

PHEASEY PARK FARM PRIMARY SCHOOL AND EARLY YEARS CENTRE

CURRICULUM 2024-25

Our Vision is to develop a learning community where all children enthusiastically participate, excel and are proud of their achievements across the curriculum.

We have the motto "Believe and Achieve" to remind everyone in the school community, pupils, parents, staff and governors that we should always have high expectations of ourselves and each other. If we believe we can do it, then we really can do it.

At Pheasey Park Farm Primary School and Early Years Centre the curriculum is designed to:

- recognise children's prior learning
- provide high quality and progressive learning experiences
- allow the children to develop interpersonal skills
- build resilience, creativity, problem solving and critical thinking skills
- develop an awareness of health and safety
- promote tolerance and diversity including Cultural Capital and British Values

Our Curriculum Drivers are:

Possibilities - For pupils to be aware of all opportunities available to them and to have high aspirations for their future

Resilience - For pupils to have the courage to bounce back from any setbacks or challenges and maintain a positive outlook on life

Diversity - For pupils to appreciate and understand that each individual is unique and to recognise and celebrate our individual differences.

Our Intent, Implementation and Impact considers locally identified issues and the thread of independence runs through all that we do.

INTENT

We have developed a broad and balanced curriculum which is both knowledge and skills based and promotes problem solving, resilience and full curriculum coverage. The curriculum is enhanced through curriculum days, special days and festivals along with visitors into school and visits out into the community to enhance provision further. Key learning objectives and success criteria aid planning and pupil questioning which are matched to the 2014 National Curriculum. These objectives are reflected in short term plans and shared with the children. Through ongoing assessment for learning, we provide feedback to the children to support personalisation of learning and independence. We encourage our children to problem solve and take risks, providing them with deeper thinking opportunities to develop a growth mindset. A growth mindset, conceived by Stanford psychologist Carol Dweck and colleagues, is the belief that a person's capacities and talents can be improved over time.

We share strategies, resources and assessment for learning tools to ensure all teachers know how to adapt the curriculum for all learners. We offer many parents workshops including Online safety, EYFS, Phonics and Maths.

IMPLEMENTATION

Lesson objectives are clear in planning wrappers and progression from Early Years to Year 6 has been evaluated by subject leaders. Using a range of assessment for learning strategies lessons include the innovative use of Education Technology where appropriate. SMART wrappers for teacher planning are used across school and this has significantly improved the pace of lessons and workload for staff. Strategies in lessons also include mini whiteboards, group discussions, quick quizzes and paired work to allow increased thinking time, opportunities for collaboration and retrieval practice when responding to teachers' questions. This has increased pupil engagement in lessons. All pupils receive feedback from staff during lessons. We use Green Pen as a tool for children to receive feedback and then self correct/up level their work. Children are given time in lessons to complete this. We may also use 'pre teach' to introduce new topics in advance of the lessons so that pupils have an opportunity to increase their prior knowledge and so improve lesson starting points. Teachers and support staff are developed through a process of monitor-support-review. Appraisal is a supportive process to offer guidance to teachers and we also undertake classroom observations, drop ins, book scrutinies and pupil conversations to offer advice and support and identify CPD needs. Raising Achievement Review meetings take place termly to identify areas of need and priorities and this feeds into our Raising Achievement Plans. Peer observations have enhanced peer to peer support. Implementation is again measured through learning walks and scrutiny of data and outcomes including absence rates.

IMPACT

We regularly assess pupils' achievement of learning objectives through observation, pupil/adult conversations and marking of work. Feedback is given verbally and when appropriate recorded in books in line with our Marking Policy. Progression documents and ARE statements are used by teachers to assess pupils' achievement every term. Carefully planned and timed assessment weeks also enable us to plan and pitch work appropriately throughout the year. Moderation meetings across the school and the Trust take place to ensure appropriate pitch for all pupil groups. These are then used to support teacher assessment for each individual pupil at the end of the year.

We share pupil achievement with parents through consultation evenings, APDRs (Assess-Plan-Do-Review) for SEND pupils, in mid-year reports and in pupils' end of year reports. Assessment information is used by class teachers to ensure that future planning matches the needs of pupils. We pass this information up to the next year group to support future planning to ensure all misconceptions and 'gaps' in learning are addressed. This also ensures that teachers do not spend time re-teaching what pupils already know. This information is also used by our curriculum leaders, alongside other monitoring information, to identify effective teaching and learning and any next steps.

Curriculum leaders are responsible for ensuring teaching and learning in their subject is of the highest quality. They will write an action plan which states the overall objective and targets for their subject alongside actions to achieve this. The impact of teaching and learning in their subject is monitored and further actions planned to address any next steps. Monitoring may include • Book trawls • Monitoring of planning • Lesson observations • Pupil conversations • Surveys of the learning environment including displays • Scrutiny of assessment data • Staff questionnaires.

