



Singleton Church of England Primary School



"Passion for LearningPassion for life"

Governors and school leaders facilitate a reflective and ambitious culture. Constructive challenge and creative ideas are encouraged, valued and used to inform whole school planning. The views of learners, parents, staff, governors, therapists, social workers and other stakeholders inform the evaluation of the quality of our work and provision, which in turn is used to identify areas for improvement.

Curriculum Statement



Our school is a diverse and wonderful community and our curriculum provides equality of opportunity for all. We are incredibly proud of our little school and we believe that all children who become pupils at our school deserve the best Christian Education. We have the highest expectations of pupil attainment, teacher performance, governor performance, support staff performance and parental involvement. We encourage everyone to strive for excellence and achieve his or her full potential.

Our school vision epitomises our intent and our beliefs and it underpins all that we do
"Passion for Learning and Passion for Life"

"With God all things are possible" Matthew 19:26

"I have come so that they may have life and have it to the full" John 10:10

To provide the children with a variety of challenging and enriching opportunities, enabling them to live life to the full. Developing a growth mind-set, believing that with God everything is possible. To show, love, trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

There is a shared commitment to a clear vision. The vision has a strong focus on our Christian Values. All staff buy in to our vision that incorporates 'passion for learning, passion for life' Staff aspire to create learning opportunities for our children that inspire them to be proactive, independent learners and to strive to be the best that they can be.

We want our pupils to understand what it means to be part of the '**Singleton Family**', to wear their uniform with pride, to embrace every opportunity, to have a growth mind-set, aspirations and to feel valued, nurtured and happy.

At the heart of our curriculum is 'knowledge and skills'. All children are exposed to creative, sporting and cultural opportunities, along with a rich diet of extra-curricular activities and class visits. We pride ourselves on offering a challenging and engaging curriculum where children have the opportunity to develop a greater depth of knowledge in Maths and English, but just as importantly we provide a creative and engaging skills-led curriculum, where children are immersed in a world of construction, sports and sciences. Further to this, our school provides first class performing arts and music opportunities, as we believe these skills are an integral part of the curriculum as well as providing many additional opportunities within individual lessons.

Our curriculum is designed to enrich the lives of our pupils, alongside facilitating the development of literate, numerate, pupils who are solvers of problems; true to their faith; caring of others and of their environment. We promote 'Limitless Potential' and embrace pupils who are creative, appreciative of the arts and performing arts, dedicated to sport, fascinated by science. We encourage ambitious pupils, who are motivated and believe in their abilities.

Our curriculum develops our pupils in ways that go far beyond the academic. It is enriched by opportunities for, spiritual growth, personal and moral development, living safely, cultural awareness and personal challenge.

Our pupils' knowledge must be secure and provide a strong foundation for their future learning and progression, supported by individualised and meaningful provision throughout their time at our school. Academic, vocational, creative and technical experiences are offered and celebrated with equal distinction. For example, STEM, Forest Schools, and Musical Theatre.

We do not prescribe any particular teaching style or pedagogical approach at our school. We use an Inclusive 'Quality First teach' approach across the school which focuses on teachers developing a broad set of pedagogical skills from which they will select examples for use in particular situations. Our teachers must actively read the different situations presented by each of their classes, adapt, and respond to the learning needs of the children. Therefore, our teachers need to - extensively and continuously develop their knowledge of their students' individual learning profiles and the implications this has for teaching and learning.

Our teachers regularly share their pedagogical skills with each other and draw on both recent and longstanding research in teaching and learning to support each other as they strive to offer the best to our pupils. As a school, we have developed our own Inclusive Quality First Teach guidance for all staff, which provides clearly defined expectations as follows:-

Inclusive Quality first teach should include the following

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils.
- Understand that Students take individual and multiple pathways in their learning
- Engage students in challenging learning experiences
- High expectations for their students and encourage risk taking

Alongside this, the guidance provides staff with an array of strategies to support with their teaching whilst facilitating the needs of children who may have difficulties in the following areas:-

1. Communication and interaction
2. Cognition and learning
3. Social, Emotional & Mental Health
4. Sensory and or physical (including coordination)
5. Maths
6. English
7. Science
8. Gifted and Talented

Pupils with SEND will experience occasions where teaching is adapted and enriched with the aim of helping them recover key concepts that may have previously limited their learning and progress. For all pupils, where fundamental gaps in learning are diagnosed for numeracy or literacy, we select from a range of our specific recovery / support programmes. Our Provision Maps encompasses Cognition and learning, Communication and Interaction, Emotional, Behavioural and Social and Sensory and Physical needs.

