our curriculum also plays a significant part. Staff plan lessons that are interesting and engaging. Poor behaviour, as a result of boredom, is not a feature of lessons at Western. This statement is borne out by lesson observation records where behaviour is never less than good and is usually (82%) outstanding.

At Western, we develop confident, self-assured learners who are happy to work in a stimulating environment in which they feel safe, and valued. Children are expected to develop and demonstrate key values such as respect, kindness and tolerance, which will equip them for life now and in the future. These values complement the lifelong learning skills which are taught and promoted through our ELF initiative.

Our aim is to promote every aspect of our pupils' welfare so that they feel safe, supported and nurtured at all times. This ranges from ensuring the highest standards of safeguarding to providing positivity training and the wide range of services available in The Junction which caters for a plethora of issues relating to the personal development and welfare of our children.

Evaluation and review

The curriculum is evaluated in a number of ways across each academic year.

We regularly seek the views of the children and ensure that they have some input into medium term planning in terms of identifying questions which they would like to find the answer to.

As part of the planning process, teachers and teaching assistants review each topic and consider any changes or improvements which could be incorporated. Colleagues are encouraged to take risks and try out new ideas or a fresh approach to a topic.

SUCCESS leaders, as part of their report to governors, conduct an annual review of their subject and the way in which it is taught and resourced.

At least every three years, the curriculum is subjected to a complete review to ensure that best practice is being followed and that the curriculum and subsequent teaching and learning, continue to be vibrant, exciting and engaging. As part of this process, the views of parents are taken into account from the feedback we receive regarding the termly curriculum content letters they receive and curriculum information contained in weekly newsletters.

Conclusion

At Western, over many years, we have developed a broad, rich and balanced curriculum, which not only inspires children to learn but also instils in them the personal qualities and attitudes that will help them to thrive in modern Britain and the wider world.

Through rigorous monitoring, continuing development and our commitment to Curriculum Excellence, we are able to provide a curriculum which meets and exceeds the requirements of our children in every respect. This includes their academic and personal development, the promotion of positive attitudes and values, an understanding of the spiritual, moral, social and cultural aspects of learning and the provision of extra-curricular activities, designed to improve their skills in a range of artistic, creative and sporting activities.

Appendices

Appendix 1 – illustrations of learning structure in a typical topic

Y6 Big Build Topic (art, design and technology)

The focus of this topic is on purpose, design, construction and evaluation and has two main features: structures and sculpture.

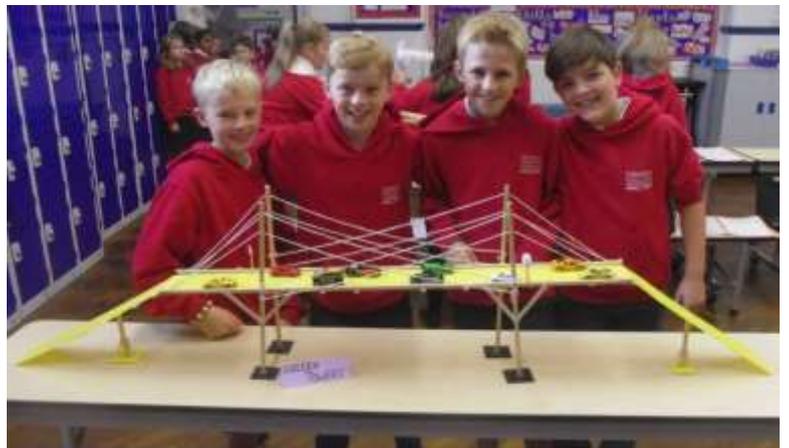
Structures

Children investigate the designs used in the construction of bridges. They consider the link between the purpose of the bridge and its shape and design, including aesthetic qualities. They also investigate ways in which everyday materials can be strengthened.



The children then spend a day in Tyneside where they sketch and photograph six very different bridges. They research as much as they can in terms of the history of the bridge, why and when it was built, and make notes regarding the type of design that has been used.

