

The Kelsall Curriculum



The curriculum at Kelsall Primary School developed over a number of years is firmly rooted in and stems directly from our Vision, Mission and Core Values;

Our Vision – ‘A Love for Learning’

Our Mission – ‘To inspire the highest quality learning in a creative, collaborative environment’

Our Core Values – Creativity, Excellence, Curiosity, Aspiration & Respect

As children move to secondary education, we want them to leave with ‘A Love for Learning’ and a motivating desire to develop as a learner, finding out more about the World they live in and the boundless opportunities that are all around them.

At Kelsall, our Connected Curriculum is planned around the development of Knowledge, Skills and Understanding. Our teachers have the freedom to develop innovative and effective approaches to teaching in order to create a curriculum that is tailored to their class and the children's very specific needs. We ensure a curriculum that nurtures fascination and imagination and promotes an appreciation of creativity & individuality. One that also works in strong partnership with parents and carers to ensure high standards, engendering a strong sense of community, where all children and families are key to the delivery of a challenging, inspirational and innovative curriculum.

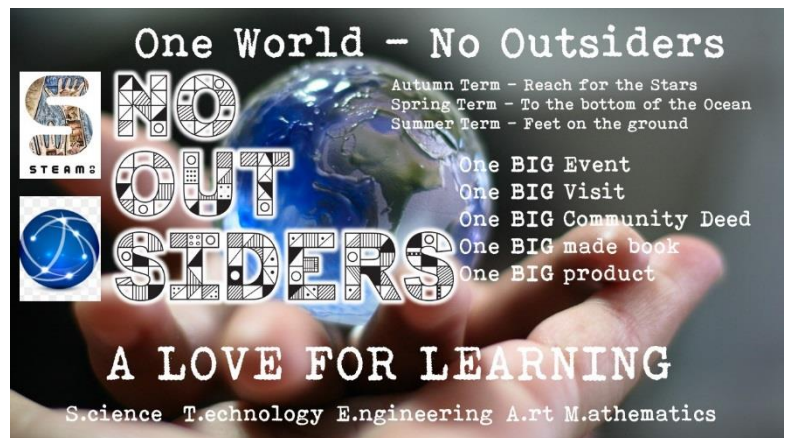


Deep Learning Competencies are an integral part to the development of teaching and learning strategies. As a school we are acutely aware that alongside academic excellence, children will require these competencies to enable them to thrive and develop in the future workplace. Our **STEAM** (Science, Technology, Engineering, Arts and Maths) focus to the curriculum allow children alongside staff to study and consider solutions to real-life global, international, national and local problems. For example, our Spring term theme ‘To the bottom of the Ocean’ raises questions about pollution and the part that we can all play in raising awareness of this and creating

creative solutions to solve some of the issues that come about – through carefully crafted lessons and experiences.

Direct experience is placed at the centre of the curriculum so that teachers draw out and develop children's thinking and capacities in meaningful contexts. Core knowledge and skills are at the heart of the learning process with the children exploring a wide range of topics, to prepare them for life. There is a strong focus on English, Maths and IT. This includes emphasis on encouraging children to develop their spoken English well and to apply their skills to everyday life.

As a school we encourage personal development – to help children grow up happy and healthy. This develops children's confidence, enhancing their ability to learn, and helping them to grow up to become responsible adults.



We also feel that the following are necessary to support the delivery of our **connected curriculum**;