We invest in the professional development of our staff so that they may develop such skill sets and know when to use each of them. We do this by providing at least 3 Inset days of generic whole school professional development training per year linked to the School Improvement Plan. This training is usually led by the SLT or by external specialist providers. This compliments our coaching and mentoring programme for new and existing teachers. All teachers have appraisal objectives linked to developing their Teaching and Learning skills and research within the areas they lead. Personalised professional development needs are identified through the appraisal process and staff will then have access to specific training as and when required. As a school, we work very closely with the Poulton cluster of schools and with the Preston Teaching Alliance, regularly sharing good practice, experience and expertise. Within staff meetings, staff who have been on a course or specific training will up skill the rest of the team where appropriate.

These pedagogical skills, combined with excellent relationships and high levels of expectation, are put into practice to help pupils remember more, connect more and therefore build knowledge and skills. This is supported by consistently high expectations for literacy development and an acceptance by our teachers that we are all responsible for improving literacy and vocabulary. This is true for teachers as well as pupils.

The teaching of reading is a high priority focus within our school and has been for many years. We have developed a structured approach that incorporates phonics, guided reading, specific teaching of reading comprehension and vocabulary development.

We promote access to high quality texts and a progressive skills based approach to develop pupils reading ability and to ensure they become confident in their application of comprehension skills. This in turn influences the children's ability to access knowledge across the curriculum at an increasingly higher level.

For our curriculum to have impact, our teachers and subject leaders must continually ask the following three questions:

- **How has this lesson or work been made possible by what pupils have learned previously?** *This question ensures that we are always aware of the components and composites that are required from previous teaching to enable success in the current teaching*
- **What are the key essential components and composites needed for success in this series of lessons, when were they studied previously in the curriculum?** *This question ensures that our teachers know where they are taking the pupils over time and are therefore able to select appropriate pedagogical approaches to enhance learning*

- How well are the pupils learning the curriculum (the current section) and how do I improve their understanding and progress? This question ensures that our teachers use and act upon the outcomes of valid and reliable assessment

At our school:

- ‘**Progress**’ means knowing more, remembering more and being able to do more. All pupils must make progress.
- ‘**Components**’ - are individual ‘bits’ of knowledge necessary for more complex performance.
- ‘**Composites**’ – are new knowledge or skills that draw from or build on relevant components, thus increasing sophistication.

By **being part of the ‘Singleton Family’**, our pupils will leave our school having developed into literate, numerate, and confident speakers who will be solvers of problems. They will be true to their faith and be caring of others and for their environment. They will be creative and appreciative of the arts; be ambitious, motivated and believe in their abilities. They will embrace growth mind-set and be passionate about learning. They will be people who engage with society, who are responsible, respectful and active citizens, who celebrate difference and thrive with an understanding that uniqueness is positive. They will understand the impact of previous generations both locally and on our world and will use their own skills, knowledge and values to create a better world for all by positively contributing to society.

They will have achieved their God-given potential in external examinations, having made strong, personal progress. Being part of the **‘Singleton Family’**, guides our pupils into further education, following a path best suited to their ambition.

MISSION STATEMENT - "Passion for Learning and Passion for Life"

VISION- To provide our children with a variety of engaging and challenging opportunities enabling them to live life to the full. Developing a growth mindset, believing that with God all things are possible. To show love, trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

OUR CHRISTIAN VALUES

RESPECT FRIENDSHIP LOVE
ENDURANCE TRUST
WISDOM

OTHER VALUES WE PROMOTE

Equality
Resilience
Independence
Responsibility
Empathy

Aims

- Inclusivity - To help **every** child realise his or her full potential.
- We are better together - To build strong and purposeful links / partnerships with other schools, our parents / carers, church, local community and the wider community.
- Success through excellent professional development – All staff to engage enthusiastically with research and professional development, embracing a culture of collaborative support and challenge.
- Provide a high quality curriculum - which inspires all children, optimising their social, emotional, creative and academic outcomes. Provides the essential knowledge and cultural capital to ensure that our children succeed and become well – rounded informed citizens
- Vision - Provide an environment where all children feel happy and confident and are challenged to make the most of their abilities.
- Growth Mind Set - To inspire our staff and pupils to believe that with God all things are possible. To encourage our children to have aspirations and reach a potential that is limitless whilst developing: - resilience, self-esteem and self-confidence.

