



St. Andrew's Primary School & Nursery



School Mission Statement *Working together for a successful future*

The context of our school...

- Bishop Auckland is steeped in History and surrounded by countryside
- We are situated near the Cathedral City of Durham, with transport links to Newcastle, Tynemouth and Darlington
- The school has 57% Pupil Premium children - significantly above National Average
- The school has 20.4% SEN pupils - significantly above National Average
- We are a predominately white British school with only 2.2% EAL and includes a growing intake of pupils from Gypsy/Roma travelling communities
- Our school believes in equality and diversity

...and how this influences our curriculum.

- Our curriculum must include local historical events, people and buildings and maximise the surrounding countryside where possible
- We must access local resources, such as museums, galleries and public places to enhance pupils' learning further
- We must provide a variety of rich and engaging experiences beyond the classroom and local town for our disadvantaged pupils
- The curriculum must be inclusive for all, no matter of ability, careful thought must be taken when timetabling lessons for those who need intervention
- Pupils must be exposed to, and taught about, other cultures and religions that they may never be exposed to broaden their understanding of diversity in modern Britain.
- Wherever possible, we must include a range of genders, races, ages and disabilities when learning about people in lessons.

School Vision

"At St. Andrew's Primary School we are dedicated to provide a happy and caring community where everyone feels safe, valued and equal. We give the key to open the doors to lifelong possibilities and achievements in a diverse and ever-changing modern world."

Key Drivers

The parents, staff and governors of St. Andrew's Primary School have elected three key drivers for our whole school curriculum. Our curriculum is designed with the following key drivers in mind:

- **Knowledge:** to provide our pupils with a wealth of general knowledge about our world in order for them to succeed
- **Possibilities and Aspirations:** to prepare and inspire our pupils for the next stage of their journey towards adulthood
- **Wellbeing:** to equip our pupils with both physical and mental wellbeing to ensure a positive learning attitude and experience.

Core Values

In addition, we embed our core values in in everything we do. These are:

**Respect, Resilience, Pride, Teamwork, Compassion
Determination, Confidence, Honesty, Responsibility, Politeness,
Integrity**

We focus on one core value every month.

Rights Respecting School

In 2019 we were awarded the SILVER award for Rights Respecting.
So that the Rights Respecting Ethos is embedded in all that we do, we will link Articles to our curriculum where possible and appropriate. These will be found on the Long Term Plans for Each subject.

Curriculum Intent

EYFS Curriculum

PRIME

Personal and Social Development, Communication and Language,
Physical Development

SPECIFIC

Literacy, Mathematics, Understanding the World, Creative
Development
Characteristics of Effective Learning

National Curriculum

CORE

English, Maths, Science, SRE

FOUNDATION

Geography, History, MFL, Music,
PE, Art & Design, Design
Technology, Computing & Digital
Literacy

Additional Curriculum Subjects

RE
PSHCE

Our academic curriculum is structured providing for each key stage and year group:

- A clear list of what must be covered based on the Statutory Guidance within the National Curriculum (see individual subject Long term Planning Grids)
- Progressive knowledge and skills which will shape children as, for example, scientists or historians

Curriculum Offer:

We pledge to provide our pupils with the following educational experiences

	Daily	Weekly	Termly	Annually
EYFS	<ul style="list-style-type: none"> • Access to indoor and outdoor spaces • 1 x storytime • 1x Nursery rhyme time • 1x phonics lesson • 1x maths mastery • 1x finger gym • 1x social skills • Healthy snack and milk • Extensive choice learning opportunities within a well planned learning environment, with individualised learning and teaching for each child. • Specialist trained staffing 	<ul style="list-style-type: none"> • 1 x hour of Physical Education • 1 x celebration assembly • 2 x Whole school assemblies linked to SMCS and Rights Respecting • 2 x class assemblies • 1 x music lesson • 1 x PSHE lesson • 1x Let's get creative session • 1x Squiggle Whilst you wiggle session 	<ul style="list-style-type: none"> • At least 1 visit or visitor linked to study area • Opportunity to attend a behaviour treat trip 	<ul style="list-style-type: none"> • Trip to the Theatre • Anti-bullying celebration • E-Safety celebration • Whole school sports event (Sports Day) • World Book Day celebration • Whole school Christmas Meal • Whole school Harvest festival • Whole school Easter Service • Whole School Christmas carol Service • Whole School Christmas Performance • Religious festivals and celebrations (e.g. Chinese New Year) • Careers Week (Biannually)

	Daily	Weekly	Termly	Annually
KS1	<ul style="list-style-type: none"> • 1x Literacy lesson • 1 x Maths lesson • Story time • Active start to the day • Outdoor Playtime • A healthy meal • Daily Phonics lesson • Daily handwriting lesson • Regular dojo Maths and English sessions • Opportunity to attend an After School Club • Access to an inviting reading area 	<ul style="list-style-type: none"> • 1 x hour of Physical Education • 1 x celebration assembly • 2 x Whole school assemblies linked to SMCS and Rights Respecting • 2 x class assemblies • 1 x E-Safety lesson • 1 x music lesson • 1 x PSHE lesson • Visit to Library 	<ul style="list-style-type: none"> • At least 1 visit or visitor linked to study area • Opportunity to attend a behaviour treat trip 	<ul style="list-style-type: none"> • Trip to the Theatre • Anti-bullying celebration • E-Safety celebration • Whole school sports event (Sports Day) • World Book Day celebration • Whole school Christmas Meal • Whole school Harvest festival • Whole school Easter Service • Whole School Christmas carol Service • Whole School Christmas Performance • Careers Week (Biannually)
KS2	<ul style="list-style-type: none"> • As above 	<ul style="list-style-type: none"> • As above and • 1 x swimming lesson • 1 x MFL lesson 	<ul style="list-style-type: none"> • As above and • Attendance at an Action group meeting (1 x month) 	<ul style="list-style-type: none"> • As above and • Year 5/6 Puberty Talk