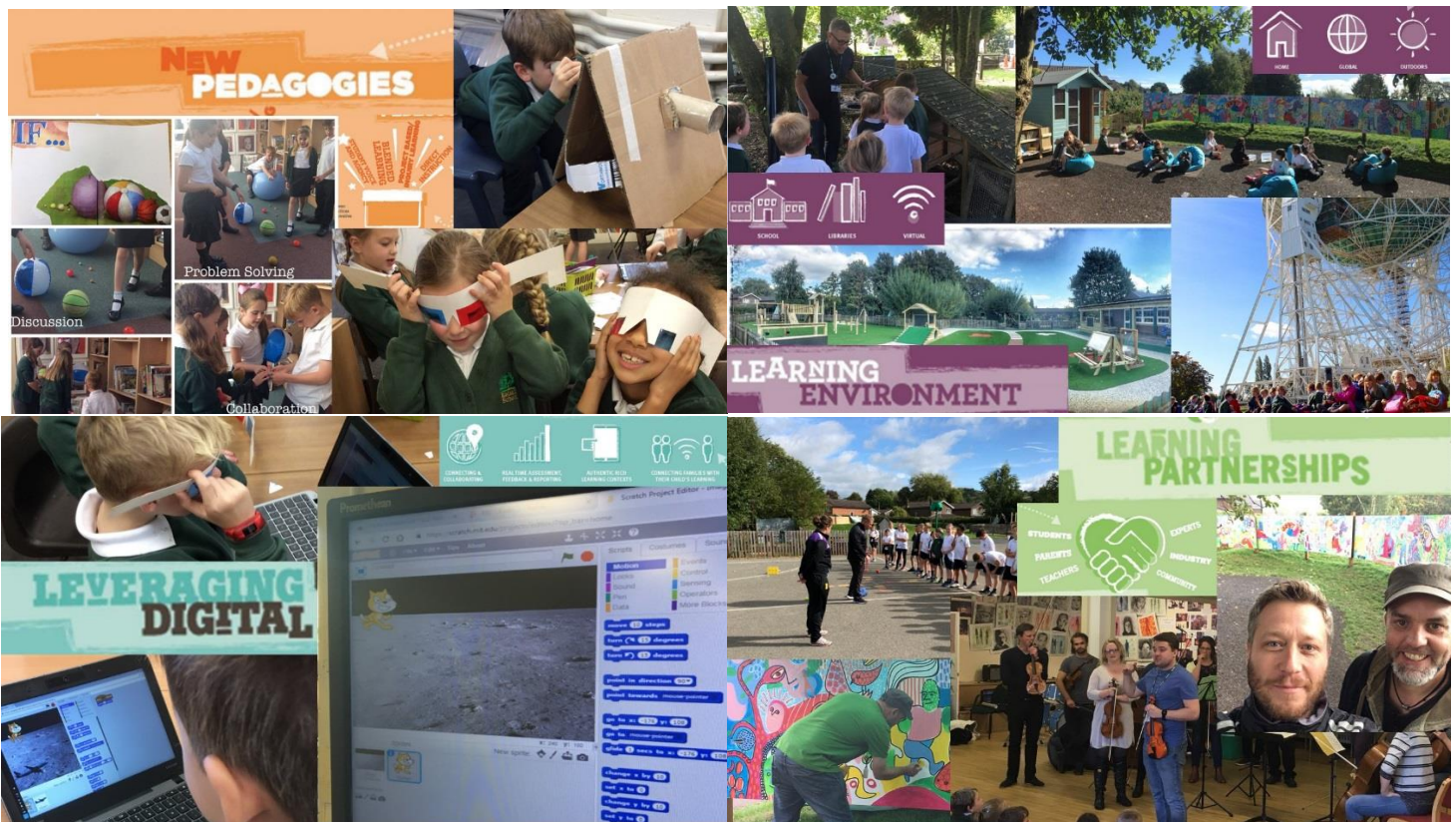
Learning Environment – We work hard to make sure that our learning environment supports the development of the whole child both inside, outside and beyond. Our classrooms are well organised and resourced allowing children to choose resources independently to support their learning. An Arts Studio enables pupils to immerse themselves in art projects throughout the year that are presented in and around school.

Our outdoor areas have been developed to include a stage, smile for a mile track, forest school area, reading area and chicken coup. This enables pupils to explore at break and lunch-times and gives teachers a range of resource to tap into to support teaching and learning at various points within the year.

Learning Partners – It is important that as a school we engage with external partners, locally, nationally and internationally to bring added dimensions to our curriculum offer. We partner with artists, musicians, coaches, poets, cultural organisations (Whitworth & Storyhouse), engineers, other schools..... the list goes on....to bring expertise and difference to our curriculum offer. These may be short term projects over a few weeks or much longer endeavours. It is through these partnerships that we may light a spark of interest, enthusiasm and passion within our children that they may carry forward with them into their future lives and schooling.

New Pedagogies – As we continue to develop our curriculum, our approach to teaching and learning also develops. We take a blended learning approach where multiple disciplines will be touched upon within a lesson. It may be a ‘Science’ based lesson where problem solving, maths, literacy and art disciplines are enveloped within the taught session. Project based inquiry learning coupled with direct instruction ensure that our curriculum is relevant and provides children with opportunities to develop the skills of **communication, collaboration, critical thinking, citizenship and creativity** whilst also building their own **character**.

