



Westmorland's Curriculum Statement of Intent

We know that our pupils need to dream, achieve and have high aspirations

They can do this through:

- A curriculum underpinned with basic reading, writing and maths skills
- Their parents to be involved in their education and support learning at home
- Connections and links to be made with their learning
- Real life experiences, curriculum enrichment, life-skills learning and cultural awareness
- To develop their confidence and wellbeing to become more resilient
- More vocabulary

Early Years Foundation Stage

<i>Our pupils need a curriculum underpinned with basic reading, writing and maths skills</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none">• Daily phonics, reading, writing and maths sessions• Key word wall• Sending key words home with parents• Reading books and reading records sent home daily• Daily guided reading sessions differentiated accordingly• Workshops for parents to teach them how to teach their children• Focused activities within these areas for continuous provision• Daily interventions targeted for specific children as and when needed with HLTA• Daily interventions with Teaching assistants• Whole class groups split so Teaching assistants take part of the class each teaching time• Teachers/TA's read 1:1 once a week• Reading workshops each Monday morning• Talk for writing texts• Teaching underpinned with Makaton	<ul style="list-style-type: none">• Workshops for all areas of the curriculum throughout the year for nursery and reception

Our pupils need their parents to be involved in their education and support learning at home

What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • Workshops for parents • Reading each Monday morning • Daily communication and feedback to parents both in Nursery and Reception • Open door policy for parents • Sharing support packs home to help parents teach their children • Sending magic maths bags out to different children weekly in Nursery • 'bear' sent home weekly to involve parents in their learning • Wow cards to share what they have done with their child at home • VIP books in nursery – parents work with their child • "ask me about" stickers to involve parents with their child's learning • SALT meetings with Tamsin to tell parents of the results • Parents meetings • Ask for volunteers • Prizes for engaging in their child's learning 	<ul style="list-style-type: none"> • More workshops to involve parents

Our pupils need connections and links to be made with their learning

What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • 'Topic' based approach • Spider diagram medium term planning which links in everything • Teachers and TA's plan together each week • Planning between Nursery and Reception explicit • All areas of the continuous provision are linked to the topic • Talk for writing texts linked to the topic • Reading/writing wall links the 2 • Practical activities which involve all areas of the curriculum 	<ul style="list-style-type: none"> • Revisit topic work and ensure that children can remember what they have done

<i>Our pupils need real life experiences, curriculum enrichment, life-skills learning and cultural awareness</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • Had lots of visitors in to school to link the curriculum – dentists, fire service, police • Opportunities to celebrate the different cultures – Christmas, Eid etc • Practical activities to celebrate different celebrations • Lots of real life experiences – cooking, food tasting, planting planned in each week to enrich their understanding and experiences • Visits to the library and the park 	<ul style="list-style-type: none"> • More visitors in to school • Multi cultural market • Assemblies form the EDS • RE discrete lessons

<i>Our pupils need to develop their confidence and wellbeing to become more resilient</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • PHSE curriculum underpinned and taught daily • Relevant PHSE circle times weekly, and as and when • Nurture group with HLTA and TA to develop children • Rewarding determination and resilience through medals and praise • All staff treat children fairly and with respect • Staff set boundaries and high expectations as soon as children start in EYFS • Staff are very good role models because they form attachments and are proud of the children's achievements • Developing characteristics of learning within everything children do 	<ul style="list-style-type: none"> • Use a changed reward system to develop resilience • Use and plan activities that are process rather than outcome

<i>Our pupils need to dream, achieve and have high aspirations</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

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<i>Our pupils need more vocabulary</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • SALT screening of all Nursery children when they start • Language link screening for all Reception children when they start • Talk for writing planning and delivery to develop vocabulary from children • All staff use Makaton throughout teaching • Teaching assistant delivers SALT 2.5 days a week to target children • HLTA delivers SALT interventions – narrative, phonological awareness • Talking partners within each lesson • Modelling correct pronunciation and addressing misconceptions • Correcting grammar to develop their sentence structure • Speech and language table activities • Activities throughout the continuous provision that enable children to talk through activities • Role play activities set up to develop vocabulary and enable children to use more language • Small word activities, group games to develop language • Staff trained in Elklan to encourage children to talk more • Workshops with Speech and Language Therapist and staff to enable them to develop their child’s understanding and memory • Dummy/bottle incentives to Nursery children to enable them to ditch the dummy and produce clearer speech sounds • Ditch the dummy display 	<ul style="list-style-type: none"> • Key vocabulary planned for each topic • Word aware implemented • Use symbols and signs for Makaton • Implement memory magic