LOCAL ISSUES

We are aware of changes over time within our community and as a result our curriculum is carefully planned to promote confidence and resilience in our children as well as broadening horizons and promoting safety and wellbeing. Many of our pupils have much access to technology out of school and so online safety and physical activity form a significant part of our curriculum planning. Curriculum planning is led by year leaders and involves year groups planning together to meet the needs of those cohorts. Subject Leaders have completed reviews of their subjects to secure progression in knowledge and skills as children move through the school. Impact is measured through observations of and conversations with pupils, work scrutiny, data and outcomes and feedback from stakeholders. Every child is recognised as a unique individual. We know our children will live and work in a multi-cultural world. We celebrate and welcome differences within our school community and globally.

The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time where there are no limits to curiosity and there is a thirst for new experiences and knowledge through high quality learning experiences. We have found our pupils historically to be passive learners and so we have enhanced their confidence through the promotion of collaboration and collaborative learning. In so doing we are building confidence and resilience. We are aware of the extent of pupils' access to technology. We use Education Technology to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. We teach online safety awareness and encourage safe and appropriate use of technology through the curriculum.

Community involvement is an essential part of our curriculum as we prepare our children for life in a multi-cultural world through celebrating local traditions and festivals and teaching new skills to enable the children to take an active role in community events throughout the year. For example Easter and Christmas Services at Church, Choir singing at Asda and dancers performing at Collingwood Centre for the local residents Christmas Dinner. The local minister also comes into school to lead assemblies. Children leave our setting with the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners. We receive many commendations from parents which echo this. PSHE is on the timetabled weekly and Assembly themes and celebrations through the year are linked to SMSC, Currant Affairs, Wellbeing, Cultural Capital and British Values. Our logo-believe and

achieve-has been embedded. We have enhanced responsibilities by developing the role of School Council and Eco Warriors and through Year 6 Badge holders with responsibilities and the role of Playground Buddies and Young Leaders. Achievement assemblies have been enhanced to recognise, share and reward outstanding attainment and achievement across the curriculum. British Values are shared regularly during KS1 and 2 Assemblies and at our Early Years Centre. As a result pupils can debate confidently and listen to each other's views. Themes and curriculum content provides opportunities to explore and reinforce the benefits of community cohesion and the damaging effects of all extremism on the local, national and global community.

SPIRITUAL

Our logo 'Believe and Achieve' underpins all we do and has increased children's awareness of their own unique potential and will to achieve. Spiritual development is promoted through providing opportunities for children to reflect on their own and others religion and learn tolerance of others. Spiritual learning is further developed through promoting a sense of enjoyment. We have further developed children's awareness of their self-worth through enhanced music tuition from Years 3 to 6 and the opportunity to perform more frequently for parents and out in the community including the church at Christmas, the introduction of a wide range of extra-curricular clubs for all children to develop personal interests and strengths, increased opportunities to represent the school at various competitions and events and a range of day visits and residentials for Years 4 and 6. We have also increased visitors to school. History topics develop children's knowledge of themselves and their work. School Council and Suggestions Boxes ensure all pupils have a voice. Music plays an integral part in this and children receive progressive opportunities from Nursery Presentation to Year 6 Leavers Production.

MORAL

Our behaviour policy and reward system has further developed pupils understanding of right and wrong and the need to reflect on the consequences of actions. The increased responsibilities and roles created for pupil has further developed their understanding of the significance of making responsible decisions. We have introduced our 3 Rs for behaviour - Respect, Responsibility and Readiness to Learn. Our own Learning Mentors provide RSE and wellbeing workshops for pupils and parents. Moral education is integrated into the curriculum-e.g. Y5 and 6 study texts by Michael Morpurgo which consider moral dilemmas. We also participate in anti-bullying week and Bird Watch. The Animal Man visits every year and children learn about different animals, habitats and respecting living things. Split Second workshops delivered by The Playhouse allow children to explore moral dilemmas. We have contributed to Harvest Festival for the Community, Christmas Shoebox Appeal, Poppy Appeal, Children in Need, Charity Days. Our Eco Committee develops knowledge of sustainability and we have achieved the Green Flag award.

SOCIAL

Through our curriculum, the children develop their understanding of responsibilities, choices and communities (local, national, global). Our logo and uniform have enhanced pupils' sense of belonging and willingness to contribute. We have annual elections for the selection of key committees-e.g. School Council, Eco Warriors, Junior Safety Officers, Digital Champions, A* Sheriffs which has resulted in raising children's awareness of democratic processes, citizenship and the legal system. We provide opportunities to support charities-e.g. Children in Need, Operation Christmas and Harvest where we have supported local citizens and OAP Groups including Pheasey Community Church, Elm Church Food Bank, Kingstanding and North Walsall Food Bank. Young Leaders and Junior Safety officer roles have further enhanced children's awareness and skills including leadership skills. We also participate in Science Week, Fair Trade, Anti Bullying Week, Bird Watch/Biodiversity Week and Switch off Fortnight promoting environmental awareness and citizenship. We offer a range of before and after school clubs including Music, Art, Sports and Creative. We take part in a range of Sport and Music competitions across Walsall and wider.

