



Woodmansey CE Primary School Curriculum Statement



WOODMANSEY CE
PRIMARY SCHOOL

What drives our curriculum?

Our Ethos and Christian Values underpin our Curriculum.

'Building Strong Foundations, Unlocking Potential'

Woodmansey Works

We celebrate every child in our care as part of God's great plan, loved and accepted just as they are and for all they could become.

We recognise that every child has a unique task to do with God and for God, whether they know it or not.

Supported by the strong foundations of our chosen Christian values as expressed in our relationship with St Peter's Church: Hope, Compassion, Trust and Respect, we seek to unlock the potential of every child.

'Building strong foundations, unlocking potential.'

"Building Strong Foundations, Unlocking Potential" is the driver which underpins everything we do at Woodmansey CE Primary School. Our Christian Distinctiveness strengthens our aim of allowing all of our children to flourish, 'I have come that they may have life, and have it to the full.' John 10:10.

We provide a curriculum which promotes tolerance and celebration of difference. Internationalism is also core to our work with strong links to schools and cultures outside the UK and to the diversity of the United Kingdom. We place our curriculum in a global context and encourage our pupils to become outward-looking, confident citizens.

It is vital for our pupils that they are successful in English and Maths; these inherent skills and knowledge secure the pupils' economic success and builds social and spiritual confidence for future employment. The full primary curriculum however provides the vital ingredients to ensure the human, life-affirming and personal success of our pupils in life. The Arts and PE are deliberately high profile in the school. The school has a dedicated PE and Sport Leader and the curriculum is designed to give real purpose to the sporting curriculum by the clear coordination of the sporting events and tournaments. The school has been awarded the Gold School Games Award for 2019. We compete within our school and take part in tournaments with our sister school, Molescroft Primary and other schools local to the area.

The whole curriculum is overseen by the Executive Head Teacher and Head of School and therefore ensures cross school coordination and clearly understood advanced planning. Subjects are given a platform to shine and come together in cross-curricular contexts. This is reflected in examples such as the STEM week featuring guest presenters from local companies, the university and beyond. Historical Events enable the school to share events and periods extending the range of the official curriculum.

Woodmansey CE Primary works incredibly closely with Molescroft Primary, Riding Forward Teaching School and the Diocese of York to ensure we are offering an education built on innovation, creativity, excitement and challenge.

Learning is exciting

There are no two identical terms, months, weeks or days at Woodmansey CE Primary School. As a result, children are engaged, excited and involved in their learning. They seek to investigate.

Learning is Fun

Teachers use approaches and techniques designed to immerse children in their learning. Lessons are designed to be fun and memorable. We maintain a belief in Accelerated Learning principles that use the memorable, hooks, visual imagery, and physical experience to support learning.

We aim to inspire and share this excitement for learning with all our community, parents, staff, governors and those beyond.

Curriculum is an entitlement

We are committed to providing the highest quality teaching in core areas such as Maths, English and RE, which are essential to the future economic success of our pupils. There is a growing focus on Mastery approaches across the curriculum. This develops from our Maths Mastery Programme using the Maths No Problem, Singaporean Maths Programme. As indicated above, we recognise that we are developing young people for a fulfilling life. Our pupils are entitled to a balanced and broad curriculum, which inspires, opens horizons, connects with the world, their heritage and their future. Every child is exposed and immersed in the possibilities which our curriculum presents. Through the commitment to the curriculum in its broadest sense, we are securing our pupils' future health, physical and mental wellbeing as well as developing open minded, engaged and interested citizens.

Curriculum is extended

The range of options and extended learning possibilities at Woodmansey CE is extensive and impressive for a small school.

Many sporting and creative clubs are on offer over lunchtimes and after-school. This enrichment of the curriculum produces children performing in sports and the arts at developed level. The skill set of the children is no less demonstrated than at the annual whole school production, held at Woodmansey Village Hall, where friends and families of

the school as well as the local community can witness the talents of the pupils through song, dance and drama. Recent productions include 'The Jungle Book' and 'Annie' which in both, the lines were delivered with such professionalism, it was hard to believe children as young as 4 performed in the productions.

Specialist Coaches are employed for clubs where skill sets are required to ensure the pupils are exposed to expert advice and coaching.

Other activities support the development of children's hobbies and interests be it chess, coding, construction or various craft activities. Woodmansey CE Primary is an exciting and nurturing place to be.

High Standards

We never underestimate what pupils of all ages are capable of. We seek to extend pupils' opportunities and attainment beyond the norm and beyond what is normally available. We believe that whatever we do, it should always be done well and with the child always placed at the heart of our decisions.

Curriculum Organisation

The school has agreed the percentage of time to be spent on each curriculum area. This is set in stone.

These percentages are then converted into time which is "spent" across the learning units of the subject. Again, these are non-negotiable, they provide the bedrock to ensuring that no child misses out on their entitlement of every subject be that R.E, History, Design Technology, Geography, Science, Computing, Primary Languages or any other subject area. These also ensure that the subject specific content and skills are respected and taught and not lost in a vague "topic" approach.

