



Edmondsley Primary and Nursery School

Our Vision

Our vision is to flourish as a family-orientated school with a firm ethos of everyone working together. To continue to be recognised as a challenging, nurturing, high quality teaching and learning school, where every pupil will fulfil their individual potential. Everyone will be encouraged and inspired to achieve beyond their academic and personal best, ensuring we all are responsible and resilient citizens ready for 21st Century life. We will continue to develop and increase community partnerships at school, local, national and international level. We all look forward to further improvements in our unique outdoor environment where everyone wants to be.

Our Values

Our school PROMISE identifies the core values we want to instil in our pupils:

- P**olite and Caring, that's what we are.
(Best Break Time Buddy Award)
- R**espect and Resilience, takes us far.
(Me and the World we live in Award)
- O**pen and Honest, we don't tell lies
(Playful Pupil Award)
- M**anners are important, everyone tries.
(Excellent Etiquette Award)
- I**s in united, teamwork's the prize
(Terrific Team Work Award)
- S**trive to be the best we can be,
(Excellence and Enquiry Award)
- E**veryone aims high at EDMONDSLEY!
(Life-long Learner Award)

These values support the way in which all members of our school community can live and work together in a supportive way. They support our school aims. Awards are given each week to pupils.

Our Aims

At Edmondsley Primary and Nursery School, we aspire to provide a high quality curriculum, underpinned by strong teaching and learning and aim to:

- Ensure that all pupils have access to the school curriculum and all school activities
- Help all pupils achieve to the best of their abilities
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is appropriate to their needs.
- Allow pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional).
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum, promoting the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child their entitlement to a sense of achievement.
- To regularly review our policy in order to achieve best practice.
- To use our outdoor grounds to facilitate learning.

Curriculum Drivers

The following curriculum drivers underpin our school curriculum and allow us to deliver our values and aims.

These key drivers are personal to our school and reflect the social and educational needs of our local community.
The drivers are knitted into every school day.

*Health and Wellbeing
Enquiry
Outdoor Learning and Environmental Awareness
Local Community, Wider World and Diversity*

Health and Wellbeing

Each class have a squirrel mascot which relates directly to an aspect of Health and Wellbeing

Nursery Class' squirrel is called Rainbow. Rainbow Squirrel is good at learning about Friendship and Self Care (Washing hands)

Reception class' squirrel is called Sid. He also learns about how to be a good friend and to be grateful.

Year 1's squirrel is called Sparkle. Sparkle knows about diversity and Self - Help and Belief

Year 2's squirrel is called Chestnut. Chestnut knows about Healthy Food and that Effort Is Key

Rabbit Class' squirrel is called Nutkins. He knows about Hygiene and Germs and understands the benefits of Persistence.

Miss Hazel Nut – Healthy Body (WOW) and Uniqueness

Scooter – Anti-Bullying (School Sports Organising Crew) and Overcoming Challenge.

The PSHCE and RSE curriculum enhances further elements of Health and Wellbeing.

Enquiry

Children across the school are given the opportunity and supported to question and enquire through the use of an Enquiry approach.

We use talk partners, small-group work and whole class discussions to facilitate discussion and collaboration.

Foundation subject lessons start with a question that can be answered by the end of the lesson or unit of work.

Children take part in regular speaking and listening activities which involve reasoning, discussion and question.

Outdoor Learning and Environmental Awareness

As well as using our outdoor environment to facilitate pupil's learning, each class have an environmental pledge.

Caterpillar class pledge to make hanging baskets and give the birds water

Butterfly class pledge to adopt an animal

Hedgehog class pledge to learn the names of wild flowers and local trees

Squirrel class pledge to switch off electrical appliances when not being used

Rabbit class pledge to keep our environment litter free

Deer class pledge to grow our own fruit and vegetables to eat

Stag class pledge to care for and learn about the plants and animals in our pond

Local community, Wider World and Diversity

We build and maintain partnership with the local community and the wider world throughout our curriculum. This takes the form of community family events in school, letter writing and visits, which utilise our local community and area.

Electronic big books capture pupils' learning especially when this takes place outside the classroom and when visitors come to school.

Weekly Key Stage assemblies focus on current affairs and informs children of the diversity which exists around our world.