On their return to school, they are put in groups and challenged to design and build a bridge for a specific purpose. Once the bridges have been completed and evaluated, parents and friends are invited to an exhibition where they can talk to the children about the project and vote for their favourite bridge.



This topic provides numerous cross-curricular links including science, computing, maths, geography and English.

Sculpture

At the start of this topic, children are introduced to sculpture and learn that all sculptures have a purpose or message behind them. This is followed by a visit to the Yorkshire Sculpture Park where children have the opportunity to experience a wide range of sculptures by different artists.



Back at school, the children are challenged to design and build a sculpture which has a specific message behind it. We encourage them to focus on an issue which is important to them. Once completed, the sculptures are exhibited to the public in a local gallery.



Additionally, children spend a morning in the Valley Gardens creating environmental sculptures in the style of Andy Goldsworthy.

Year 3/4 WW2 Topic (History, Geography, Maths, Art)

The focus of this topic is to explore the main events of World War 2 and how they affected the way of life of individuals, industry, Europe and the rest of the world.



Evacuees

The children investigate the feelings of evacuees through diary writing and visitors into school who share their experiences. They become evacuees during a visit to Eden Camp and are encouraged to share their thoughts through drama and speaking and listening exercises.



The day at Eden Camp is spent visiting various themed huts focussing on main events during the war.

The role of Women

The children are encouraged to understand that domestically, World War 2 fostered dramatic changes by putting an end to the Great Depression, by placing women into the workforce on a massive scale, and by beginning the process of racially integrating the armed forces.



Technological changes

The technological changes were just as far reaching as the political and social changes. Our children investigate how codebreaking and the development of military equipment helped the war effort. Map skills are used to locate the allied and axis countries and show the effects of what happened and what could have happened had the outcome been different.



The Blitz

We learn about air raids and sheltering. Also, how the country pulled together and link this to working together as a team and collaborating in class. Themed artwork based on the style of L.S. Lowry is created using a variety of sketching methods.



Showcase for parents

At the end of the topic, the children showcase their learning for parents in various forms by holding a V.E. day tea party and celebration. This includes singing, dancing the jive and sharing our knowledge through poetry and drama.



Y1/2 Ground Force

The focus of this topic is to engage the children through the stimulus of the outdoors. The children learn through hands on experiences and extra-curricular visits and visitors.

Visitors to school

Children received a visit from a group of parents. The parents spoke to the children about growing their own fruit and vegetables.



Investigations

To gain hands on learning experiences the children have planted their own sunflower seeds. The children have investigated the conditions plants need to grow.



Competitions

In English, the children have written instructions of how to plant sunflower seeds, designed seed packets and created posters for a sunflower growing competition.



Free write

The children have become highly engaged and motivated to write using the Bee Movie



School Trips

To learn about the history of local gardens the children have been to Newby Hall.

The children also walk to the famous Harlow Carr Gardens, where they explore different types of gardens.

Maths

As much as we can we link our maths to our topic for example, the children have measured plants, bought seeds packets.



Music

We have been learning garden themed songs.

ELF

The children focus on the listener, communicator, motivator and independence beanstalks



EYFS Spring Term

Our Learning Journey ...



We enjoyed raising money for Red nose day!



We had a great time at Valley Gardens on our Easter Fun day! We enjoyed the egg and spoon race, egg hunt, parachute and egg rolling!



In maths we have learnt about time, money and symmetry as well as working on our number skills.



We have been talking about foods that are healthy and unhealthy.



We loved making pancakes and wrote our own recipes!

We have been completing chilli challenges this term. This challenge was to measure our models in cm!



We have enjoyed making our own musical instruments.



We enjoyed learning about fairy tales and we liked dressing up as characters, making our own porridge for the three bears and acting out the stories.

We have all enjoyed a turn on the friendship board. Our friends have all said positive things about us and we have been very proud.



