

Planting the seeds, growing the future!

Our school curriculum vision is based on the two key principles of:

1. Encouraging better learners. With the help of their teachers, children are able to achieve more and reach higher standards
2. Developing lifelong learners who have the knowledge, skills and learning attributes that enable them to be resilient and adaptable learners. This will enable them to be equipped to deal with whatever challenges our rapidly changing world may hold for them.

Everyone has a responsibility at Lawley as either TEACHER or LEARNER and we believe that “Discovery Unites Us!”

Our curriculum vision has the development of **English, Maths, Science and Computing** at its **CORE** alongside developing the attributes for children to be good learners, as these are the essential life skills for every child to be able to access future learning. Our children learn best through practical 'hands on' learning opportunities. We allow them to build their knowledge and understanding through topics that will capture their interest and stimulate their imagination. Core subjects such as English and Maths are taught discretely but then applied and practised across the whole curriculum.

Our **BROADER** curriculum is skills based and the **FOUNDATION SUBJECTS; History, Geography, Art and Design, Design and Technology, Languages, Music, Physical Education and PSHE** are taught through topics and themes of study. We value a rigorous cross-curricular approach to learning and the curriculum is planned systematically through curriculum maps for each year group, thereby ensuring the whole range of the New National Curriculum 2014 is delivered appropriately. The maps in both Key Stage 1 and 2 are designed to make sure that curriculum content is based on children's interests and enhance cross curricular links.

Curriculum design and organisation leads to highly motivating outcomes for our children. High quality Learning Walls and Cross Curricular displays show that pupils are engaged in their learning. Lawley is fully inclusive for all learners.

Religious Education - is provided in accordance with current legislation and the recommendations of the Local Authority. We encourage children to develop a caring and tolerant attitude towards people with beliefs different from their own. We introduce the children to all world religions, with a secure understanding of Christianity. Assemblies, in accordance with current requirements, contain a broadly Christian act of worship. We believe that it is important to support parents in developing the spiritual and moral values of their child and we respect the beliefs and faith of all families. If parents wish to withdraw their children from worship or R.E., we ask that they visit the school to discuss our policy. Children who are withdrawn will be given opportunities to be involved in appropriate alternative activities.

Relationships and Sex Education - Governors have agreed that children will be taught relationships and sex education from Reception to Year 6 based on the Living and Growing programmes. Your child will be taught age appropriate content to ensure that your child has a realistic understanding of their developing and changing bodies. Should you wish to withdraw your child from the school's Sex Education Programme we ask you to come into school to discuss our policy.

We offer an **ENRICHMENT** curriculum which delivers opportunities for pupils to develop a progression of skills outside the broader curriculum e.g. cooking, outdoor learning, forest schools and gardening. Educational Visits happen for all year groups and the children in Years 3, 4, 5 and 6 all have the opportunities to take part in a residential visit. These trips provide memorable experiences alongside rich opportunities for high quality learning in a situation other than a

classroom, and allow for wider personal development and well-being. The trips all involve outdoor adventurous activities most of which utilise the wonderful resources available across the beautiful Shropshire countryside. These trips are carefully costed out to allow access to all our pupils.

We provide our pupils with a coherent and relevant curriculum, which allows them to be fully engaged and to learn in a way that excites them and meets their needs. The Lawley Primary School Values run throughout all of these learning experiences. The aim of our values is to support Spiritual, Moral, Social and Cultural development. They are used across learning as ideals, standards or life stances that act as general guides to behaviour or as reference points in all teaching and learning and decision making.

We are clear about the values that we wish to emphasise in our school. These have been adopted as a result of a consultation which involved a wide range of stakeholders, including pupils. The whole process produced lists of values that are not dependent on race, culture, class or religion. From the extensive lists produced, five core values were chosen these are: **happiness, respect, courage, friendship and responsibility.**

Our Values are vital to the way in which discovery unites us in school; through our **CORE, BROAD** and **ENRICHED** curriculum, our families, and the wider community. They are also reflected in a respectful attitude to our physical environment and the other living creatures on our planet.

Reception - In their first year of school, your child will follow the Early Years Foundation Stage Curriculum. This is the same curriculum as your child followed at nursery. This allows for continuity during their first year of school. There are seven areas of learning and your child's class teacher will plan learning opportunities to fulfill all these areas of learning by the time they leave Reception.

Teaching Early Reading and Writing - Your child will be taught Letters and Sounds. This is a high quality phonics programme which will teach your child how the alphabet works for reading and spelling by fostering their speaking and listening skills and developing their knowledge of how to apply the sounds they learn to their writing and to decode words for their reading. There are 6 phases of Letters and Sounds which your child is expected to achieve by the end of Year 2.

How Children Are Assessed - Children are assessed on their work as part of their daily activity in the classroom. This includes responding to the teacher's marking and opportunities to be involved in peer and self-assessment. Teachers are always in a position to describe the progress that the children in the class are making. In addition to this kind of continuous teacher assessment, there are also more formal assessments that schools are required to carry out as part of the National Curriculum. These come at the end of Year 1, with the Phonics Screening Check, at the end of Key Stage One (when your child is in Year Two) and Key Stage Two (when your child is in Year Six). At these times, assessments will be made on your child's progress in Reading, Writing and Maths through assessments made by the teacher and by Standard Tests and Assessment Tasks taken by your child in the summer term. The results of these assessments are shared with you.

Teachers use formative assessment (AFL) to plan collaboratively (within year group teams) to ensure that the topic is meeting the needs of and challenging the children, and remains motivating and engaging. Pupil work is scrutinised to check that teachers plan to ensure that learning builds upon prior knowledge and is focused on ensuring that pupils make progress in lessons.

Narrowing the Gap - As a school we implement key interventions which fit the specific needs of our children. Teacher's timetables incorporate and is organised in such a way that children involved in these interventions do not consistently miss the same part of the lesson.