Curriculum Time in KS1

| Subject | Hours* |
|---------------------|--------|
| English | 303 |
| Maths | 211 |
| Science | 60 |
| Computing | 24 |
| Design & Technology | 36 |
| History | 32 |
| Geography | 32 |
| Art | 48 |
| Music | 16 |
| PE | 85.5 |
| RE | 27.5 |
| PSCE | 24 |
| MFL | 18 |

Curriculum Time in KS2

| Subject | Hours* |
|---------------------|--------|
| English | 303 |
| Maths | 211 |
| Science | 64 |
| Computing | 24 |
| Design & Technology | 36 |
| History | 32 |
| Geography | 32 |
| Art | 36 |
| Music | 22 |
| PE | 81 |
| RE | 32 |
| PSCE | 24 |
| MFL | 36 |

*The hours stated above do not include cross curricular time.

These units of work are matched to provide profitable cross-curricular links. Additional links are forged according to seasons, celebrations and notably with the English Curriculum. Thus, themes have been developed to make real links, where these links are real and relevant! Special weeks are also provided to bring the whole school around shared themes and concepts. These use the relevant contracts for the separate subjects, but are used in a creative manner to ensure that curriculum is not a bland timetable but enhanced and rich. With the subject contracts the school has released teachers to be free to organise their weeks creating the excitement and inspiration of no two weeks ever being alike.

Weeks include:

- September: Reading Explorers Week
- October: Health Week
- October: History Festival
- November: Citizenship Fortnight
- January: Safety Week
- January/February: International Fortnight, resulting in a Festival
- March: STEM Week
- May: British Environmental Week including Y6 Residential Visit to York.

The year at Woodmansey CE has its own rhythm, which provides its own spiral of understanding across the years. This rhythm includes the special weeks described above but also reflects the following:

- September: Harvest Festival
- October: International Sporting Tournaments
- October: History Day
- November: Charity Fundraising Campaign
- Christingle Service

- December: Christmas Tree Assembly
- December: Nativity, KS2 Festival of Christmas at Beverley Minster.
- December: Christmas Dinners and Parties
- December: End of the year whole school party
- February: International Festival for the whole community
- March: Launch of Drama Club Production
- March: Easter Garden and Easter Service
- May: Residential Visit to York for Y6
- June: International Sporting Tournaments
- June: Sports Day
- June: Drama Club production
- July: Y6 final worship and rites of passage.

Add to the above a connection with and often celebration of national, global and religious events: for example, royal celebrations and sporting events such as the Olympics and FIFA World Cup. The whole school also focusses each year on one world faith in contrast with

Christianity. This enables the whole school to mark festivals and key dates related to that faith. It also means that the children leave the school with a clear understanding of what each faith actually believes and its customs and traditions whilst ensuring we maintain the Church of England's Curriculum Entitlement.

Learning and Teaching Styles

Teachers have a clear contract with fully explained medium term plans which explicitly describe the expected outcomes, ensure progression and outline the potential for greater understanding and exceptional achievement.

Based on this, teachers use the latest research and are encouraged to be innovative, experimental and inspirational. Teachers use a wide range of styles and techniques to suit the pupils, and the subject matter in order to engage the children. The outdoor environment is also seen as a key location in which to learn and to learn from. Teachers are encouraged to take risks to create learning opportunities. Pupils, in their turn are expected to feel safe to take risks and not be afraid of failure, for it is through mistakes that we learn and move forward. As a result, our pupils are resilient individuals and can cope well when things haven't gone to plan. They use reflection and prayer spaces to reflect, seek guidance or to think through the steps they have made, identifying where it went wrong.

Teachers are the key teacher for those with Special Needs. Those on the SEND register and those identified as deprived or otherwise identified as vulnerable are at the forefront of a teacher's work. Being recognised and placed on the SEND register means that teachers focus on these children being able to achieve like any other child, but requiring care, support or enhanced provision to achieve the same as their peers.

We all recognise the need to mix and match our teaching styles and the use of the learning environment to ensure the greatest access to learning foundations.

Mastery is also a key feature of our work so that pupils do not just know something, rather they fully understand and master learning. Learning should be so secure that it does not require relearning but rather forms a rock on which the next stages are built. This is achieved by:

- Coherence
- Variation
- Structure
- Fluency
- Making connections and Logical reasoning

The school has made significant investments in technology to inspire and aid teaching and learning. Children in Y3 to Y6 have immediate and personal access to their own iPad. Children in younger classes all have access to the technology. Teachers are trained to use technology interactively in the classroom and are able to use technology to support learning, engagement and understanding. Technology is almost symbiotic with teaching across the curriculum.

What our Curriculum Produces

When our curriculum is combined with the commitment of the staff and pupils and supported by parents the results are a blessing. As a result, the Woodmansey CE children are:

- Confident
- Excited and are children who want to come to school.
- Children who subscribe to their learning, and the Christian values of the school.
- Children who are exceptionally productive.
- Children who work cooperatively and positively with their peers.
- Exemplary behaviour.
- Our pupils want to make a difference and know that they can. They understand their place in the world and how they have an impact on it.
- The children are open minded and are outward looking.
- The children enjoy meeting students and adults from other cultures, religions and countries.
- Children are open to challenge and respond successfully to it.
- Pupils eagerly engage in the vast array of extracurricular activities.
- Every child by the end of KS2 can read music and play an instrument.
- 87% choose to attend a club at school. (Y1-Y6)
- 57% choose to attend a sporting club at school (Y1-Y6)
- 58% choose to attend an arts-based club at school (Y1-Y6)
- Producing a beautiful learning environment which are both stimulating learning and celebrating achievement.