

**Willoughby St Helena's Church of England Primary School**

**To learn is to live**

**Philosophy Statement for our Curriculum Intent, Creative Teaching and Effective Learning**

**A Blueprint for an exciting and engaging Curriculum**

**Our School Vision**

**Opening minds, widening horizons, developing a better world**

We seek to reveal and develop the talents of everyone, so that we may flourish and become the valued and valuable person God intended us to be. We work towards every member of our school community being happy, confident, committed learners, reaching their full academic potential. We strive to open minds, widen horizons and develop a better world. We do this by providing a foundation of strong moral and social values, ensuring all can play an active, responsible role within the community.

“I have come that they may have life, and have it to the full.” John 10:10

High expectations of all the children  
Prior learning is recognised and built upon  
All progress is celebrated.  
Immersion in vocabulary-rich talk  
Clear progression of key subject specific skills  
Eight value-led learning behaviours  
A knowledge-rich curriculum  
Teaching and learning adapted to be accessible yet challenging for all learners.  
Use of well-researched cognitive theories  
Individual progress tracked carefully  
Intervention work carried out and reviewed regularly

**For our children to play an active, responsible role within the community**

We aim to help children understand their responsibility as active citizens, charged with the vital task of understanding, shaping and caring for our beautiful, fragile World together.

Our Global responsibility: Charity fund raising, Learning from the News – past and present, connecting with other communities

Our National understanding: Residential trips, visits, visitors, diversity and differences, British values,

Celebrating our locality: Local History and Geography studies, Inter-sporting and Arts events, Kyra East Kids Council, links with local secondary schools, local farming events, visitors, Lincolnshire Day celebrations, Local Beach Clean

Valuing our School Community: Church services, Special days, Festivals, weekly celebration assemblies, whole school social events, opportunities to talk, discuss and have their opinions heard

**For our children to discover and reach their full academic potential**

We aim to provide a high-quality education through a coherent curriculum journey so that everyone is challenged to think, make their best progress, secure powerful knowledge, language and skills, widening their horizons.



**Opening minds, widening horizons,  
developing a better world.**

**For our children to be happy, confident, committed learners**

We aim to provide a broad, balanced curriculum, with a wide variety of engaging, authentic experiences that encourage our children to love learning, to be proud of their own efforts and to become open-minded, curious, creative problem solvers and storytellers.

An integral thread of our eight Christian Values and the Social and Emotional Aspects of Learning across all areas of the Curriculum to support children's personal development and wellbeing.

Pupil voice: e-safety officers

Families' Champion/Emotional Literacy Support Assistant work

Pupil responsibilities: shared code of conduct, playground leaders, learning buddies, monitors

Social intervention groups

Outside agency support

High adult to child ratio

**For our children to flourish and grow with strong moral and social values**

We aim to create a happy, healthy, safe environment in which children are helped to learn and achieve as much as they possibly can in an atmosphere of mutual trust and respect with the support of the family and the Diocese.

Enjoyable, developmental, daily sessions of English and Maths, authentically linked when possible to other curricular areas

Real learning motivated by an audience and a purpose, polished and refined

Exploratory Science sessions

First hand experiences leading to the exploration of our World and self-knowledge

The use of technology and computing as an aid to communication, motivation, understanding and knowledge

Cross-curricular themes across a rolling programme linked to the Early Years Foundation Stage (Playing and Exploring, Active Learning, Creating and thinking critically) and National Curriculum Programmes of Study.

Two hours/week of a range of physical activities to encourage and promote a healthy lifestyle.

## **Core Principles to support the implementation of our Curriculum**

- Engage and excite children through interconnected learning narratives
- create opportunities to open minds and help children grow their intelligence through purposeful, active thinking
- learn through talk, creativity, structured play and discovery learning
- make the learning purposeful and real with importance and relevance to the children
- learn alongside the children modelling and enjoying the activities
- help the children produce something to be proud of, something beautiful, something they want to take home
- instil a deep understanding of our 8 Christian values and the associated learning behaviours
- create a secure, comfortable learning community
- use a range of multi- sensory strategies for all learners to take an active part
- nurture positive attitudes and values towards learning - developing resilience, creativity, perseverance, enterprise and imagination
- arm the children with the tools to develop learning independence
- give children the opportunity to develop their memory skills – consolidation and regular retrieval activities
- give children the opportunity to be self-evaluative, reflective learners, unafraid of making mistakes
- develop an effective home/school and community learning partnership, providing opportunities for children to become autonomous learners
- plan and implement teaching and learning for every child's individual needs.
- use less teacher talk and more pupil learning
- convince all children that they can succeed and will do so
- remember the value of "getting the child a little stuck and then walking away"

### **To do all of this:**

#### **In our planning, we will:**

- identify learning objectives/questions, carefully structured success criteria and outcomes (e.g. powerful body of knowledge organised) with the children and parents
- ensure equality of access for all pupils
- ensure the most effective, high quality resources are used to support the learning of all groups of pupils
- encourage the children to deepen their learning
- build upon the pupils' prior knowledge and understanding
- link areas of knowledge across the Curriculum to reinforce and support thematic learning

- maximise opportunities for children to apply the basic skills of reading, writing, vocabulary acquisition and mathematics across the whole curriculum
- provide opportunities for reinforcement and consolidation, thinking carefully about how much time is needed to secure the learning
- provide opportunities for reflection and self review
- provide educational visits, visitors and extra-curricular activities to enrich the learning
- take account of the performance of all pupils when planning for future learning and opportunities
- use the Arts for children to re-frame/demonstrate their subject knowledge and understanding.