CULTURAL/DIVERSITY

Our Annual Calendar of Events celebrates a rich and varied range of cultures and traditions. Through this we have developed children's understanding of and respect for different cultural traditions. We have enhanced our Calendar of Events to include special presentations at key times of the year-e.g. Diwali. German is taught from Y2-6 and includes the study of Germany and its cultural background. Leaving parties take place every July and Discos termly. Children are able to learn from each other's experiences and backgrounds and have a clearer understanding of other cultures and traditions -e.g. Diwali Assembly, Chinese New Year, Black History Month and Yom Kippur. We ensure children recognize national and global issues through our assemblies based on Picture News.

MUSIC/CREATIVE

Music provision has been enhanced to include extra-curricular provision, instrumental tuition, singing assemblies, celebrations and events, concerts and productions and enhanced links with the community - e.g. Beacon Church. Children's knowledge of their community and the world has increased. We have successfully entered singing competitions and our KS2 Choir was recognised at Forest Arts Festival in Walsall for the quality of their singing. Children's excitement and confidence has increased. Tuition includes Recorders for all Year 3 pupils and Steel Pans for all Year 4 pupils funded by the school. Children in Year 5 learn to play the ukulele and in Year 6 experience keyboards. We also provide Woodwind, Brass and Strings provision. Children enjoy weekly Music sessions and regular opportunities to sing. Alongside all our Sports Clubs we have also introduced Dance Club, Code Club, Film Club, Quizzes and Puzzles, chess.

SPORTS/HEALTHY EATING AND LIVING

We know children do not access outdoors out of school as much as we would recommend. We promote healthy living and the importance of Sports. During Lunchtimes there is a coordinated programme of games/equipment available for pupils. We offer a range of sporting activities both during the school day and before and after school. Healthy eating is promoted through our Healthy Eating policy, workshops for parents, lunchtime and tuck provision and through our curriculum We have participated in the Reception Pupils Healthy Families Super Wiggles Programme through Public Health Funding. We have also taken part in School's Safety Challenge and Red Cross Workshops. Our Annual Dance Festival takes place each year including all children from Nursery to Year 6 with a different theme each year and increasing numbers of parents coming to watch. Our dance groups also perform regularly in the community-e.g. Forest Arts Festival, Collingwood Residents Dinner, Sports Days. Christmas Fair.

BRITISH VALUES AND CULTURAL CAPITAL

Cultural capital is about preparing children with the knowledge and skills for what comes next. We ensure that our children receive a broad and balanced curriculum which prepares them for the next stage of their life. British Values are promoted across all areas of our work and are clearly displayed in all areas of school. Mutual Respect, Rule of Law, Individual Liberty, Tolerance of Others are promoted through our PSHE curriculum and Assemblies. We value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community, alternative views and the wider world. Underpinning all of this are a range of curriculum topics which have strong links to the British Empire and British Values where we study the impact of British Inventors and the work of people like Florence Nightingale and Shakespeare Week. We teach children about democracy through school council elections, eco warrior elections, individual responsibilities and visits to the Mayor's Parlour. We promote charity work through Operation Christmas, Harvest and Children in Need.

SECONDARY SCHOOL READINESS

Secondary school readiness is improved through a variety of ways including Extra Curricular Clubs, Y5/6 Booster Sessions, Target Groups, SMSC developments, Transition Projects, Link Work-E.g. Eco Committee Project with Barr Beacon, Extended Transition Work during Summer Term for vulnerable pupils, Secondary School Inductions and Visits, Deep Water Swimming at local Secondary Schools, Bikeability, Self Esteem Groups, Homework. German is taught at our School in readiness for secondary school and we have previously had French lessons for Y6 by a teacher from feeder secondary school. Pragmatics Groups and Pastoral Induction also takes place for vulnerable pupils. Careers talks have taken place for Y6 pupils in the Summer Term. The Life Education Bus and Split Second Workshops further enhance children's safety awareness prior to transition to secondary school. SATS Relaxation sessions also support our Y6 pupils and feedback is acknowledged and acted upon. The impact

of this has been improvements in pupils' confidence, increase in % of pupils exceeding ARE in preparation for secondary school, smooth transition to secondary schools with positive feedback from feeder schools.

PARENT/PUPIL VOICE

We regularly consult parents and pupils through surveys, assemblies, workshops, suggestions boxes, drop-in sessions, coffee mornings and school events. An action plan is drawn up following our Surveys and shared with parents in our Newsletters. Governors receive updates at LGB meetings. Recent actions include additional SEN coffee mornings, phonics workshops and online safety workshops. The School Council, Eco Committee and Reading Ambassadors are regularly consulted at meetings e.g. School Council requested an Animals in Need Day which was subsequently successfully held. Children also requested more opportunities to read in school which have been implemented.