

GORSEWOOD PRIMARY SCHOOL - CURRICULUM OVERVIEW 2023



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| School mission statement | <p>We aim to give all of our pupils opportunities to develop their full potential within a caring and supportive environment, providing a wide and varied range of activities.</p> <p>Our curriculum is designed to ensure all pupils develop a love and curiosity for learning where they achieve their potential and have the self-belief and confidence to succeed in whatever they choose to do!</p> | <p><i>Dream</i></p> <p><i>Believe</i></p> <p><i>Achieve</i></p> |
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Curriculum Drivers

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| <p>Successful learners</p> <p>We want all of our children to experience success and develop the desire to continue learning in the future. They are resilient and have a positive growth mindset. They understand the importance of making a positive contribution to society and grow up to be responsible, happy citizens</p> | <p>Wellbeing and nurture</p> <p>We want all of our children to understand the importance of their wellbeing and have social and emotional awareness. They have a toolkit of strategies to use to support their wellbeing and are kind and caring to those around them</p> | <p>Communication and collaboration</p> <p>We want all of our children to work well with other children. They are respectful, tolerant and good team players. They understand how to share ideas, opinions and thoughts and listen to those of others.</p> | <p>Cultural experience</p> <p>We want all of our children to know what a community is and understand the importance of helping each other. They learn about the arts and creativity through lessons, visitors and visits. Children develop a sense of place and learn about where they live – both locally and nationally. They see diversity and have new experiences. Future dreams and goals are grown.</p> |
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| School rules | Be Your Best self | Be Ready | Be Safe | Be Respectful | Be Resilient | Be Reflective |
| | <p>These rules have been designed to support pupils' social and learning behaviours. They are rules for 'life' which can be used at home and when pupils have left Gorsewood so they can make a positive contribution to society. They contribute to our curriculum and pupils are taught to be your best self, be resilient, be ready and be reflective during learning. These rules also contribute to our SMSC learning too.</p> | | | | | |

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| Six principles of nurture | Gorsewood ensures our children's learning is understood developmentally | Gorsewood ensures all of our classrooms offer a safe base | Gorsewood recognises the importance of nurture for the development of self-esteem and wellbeing | Gorsewood understands that language is a vital tool of communication | Gorsewood recognises that ALL behaviour is communication | Gorsewood recognises that transitions are significant in the lives of our children and actively work to support children during these times |
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| Curriculum intent | To provide all pupils with equal access to a rich, broad, balanced and differentiated curriculum matched well to their ages, | To increase pupils' knowledge, skills and understanding as they grow and develop and increase their connections with the | The curriculum will be carefully planned and structured to ensure that learning is continuous and that pupils make good | To promote a positive attitude towards learning to engage the children's interest and to encourage and motivate them to | To be exciting and to offer pupils lots of first-hand experience to reinforce their learning and to underpin their | To open their eyes to awe and wonder and cause them to marvel at the incredible and fantastic world in | To ensure pupils understand the world they live in and respect and celebrate difference and |
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| | abilities, interests, aptitudes and special needs. | world around them. | progress with the development of their learning. | want to learn now and in the future. | growing knowledge, skills and understanding of the world. | which they live | uniqueness. |
| | Teachers have a clear understanding of cognition and learning. They develop learning behaviours in lessons through using the school rules: Be Your Best Self, Be Ready, Be resilient and Be Reflective. Research and evidence of effective practice inform our curriculum design. Evidence from the EEF informs decision making and plays a key role when evaluating and reviewing the curriculum. The three tiered model (EEF) has been used to inform curriculum planning. All teachers have a good knowledge of the subjects they teach and what previous learning has taken place. Regular high quality CPD supports teachers. Teachers monitor learning and provide feedback in a number of different ways to develop the learning of all pupils in the class. Continuous formative assessment informs planning and allows for reinforcement and consolidation of learning. Summative assessment takes place at set times throughout the year. Teacher assessments are moderated both internally and externally. | | | | | To ensure pupils are able to meet age related expectations in statutory testing: <ul style="list-style-type: none">➤ Phonics check➤ KS1 SATS➤ Times Tables check➤ KS2 SATS | |
| Key skills | Questioning and critical thinking | Explaining and elaborating | Listening and responding | Evaluating and improving | Enquiring and discovering | Experimenting and inventing | Cooperating and compromising |
| Recovery learning | <ul style="list-style-type: none">• Due to COVID-19 the curriculum has been adapted to ensure all pupils are provided with teaching and learning to ensure gaps are identified and subsequently for planned for to address them.• The lowest 20% of readers in every class receive addition support and intervention to accelerate their learning. | | Tutoring to focus on reading in Year 1 & 2. Two days a week. Tutor in two days a week for Y6. | School led tutoring to focus on reading, writing and maths in Year 2,3,4,5. Full time tutor. | Mastering number programme for Receptions & KS1 to focus on basic number recall and fluency. Daily with class teachers and TAs | High quality in class support to focus on reading, pre teaching and addressing misconceptions. Additional support in Year 6 to accelerate learning. | |
| Curriculum Implementation | We teach the National Curriculum in its entirety to all pupils. Maths and English are taught daily. Children will often have learning partners to provide support and challenge throughout lessons. Geography, history, music, art, DT, computing and science all have end points within the curriculum. Teachers are able to use progression documents to ensure previous learning is secure and built upon. Long term and medium term planning is derived from the national curriculum. Knowledge organisers are used in history, geography and science to identify key vocabulary and support with the retention of ‘sticky’ knowledge. Reading, writing, speaking and listening run through all subjects and lessons. Where relevant maths is used across the curriculum, especially in science and DT. Subjects are led, managed, monitored and reviewed by staff. Teachers are given opportunities to use their subject expertise to enhance the curriculum. All subject have long term plans, progression documents and clear end points children work towards. | | | | | | |
| | All classes have a timetable which clearly shows what learning will take place throughout the week. Mornings are dedicated to reading, writing, spelling and maths. Afternoon sessions are used to teach the rest of the curriculum. | | High quality daily teaching uses the following elements: explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and effective use of technology. Teachers work hard to remove and reduce barriers to learning to ensure pupils remain on track. Learning is adapted to meet the needs of all pupils. | | | | |
| | Reading, writing, spelling, maths | | History, geography, DT and art | | Science, PSE, RSHE, SMSC, RE, British Values, capital culture | | Music, drama, French (KS2), PE, computing |
| | Read, Write Inc schemes of work used | | Topic based approach for history, geography | | Weekly discrete lessons. Schemes of work | | Weekly discrete lessons |