Key Stage One

<i>Our pupils need a curriculum underpinned with basic reading, writing and maths skills</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • Daily guided reading sessions • Daily English lessons taught • Modelling of writing regularly planned • Daily maths lessons taught • Cracking Comprehension • Grammar Hammer • Interventions – Reading Recovery • Basic skills starter in Eng/Maths • Y2 Reading for Pleasure booster 	<ul style="list-style-type: none"> • Storytime every day – challenging texts and concepts, chapter books • Time to read on own built into Guided Reading rotation – comics, newspapers, annuals etc • Use the school library fortnightly (rota – use of TA) • Use of local library • Calculations “booster” / Number Bonds– compete with themselves • Handwriting – Martin Harvey? • Pen License? Manuscript pens?

<i>Our pupils need their parents to be involved in their education and support learning at home</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • Offering weekly homework • Reading books regularly changed • Year 1 offered reading skills workshops • Year 2 SATs workshop • Science bears • Open door policy • Assembly 	<ul style="list-style-type: none"> • Terrific Tuesday – instead of class assembly book look (parents comment/kids comment) • Showcase? • Make people aware of what we are doing – overview half term rather than Newsletter? • Possible email system to inform parents ...

<i>Our pupils need connections and links to be made with their learning</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • Where the curriculum allows topic sessions are linked with maths and English • Maths and science or English and science links • Revisit prior learning 	<ul style="list-style-type: none"> • Change topics to allow easier links • Explicit “spiral” curriculum • Teachers drawing them in and guiding them to make links

<i>Our pupils need real life experiences, curriculum enrichment, life-skills learning and cultural awareness</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • Varied schools trips as WOW starters to topics or used to enhance learning within – Chester Zoo, Eyam, Ethiad, Staircase house, local area... • 	<ul style="list-style-type: none"> • Use cultural events of kids own lives eg Eid • Embed into assemblies – Chinese New Year, Eid, etc

<i>Our pupils need to develop their confidence and wellbeing to become more resilient</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • Pastoral team – plum book • Medals • Handwriting bracelets • Relationship between kids and staff • Link with pastoral team/ s and I etc • Scaling (but ...) 	<ul style="list-style-type: none"> • Yoga/mindfulness sessions/story massage imbedded into the curriculum • Running track – mile a day to develop good mental health and increased concentration and well being • Listening to and talking to children on a regular basis • Curriculum flexibility • Rejig medals – dojo? • Confidence groups? Input? Social skills? • Monday mindfulness • Change assembly ? ks1 celebration

<i>Our pupils need to dream, achieve and have high aspirations</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • PSHE/circle time sessions • Achievements – cross curricular – eg sporting stars in year 2 	<ul style="list-style-type: none"> • Aspirations day/week • Westmorland’s got talent • What could we be? Half termly discussion on what we could use our talents for when we are older – making reference to jobs we could do – display in the corridor of local people who have achieved? • PSHE sessions

<i>Our pupils need more vocabulary</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • Geography/History/scientific vocab displayed • Key words/common exception words displayed • Science – talk balls/recordable postcards/talking spots... to encourage the use of talk and the correct vocab • Ch. working with specific language teachers on vocab – language link and narrative interventions • Spoken grammar 	<ul style="list-style-type: none"> • Precise list of words for subjects and synonyms etc • Magpie word wall • Make sure mistakes are corrected - spoken grammar • Exciting experiences/ range of stories • Word a day – Mrs Smith – incorporate into homework grid as discussion • Vocab wall

Lower Key Stage Two

<i>Our pupils need a curriculum underpinned with basic reading, writing and maths skills</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • Boosters (LSA) • Adapting planning • Starters (to re-cap previous learning) 	<ul style="list-style-type: none"> • Passing on transition notes on barriers to learning to next teacher • Boosters (Teacher directed to address misconceptions and gaps in learning) • Making sure books provide evidence of children meeting expected standards • Moderation to ensure that all children across the phase are receiving appropriate challenge • Audit basic skills needs to inform planning