Implementation

Blocking

- As a school, we have decided to teach our foundation subjects in blocks. Having trialled this over the two years, we know that our pupils respond well to this method of delivering lessons. Pupils are engaged and look forward to the next lesson, they remember the knowledge and skills learned from lesson to lesson and they can see the progress they make in a short space of time and enjoy the success of this.
- Not all subjects cannot/should not be taught in this way due to weekly PPA cover where another member of staff will teach a class for a weekly session each week. We have also agreed that PSHE should be taught weekly and by the teachers, so that the values, skills and understanding in these lessons can be embedded, by the class teacher, in all other lessons.

- The order in which skills and knowledge are taught, within subjects, has been carefully thought out. Each subject is ordered in a particular sequence for a reason. For example;
- In History, times in history are taught in a chronological order, so that pupils gain an understanding of chronology.
- In Geography the types of maps, that children use over the years, become progressively more detailed over each year.
- In Art, pupils experience and build upon their skills within drawing, painting and sculpture and the sequence enables pupils not lose these skills over time.
- In DT, we want children to make and build for a purpose, so studies are placed at specific times of the year so they can be entrepreneurs and sell their products to real customers.
- In computing, hardware availability is a factor when sequencing so that pupils have access to the equipment they need for that study.
- In RE, the children build upon their understanding of Christianity in the first instance and then explore other religions in comparisons.
- In Science, studies can be seasonal, such as living things, others may need external trips to ensure maximum learning and so these things need to be considered when sequencing.
- In Music, we follow the sequence set in a bought programme called Charanga.
- In PSHE, we follow the sequence set in a bought programme called 1decision
- In MFL, we follow the sequence set in a bought programme called French start.

- We want our pupils to make links in their learning throughout each subject. Year on year, children will build on their prior knowledge, skills and understanding in order to deepen their learning in each subject. Each subject will have a learning link that weaves its way through the curriculum as a theme that connects each topic, thus enabling pupils to develop at a deeper level in one particular subject area.

Locality Links	<ul style="list-style-type: none"> • The school will make good use of local resources and amenities to enhance the curriculum and engage the pupils. It will also enable teachers to draw upon the expertise of staff members at each venue, thus extending their subject knowledge. • Local resources such as: Bishop Auckland Mining Art Gallery and Castle, Durham Cathedral, Botanic Gardens in Durham, Tynemouth River study centre, Hamsterley Forest, Bowes Museum, will be used to enhance learning
Hooks	<ul style="list-style-type: none"> • In order to excite, inspire and motivate our pupils in learning, each subject study will begin with a "hook." These hooks can be in the shape of a visitor, out of school visit, a quality text or film or an object.
Continuous Provision	<ul style="list-style-type: none"> • In order to excite, inspire and motivate our pupils in learning, each subject study will begin with a "hook." These hooks can be in the shape of a visitor, out of school visit, a quality text or film or an object.
Collapsed Curriculum Days	<ul style="list-style-type: none"> • The National Curriculum alone does not cover all aspects of what we feel our pupils need. We have introduced half termly curriculum collapse days, where the whole school will focus on the same learning area to enhance our SMSC, Core Values, School Vision or Key Driver areas beyond the Statutory Guidelines of the National Curriculum. •
Tools for Curriculum Implementation	<ul style="list-style-type: none"> • There will be a continued focus on staff CPD to ensure high quality teaching and learning across curriculum subjects • There will continue to be a well-managed budget to provide quality resources and to subsidise trips to local links • There will continue to be well-maintained and engaging spaces to learn in school • There will continue to be a culture of high expectation and challenge for all children • Effective monitoring and review mechanisms will be in place to ensure the curriculum, we offer, is continuously of a high standard • Subject leaders, will lead with passion and have high expectations for their subject area, accessing and cascading CPD and network opportunities and following the Subject Leader's Handbook guidelines.

	Impact
Overall impact	<p>The impact of the curriculum is evident in the outcomes for all pupils. They will be confident and able in a broad and balance array of subjects. They will have a deep and embedded range of knowledge, skills and understanding that they will be able to expand upon year on year and take with them on the next stage of their academic journey and beyond.</p>
Post and Pre Learning tasks	<p>We are fully aware that some pupils may already have prior knowledge about a particular area of study, indeed some pupils may have very limited knowledge. In order for teachers to apprehend each pupils' starting points, a simple pre learning task will take place. Here, the children will show, in pictures and/or words, what they already know about their new area of study.</p> <p>At the end of each study, pupils will carry out a Post Learning Task, which will require pupils to demonstrate the depth of their learning. These will be different for each study within each subject and will help teachers assess each pupils' level of knowledge, skills and understanding.</p>