Experiences from EYFS to Year 6

In order to shape our curriculum, deepen our children's knowledge and understanding and broaden children's vocabulary we will:

- provide experiences both in and outside of school. This includes, providing a variety of enrichment opportunities such as visitors into school, visits to different places and residential stays.
- provide opportunities for children to develop a sense of awe and wonder of the natural world. Children are encouraged to be ecologically aware and show respect for the environment and others. Opportunities are provided to embrace our Eco-schools culture.
- provide a literacy rich environment; developing spoken English through good role models, developing vocabulary and a love of books and reading using a good quality reading materials, which also act as a stimulus or enhancement to learning experiences.
- create independent learners who are able to show curiosity and drive their own learning. Children will be equipped with the skills to manage their own risk and take responsibility for their actions.
- maintain our Healthy School focus; including mental health and wellbeing of our school community and through outdoor learning as this forms the bases to all other learning within Early Years and beyond.
- provide a variety of good role models for our children to develop their future aspiration and knowledge of the wide variety of career opportunities and life choices available to them.
- develop partnerships and collaborations within and beyond our local community
- engage parents in the learning journey of their child; building relationships and developing positive views of education.

Curriculum Intent

<p align="center">EYFS</p> <p align="center">PRIME AREAS: Personal, Social and Emotional Development, Communication and Language, Physical Development</p> <p align="center">SPECIFIC AREAS: Literacy, Mathematics, Understanding the World, Expressive Arts and Design.</p>	<p align="center">National Curriculum</p> <p align="center">CORE: English, Maths, Science</p> <p align="center">FOUNDATION: Geography, History, Modern Foreign Languages, Music, Physical Education, Art & Design, Design & Technology, Computing & Digital Literacy Relationship, Sex and Health Education</p>	<p align="center">Additional Curriculum Subjects</p> <p align="center">RE PSHCE</p>
<p>We provide a curriculum that meets all aspects of the Statutory EYFS Framework enabling children to be prepared for learning beyond the Early Learning Goals and into Key Stage 1.</p>	<p>Key Stage 1 and Key Stage 2 curriculum is designed to provide a relevant, progressive and well-structured academic curriculum which enables children to develop and master a broad knowledge and relevant range of skills in a language rich environment. Our Curriculum provides ambitious and challenging learning experiences indoors and outdoors which motivates and inspires all learners.</p>	

Curriculum Implementation

Statutory Curriculum	Children in EYFS will receive:	Children in KS1 and KS2 will receive:
		Phonics

	<ul style="list-style-type: none">• Well-planned activities that promote learning in all areas of the EYFS to help children achieve the ELG and beyond.• A high-quality continuous provision both indoors and outdoors• Outdoor enhancements which are focussed on Prime Areas of learning using reading books as a stimulus.• Visits, visitors and real experiences where possible, in addition to the enhancements around our provision.• Both child and adult led outdoor opportunities daily to experience the world around them.• A daily group story time and repeated reading of key texts.• Daily planned circle time sessions with a personal, social and emotional focus.• Daily snack time to discuss healthy body and healthy mind.• Progressive experiences and teaching sequences in order to develop reading, writing and number skills• Daily maths teaching• 1 hour of timetabled physical development with lots of additional opportunities daily <p>We work closely with families to gain an understanding of children's starting points and previous experiences. We use this knowledge to extend learning throughout their time in early years.</p>	<ul style="list-style-type: none">• Daily phonics teaching in KS1 <p>Spelling</p> <ul style="list-style-type: none">• KS1 10 minute spelling activities daily (within RWI).• KS2 1 hour across the week <p>Handwriting</p> <ul style="list-style-type: none">• KS1 3 times a week letter formation and handwriting (RWI)• KS2 two 20 minute handwriting sessions per week. (Where necessary) <p>Grammar and punctuation</p> <ul style="list-style-type: none">• KS2 daily 10 minute grammar and punctuation starters.• Y2 discrete grammar lessons 3x per week. <p>English/Writing</p> <ul style="list-style-type: none">• KS1 RWI daily lessons (1 KS1 additional weekly writing session)• KS2 Daily English lessons which build up to a piece of writing (predominantly focus on planning/research, writing genres and re-editing and redrafting of work. Stimulus from either whole class reading books or Non-Fiction Texts) <p>Reading</p> <ul style="list-style-type: none">• KS1 RWI daily.• KS2 three 30 minute reading lessons using VIPERS (Comprehension) and two 30 minute Reading Plus sessions (Fluency building)• KS 1 + KS 2 Class Book(s) read daily (Reading for pleasure + stimulus for writing)• Daily independent reading (in class takes place in years 2 to year 6. (Either Reading for Pleasure or Spined books, adults listen to children read spined books)• KS1 RWI books go home.• KS2 Spined books go home. Family members listen to children read at home. (Staff listen to children read at school)
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Whole Curriculum Dimension	<p>Forest Schools:</p> <ul style="list-style-type: none"> • One half-termly unit of work within the school year <p>Healthy Schools & Wellbeing:</p> <ul style="list-style-type: none"> • One half-term unit of work of Relax Kids and Yoga per year. • Annual celebration of anti-bullying work. • Annual celebration of internet safety work. • RSE/Puberty discussion before the children leave school in Y6 – supported by the school nurse • Regular visits from the school nurse to promote good hygiene routines and healthy lifestyles for all children 	
Wider Curriculum Experiences	<p>Enrichment Opportunities:</p> <ul style="list-style-type: none"> • At least one visitor into school and one visit out of school per term for each class e.g. Jet & Ben, Beamish Museum, Theatre • Whole school focus weeks, including Take One Book, Easter Enterprise, World Book Week • At least one community event per term e.g. Harvest, coffee morning, stay and play, open afternoon, Brass Band performance. • EYFS to Y6 to use the outdoor space regularly to facilitate their learning. • Partnership link with a Tanzanian school. 	