An ambitious curriculum – indicators for the children

Spirituality	Life skills	Mental Health / Health and wellbeing	Growth Mind-set	Emotional skills	Morality	Social Skills	Culture
Knowledge progression	Leadership skills	Diversity	British Values	Community	Personal skills	Confidence	Foster Ambition / aspiration
Skills progression	Inclusion	Broad and balanced learning experiences	Equity of opportunity	Creativity	Passion for learning	Enrichment	Bespoke learning opportunities
Excellence	Independence	Responsibly	Pride	Enthusiasm	Perseverance	Teamwork	Challenge
Integrity	Enjoyment	Respect	Tolerance	Empathy	Care	Self esteem	Emotional literacy

An ambitious curriculum – indicators for the staff

Effective subject leadership	Teacher subject knowledge is consistently strong across the school, phase, key stage, and department	Effective planning	High levels of accountability (knowing what is implemented and learned)	Staff ensure :- Equitable delivery for all pupils	Depth and coverage	Progression	Curriculum is ambitious – reflecting in teaching and learning
------------------------------	--	--------------------	---	---	--------------------	-------------	---

INTENT

IMPLEMENTATION	APPROACHES TO LEARNING							
	Quality first teach	Active questioning	Promote a love of learning and aspirations	Engage students in challenging learning experiences	Growth Mind-set	Regular tracking of pupil progress used to inform planning	Enrichment opportunities – STEM / MAD week	Highest learning expectations
	Instructions given in small chunks with visual cues	Consistent approach to teaching & behaviour	Teaching styles and resources meet pupil's need	Differentiation Plan by deciding what everyone can learn then 'differentiate up'	Personalized learning	Multi-sensory & over learning	Promote a love for learning	Inclusion for all Understand that Students take individual and multiple pathways in their learning
	Build on learning beyond school	Rigorous and sequential approach to learning	Explanation. Modelling, scaffolding and practice	Highly focused lesson design with sharp objectives	High demands of pupil involvement and engagement with their learning	High levels of interaction for all pupils	An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups	An expectation that pupils will accept responsibility for their own learning and work independently
	Regular use of encouragement and authentic praise to engage and motivate pupils	High expectations for their students and encourage risk taking	<ul style="list-style-type: none"> Classroom well organized and labelled (with picture symbols) Stimulating and supportive learning environment Working walls/Learning journey display Learning aids/ resources available and accessible – e.g. dictionaries, number lines, literacy mats, whiteboards etc. 	Activities and listening broken up with breaks for more kinaesthetic activities	Mini Plenaries – throughout the lesson – consolidating learning / moving learning on	Memory supported by explicit demonstration and modelling of memory techniques	Five positive comments to one negative Praise is specific and named	
	BISPOKE CURRICULUM							
	R.E	English	Maths	Science	History	Geography	Art	Design Technology
	Computing and online safety	Music	PE	MFL	PHSE	STEM	Musical Theatre	Enterprise
	Forest Schools	SMSC British Values	Outdoor learning	Worship				
	EXTRA-CURRICULAR							
Peripatetic Singing lessons	Peripatetic Brass lessons	Recorder lessons	Drama lessons	Forest schools	Basket Ball	Handball	Rounders	
Tennis	Athletics	Tag rugby	MAD Science	Street dance	Drama and Story time EYFS / Y1	Talent Show Club	Football	
Hockey	Netball	Cheerleading	Dodge Ball	Art and Craft club (run by Kids Club)	STEM Club (run by Kids Club)	Worship Club	Times table club	
ENRICHMENT – (across the 2 year cycle)		MAD WEEK (music, art drama)	STEM WEEK	Stations of the Cross	Environmental and Gardening day	World Book day	ICT / Media Day	

IMPACT	STANDARDS		WELLBEING		PERSONAL DEVELOPMENT	
	<ul style="list-style-type: none"> Pupils' work across the curriculum is consistently of a high quality Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well. Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations Pupils are ready for the next stage of education. They have the knowledge and skills they need and, where relevant, they gain Pupils with SEND and Pupil Premium children achieve the best possible outcomes. 	<ul style="list-style-type: none"> Pupil enjoy coming to school and are passionate about learning Pupils are successful learners Pupils health and wellbeing is a high priority in school Growth Mind-set is threaded through all that we do Systems are effectively embedded into the culture and life of the school to promote and support mental health, social and emotional wellbeing – improved self-esteem, confidence, motivation, higher expectations of self, reduction of worries etc Reduction in 'Barriers to Learning' <ul style="list-style-type: none"> Social and cultural Emotional – psychological Personal issues Environmental Lifestyle 	<p>Pupils realise their full potential, they have a growth mind-set, high aspirations, are motivated and have resilience</p> <ul style="list-style-type: none"> Staff understand the pathways of progress for individual students and the patterns of progress for students as a whole. Therefore, effective teachers need to extensively and continuously develop their knowledge of: <ul style="list-style-type: none"> Their students' individual learning profiles and the implications this has for teaching For all children in our school we will see: <ul style="list-style-type: none"> The effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour. 			
	Data - external	RWM Data – assessment without levels	Social skills	Speech and language	Parent survey	Pupil Survey
	School Improvement plan reviews	Governor Monitoring	Learning Walks	Lesson Observations	Book Scrutiny	Self-assessment
	Subject Leader action plan review	Discussions / evaluations JLT	Subject lead – monitoring and evaluation	Attendance monitoring	Behavioural monitoring	Evaluations from Learning Mentor