<i>Our pupils need their parents to be involved in their education and support learning at home</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • Weekly homework • Encouraging project homework • Coffee mornings/class assemblies 	<ul style="list-style-type: none"> • Encourage Projects

	<ul style="list-style-type: none"> • Letters with suggestions for parents to take children to that could link with topics. • Coffee mornings/class assemblies (playing videos at start which give advice on how to support their child's learning) • Weekly homework
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<i>Our pupils need connections and links to be made with their learning</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • We point out the connections between topics and previous learning. 	<ul style="list-style-type: none"> • Getting English and maths to link to pupils. • Training children to self/peer assess their work • Mind mapping • Introduce 'knowledge organisers' at the start of units

<i>Our pupils need real life experiences, curriculum enrichment, life-skills learning and cultural awareness</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • Trips • PHSE/RE 	<ul style="list-style-type: none"> • Embed experiences in school for children • Bringing people in. • Educational visits • Forest schools • Watching Newsround • Cultured trips.

<i>Our pupils need to develop their confidence and wellbeing to become more resilient</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • Teacher support 	<ul style="list-style-type: none"> • Teach simple steps to follow when they want to give up. • Forest Schools

<i>Our pupils need to dream, achieve and have high aspirations</i>	
What we are currently doing	What are planning to do in the near future

<ul style="list-style-type: none"> • High teacher expectations 	<ul style="list-style-type: none"> • More to life than Brinnington, make children aware of opportunities outside of their direct environment • People come in/visits. (Invite Sports men and women/vocations etc.)
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<i>Our pupils need more vocabulary</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • Teacher modelling 	<ul style="list-style-type: none"> • Reading to children a challenging text at end of day. (Studies show low comprehension improves double for low ability). • Vocabulary ninja (teaching children new vocab, embedded meaning and constantly using the words in context to help them become embedded) • Divide the year 3 and 4 common exception words into two lists to ensure they are learnt other the year.

Upper Key Stage Two

<i>Our pupils need a curriculum underpinned with basic reading, writing and maths skills</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • Constant repetition of basics, and building on prior learning. • Big Maths. • Grammar Hammer. • Handwriting. 	<ul style="list-style-type: none"> • Change differentiation board to a ladder. • Investigate pink/green tests EV Books. • 20 questions in 5/6.

<i>Our pupils need their parents to be involved in their education and support learning at home</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • Newsletter. 	<ul style="list-style-type: none"> • Project.

<ul style="list-style-type: none"> • Coffee mornings. • Parents Evenings. • Reports. 	<ul style="list-style-type: none"> • Phase presentations. • Presents to year 5/6. Presents to parents.
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<i>Our pupils need connections and links to be made with their learning</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • Science days. • Become more topic basic. • Spelling linked to topic. 	<ul style="list-style-type: none"> • After topic content to more relevant/interesting subjects. • One half-termly book for all subjects link to curriculum objectives. • Spider diagrams.

<i>Our pupils need real-life experiences, curriculum enrichment, life-skills learning and cultural awareness</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • Prison, Me? No way! • Residential. • School trips. • Science experiments. 	<ul style="list-style-type: none"> • Encompass all objectives with a relevant topic. • Create spider diagrams.

<i>Our pupils need to develop their confidence and wellbeing to become more resilient</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • Encourage, positive feedback, certificates. • Build positive relationships. 	<ul style="list-style-type: none"> • Year 6 taught literacy by the same teacher, and maths by the same teacher. • Preparation for high school. • Provide a topic based curriculum which is enjoyable and relevant. Where each child can excel in certain aspects, including ones without parental involvement.

<i>Our pupils need to dream, achieve and have high aspirations</i>	
What we are currently doing	What are planning to do in the near future

<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Celebrating external success (show and tell) in school success.

<i>Our pupils need more vocabulary</i>	
What we are currently doing	What are planning to do in the near future
<ul style="list-style-type: none"> • Dictionary/thesaurus. • Wide variety of texts. • Class readers. • Highlight texts to find words they don't understand. 	<ul style="list-style-type: none"> • Pupil voice. • More class readers. • Presentation. • Public speaking.