Leveraging Digital – Technology is a part of our daily lives and is integral to the ways in which we leverage its potential within the curriculum. Every classroom is resourced effectively with Interactive Whiteboards, chromebook laptops and ipads. These are used to support teaching and learning in a range of innovative ways. Our assessment system is IT based so that information can be harvested from it quickly to ensure that every child attains well and makes the best possible progress for them and their individual needs.



Early Years Foundation Stage (EYFS)

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow.

At Kelsall Primary School we ensure that children's experiences are built upon as they enter the Foundation Stage and that parents remain secure and active partners in their child's education. At Kelsall we follow the Early Years Foundation Stage (EYFS) curriculum, which sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' for Year 1 and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The EYFS Statutory Framework can be found here;

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Lower (Year 1 and 2), Middle (Year 3 and 4) and Upper Phase (Year 5 and 6) Organisation

Our curriculum is organised around a central whole school theme which changes yearly. This enables us as team to tailor the thematic contexts for learning based on local, national and international events and does not strait jacket us to a rolling programme over a number of years. We believe that this approach keeps the teacher as learner alongside the children alive and relevant.

Teachers begin the year by consulting with the children on what they would like to find out and all curriculum subjects are closely linked to the main theme. Medium term plans outline the learning to take place for the term and are developed as mind maps using the phrases; As Artists, As Geographers, As Historians, As Writers, As Readers, As Mathematicians, As Musicians, As Programmers, As Designers, As Performers, As respectful, responsible citizens to frame ideas and concepts to be taught. The core basic skills of English and Maths are planned and delivered to reflect the National Curriculum 2014 changes and many elements of the new statutory orders are reflected in our practice.

Assessment

Children in Early Years are assessed against the statements contained within the Early Years Foundation Stage Curriculum and at the end of the Reception Class, are assessed against the Early Learning Goals which summarise the progress against the Early Years Curriculum. Children are judged to be emerging, expected or exceeding against these goals. By the end of the Reception Year we are aiming for children to have a Good Level of Development – which means that they are at an expected level in 12 key areas of the early Years Foundation Stage Curriculum.

All children are assessed as part of their everyday classroom learning and it is only through accurate formative assessment (on going, day to day assessment) that teachers can make judgements about what they need to teach next and for children to be clear where they are in their learning and what they need to do next. Children and teachers work together through formative, on-going assessment, target setting and quality academic guidance and feedback to ensure that all children make progress. These areas for development are shared with parents through Parents' Evenings and through feedback in children's books and active dialogue with the class teacher. At the end of each term teachers assess if a child is working towards the expected standard, at the expected or above the expected standard for their year group. This information supports the senior leadership team and teachers in ensuring that the right support is directed to the right groups of children and individuals who might not be making the expected progress.

Parental Involvement

At the start of each half term teachers will send home a Curriculum Map which highlights what is being taught that half term and how you as parents can support your child. This is accompanied by information about Home Learning opportunities in the form of research that parents are encouraged to engage in with their children. Those children who learn at home as well as school are found to have a distinct advantage. Other home learning such as spelling, maths, timetables and reading are also provided.

Religious Education

We follow the agreed Cheshire Syllabus for R.E

Phonics

We use a range of strategies to teach the phonics curriculum which include elements of Jolly Phonics and Letters & Sounds.

MFL

We have a fluent Spanish speaking member of staff who leads on and delivers MFL sessions to Key Stage 2 classes. As well as learning the core language skills that will support future languages acquisition, we are twinned with a school in Spain where children share letters and learn about one another's cultures and experiences.

SRE

We follow the Christopher Winter scheme of work for Sex and Relationship Education.

Our curriculum is at the heart of all we do and there may be occasions throughout the year when we plan additional events to highlight particular core or foundation subjects. This may be through focused weeks, family events, sharing the learning or parental workshops. These events give parents an insight into how our curriculum is managed and implemented and forms a vital part of our partnerships with them and their children. If you have any questions about our Curriculum statement please do not hesitate to contact us via e-mail;

principal@kelsall.cheshire.sch.uk