	<p>Leadership experiences:</p> <ul style="list-style-type: none"> • School Council • Eco-Warriors • School Sports Organising Crew • School Travel Ambassadors • Year 6 Reading Champions • Castle Kings and Queens – collating castle team points. • Head Boy and Head Girl • Anti-Bullying Ambassadors <p>Sporting opportunities:</p> <ul style="list-style-type: none"> • Y1 to Y6 to represent the school in at least three festival or intra-school competitions • Annual Sports Day events for EYFS and Y1 to Y6 • KS2 representation at competition events and in school games leagues (football, tag rugby, netball) <p>Life skills:</p> <ul style="list-style-type: none"> • Financial education through enterprise events • Public speaking and confidence building through class assemblies, Harvest, Remembrance Day and Christmas performances and our Year 6 Leavers' Concert.
Important Curriculum Aspects	<p>Timetabling:</p> <ul style="list-style-type: none"> • KS1 and KS2 have timetables in place which reflect the core, foundation and additional subjects to be covered • Overt teaching of subject disciplines rather than 'topic' is used • Timetables reflect specific 'story time' for all children at least three times per week in KS1 and KS2 and daily in EYFS • Timetables for Y1 reflect appropriate transition <p>Language rich environment:</p> <ul style="list-style-type: none"> • Every class has a book area/reading corner • Every class Y1 to Y6 has a key author reflected in the reading area e.g. Michael Morpurgo but change the focus text each half term • EYFS focus text planned to link to topics and includes traditional tales, stories, non-fiction and poems/rhymes • EYFS has dedicated 'rhyme time' planned daily with songs and rhymes linked to topics, number work, interests, movements etc • Timetabling reflects our focus on providing a Language and Literacy rich curriculum <p>Mastery Curriculum:</p> <ul style="list-style-type: none"> • Our children learn best through a 'little and often' approach and must be given sufficient time to master a skill or embed knowledge • Non-negotiables for each year group in reading, writing and maths must be the focus of repetition to ensure children have a secure grasp of the subject.

Tools for Curriculum Implementation	<ul style="list-style-type: none"> • A focus on staff CPD to ensure high quality teaching and learning across curriculum subjects • Well-maintained and engaging spaces to learn in school • A culture of high expectation and challenge for all children. • Well-structured Subject Action Plans, monitored by Governors, which identify and drive improvements forward.
<h2>Curriculum Impact</h2>	
<p>We will assess the impact that our curriculum has on our children by whether they have mastered the subject-specific knowledge and skills defined in our Medium Term Plans in Key Stage 1 and 2 and if children have achieved the Early Learning Goals at the end of Reception.</p> <p>We will use appropriate and relevant formative and summative assessments to inform this.</p> <p>We understand that knowledge builds over time and children will only demonstrate effective learning as a result of a positive change to their long term memory.</p> <p>To continually drive improvements, the effectiveness of our school curriculum will be reviewed regularly.</p>	