Appendix 2 – extra-curricular opportunities

WESTERN PRIMARY SCHOOL CLUB INFORMATION - SUMMER TERM 2016-2017

Clubs run by teachers

Art Club	KS2	Every Lunchtime every other week	Lunchtime
Choir Y3/4	Yr3 &4	Wednesday	3.15-4.15pm
Choir Y5/6	Yr5 &6	Thursday	3.15-4.15pm
Dance Fit	KS2	Every Lunchtime	Lunchtime 12:55-1:15
Film Friday	KS2	Friday	Lunchtime
Football Club Y3 & Y4/5	Yr2/3 & Yr4/5	Alternate Tuesdays after half term	5.00-6.00pm
Guitar Club	Yr5	Thursday	Lunchtime
The Hub - Games, crafts, dancing, singing	KS2	Every Lunchtime every other week	Lunchtime
Homework Club	KS1	Wednesday	Lunchtime 12:30-1pm
Homework and Times Table Club Y3/4	Yr3 &4	Monday	Lunchtime 12:30-1:15pm
I Bot Club	KS2	Monday-Thursday	Lunchtime
I Pad Club	Yr5 &6	Every Lunchtime	Lunchtime
Knitting	Yr5 &6	Friday	Lunchtime
Library Club	KS2	Every lunchtime	Lunchtime
Lunch Bunch – ICT, reading, colouring, dance and fine motor games	KS1	Every lunchtime	Lunchtime
Mindfulness Meditation	All Years	Monday	3:15-4pm
Netball Club	Yr5 &6	Monday Until Half Term	3.15-4.15pm

Outdoor Games	Y1- Y6	Every Lunchtime	Lunchtime
Recorder Club	Yr3	Wednesday	Lunchtime
Recorder Club	Y5&	Friday	Lunchtime

Clubs run by other organisations

ComputerXplorers Club	Yr1/2	Wednesday 6 sessions starting 22/3 Last session 10/5 And starting 24/5, last session 28/6	3:15-4:15
ComputerXplorers Club	Yr3/4	Friday 8 sessions Starting 12/5 Last session 7/7	3.15-4.15pm
ComputerXplorers	Yr5/6	Monday 8 sessions Starting 8/5 Last session 10/7	3.15-4.15pm
Dance Education	Yr2-6	Tuesday	3:20-4:20pm
Discovery Club	Yr3-Y6	Tuesday	3.15-4.30pm
Kids' Mandarin	Rec -	Monday	3.15-4.00pm
La Jolie Ronde	Rec - Yr6	Thursday	From 3.25pm depending on age
Lingo Club	Rec an	Thursday	From 3:20-4:00pm
Total Energy Club	Yr1 & 2	Monday 9 sessions Starting 8/5 Last session 17/7	3.15-4.15pm
Total Energy Club	Yr3 & 4	Tuesday 10 sessions Starting 2/5 Last session 11/7	3.15-4.15pm
YAFTA Drama Club	Yr 2, 3&4	Thursday 12 sessions Starting 4/5 Last session 20/7	3.30-4.30pm
YAFTA Drama Club	Yr5 & 6	Tuesday 11 sessions Starting 2/5 Last session 18/7	3:30-4:30pm

County Music Lessons

Guitar	Yr2- Y6	Thursday	2.00-3.15pm
Keyboard	Yr3- Y6	Tuesday	1.00-3.00pm
Violin	Yr2- Y6	Wednesday	12.00- 1.00pm

HGS/Encore Music Lessons provided through the Red Kite Learning Trust

Drums	Y3-Y6	HGS	various	
Guitar	Y3-Y6	Room 13	Monday	1.10-
Piano/Keyboard	Y3-Y6	Room 13	Tuesday	1.30- 3.15pm
Piano/Keyboard	Y3-Y6	Room 13	Thursday	1.30-
Violin/Cello	Y3-Y6	ICT Suite/ Classroom	Thursday	3.20- 3.50pm
Violin/Cello	Y3-Y6	Room 13	Wednesday	1.30-
Voice	Y3-Y6	KS2 classroom	Thursday /Friday	various