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| | for: <ul style="list-style-type: none">PhonicsLiteracy and Language,Get Spelling for KS2 Maths No Problem for maths National mastering number programme Daily reading for all in classrooms and outside Online programmes including: TTRS, Star Reader, Literacy Shed+, SPAG.com | | Dt and art focussing on a discrete unit over a number of weeks. Published schemes of work used including Oddizzi, Kapow and Keystage History. Knowledge organisers used to ensure progression from previous learning and to introduce key vocabulary and ‘sticky knowledge’ for the new unit. Cross curricular learning used to ensure subject links are created and enhance learning. Local area used for learning whenever possible, including the chemical industry, Norton Priory, Halton Castle, rivers and bridges. | | used for Re and PSHE/RSE. Assemblies and in class reflection and worship LOTC on school premises Forest school sessions (onsite) Cross curricular learning maximised Nurture and ELSA to support wellbeing School counsellor to support pupils Mindfulness Cognitive and metacognitive strategies School culture and ethos Attendance focus weeks All of the above contribute to the formal and informal curriculum at Gorsewood | | Cross curricular links Specialist teachers Whole school themes Opportunities to perform in front of an audience at school and in different venues All pupils provided with the opportunity to learn to play an instrument in KS2 | |
| | Visitors to school to enhance curriculum and learning | Visits out of school including museums, theatres, capital cities, different localities | Whole school displays promoting behaviour, safeguarding, diversity, attendance | Class displays and working walls to support teaching and learning | Modelling of language by staff | Daily greetings by all staff | Effective staff communication | |
| Assessment | Star Reader or Early Literacy - termly | | NFER tests – autumn and summer | | Teacher assessments – autumn, spring, summer | | Formative daily assessments through quizzes, activities, discussions and marking | |
| Curriculum Impact | For all pupils to achieve their potential and make good progress from their starting points. | For all pupils to develop a love of learning and be enthusiastic, confident and successful learners. | For all pupils to demonstrate an awareness of their mental health and wellbeing and that of others. | For all pupils to have a toolkit of strategies to use in life to support their wellbeing. | For all pupils to embrace the different cultures, languages and traditions of those in our community and celebrate diversity and uniqueness. | For all pupils to understand how to make a positive contribution to school and their local community. | For all pupils to be prepared, happy and excited for the next step in their learning journey. | |

For all pupils to:

Be Your Best self

Be Ready

Be Safe

Be Respectful

Be Resilient

Be Reflective

In all they do, now and in the future.