**In our teaching, we will:**

- model effective learning strategies/behaviours including the positivity of failure
- make explicit the intended learning/big picture through use of Knowledge Organisers so children know what they are doing and why
- remind children of prior learning – what do we remember
- encourage talk for learning, reasoning and explanations between pupils and pupils and adults
- promote collaborative peer work
- use appropriate and varied questioning
- praise and reward personal success and achievements
- foster the partnership between the adults in the classroom to benefit all learners
- encourage risk taking across all curricular areas in a supportive learning environment
- challenge stereotypes or barriers to learning for all
- set challenging targets for all
- use local, national and international links to enrich the learning opportunities
- engineer opportunities for children to learn from each other and in so doing, master knowledge and understanding

**In our assessment for learning, we will:**

- use learning objectives diagnostically
- share next learning steps with pupils in the most appropriate ways
- encourage children to design their own success criteria
- sit and listen to their explanations/reasoning (Assessment comes from the Latin “to sit alongside”)
- observe children using the Foundation Stage Profile, Values –based behaviours (Appendix 1) and National Curriculum key skills (Appendix 2) in open ended learning/play situations
- use regular low-stakes quizzes to retrieve and recall prior learning and knowledge
- seek to involve all parents in supporting their child’s education;

**In our classroom management, we will:**

- maintain clear expectations for positive learning attitudes for all
- compile Studio codes of conduct living out our 8 Christian Values
- maintain routines and structures to support learning
- organise resources for independent learners
- use interactive displays and visual aids to support, challenge and celebrate learning
- celebrate everyone’s efforts and achievements

**Timetabling/Subject Allocation:**

Timetabling at Willoughby St Helena’s is the responsibility of individual class teachers in consultation with other year group classes, Subject Champions, Middle Leaders and fixed sessions according to national expectations (such as PE).

School hours are from 8.50am to 3.25pm.

Learning in each area may not appear during each week of term as teachers are able to choose to organise learning to best meet the needs of the pupils (for an example an extended art project over the course of a day). Curriculum leads/champions are responsible for monitoring the successful allocation of time to the curriculum area they lead. The minimum requirements for timetabling are as follows:

**EYFS:**

<b>Subject</b>	<b>Hours per week</b>
Reading/Writing/Phonics	4
Maths	2.5
Learning through adult focussed/initiated	3
Learning through continuous provision	11.25
Physical Activity	2
Total	22.75

**KS1:**

<b>Subject</b>	<b>Hours per week</b>
Reading	2.5
English	5
Maths	5.75
History	1
Geography	1

Art	1
Music	0.5
DT	1
Science	1.5
Computing	0.75
PE	2
RE	1
PSHE	0.75
Total	23.75

**KS2:**

<b>Subject</b>	<b>Hours per week</b>
English	7.5
Maths	5
History	1
Geography	1
Art	1.25
Music	0.75
DT	0.5
MFL	0.5
Science	2
Computing	0.75
PE	2
RE	1
PSHE	0.5
Total	23.75

**Our children decided they learned best through:**

- Feeling happy
- Having fun
- Funny, crazy, understanding, supportive adults in school
- Playing
- Reading
- Learning outside
- Practice and revision

- Listening hard
- Being left to having a go, being confident
- Being treated like young people
- Drama and role play
- Extra work and homework
- Visits and visitors to see things for real
- Looking and watching others demonstrate before trying themselves
- Computers and Interactive Whiteboards
- Perseverance
- Commitment to hard work
- Learning at home with adults
- Experimenting by themselves
- A quiet atmosphere
- Repetition
- Games to help understanding in maths and English
- Talking with friends and adults together
- Making things
- Drawing, art and getting messy
- Asking questions
- Small steps, learning broken down and taken slowly

It is the responsibility of all adults in school to ensure that this philosophy, pedagogy and policy is embedded into practice. We will endeavour to create such a climate for learning. All our children are entitled to the best start we can provide in the lifelong process of learning.

This was agreed by the Governing Body and will be reviewed every year or before if legislation changes.

Appendix 1

Our Christian Values	Behaviours, attitudes and skills to develop through our Christian Values
<p>Compassion Compassionate learners actively listen to all points of view, use empathy towards other learners and “get into the shoes” to understand fictional characters, historical figures, geographers and scientists.</p>	<p>Learn to: Understand others Anticipate and predict their likely thoughts, feelings and perceptions See things from another’s point of view Reflect upon the impact of my behaviour on other people’s thoughts and the way that other people think, feel and behave. Share, support and talk about other people’s feelings.</p>
<p>Endurance Enduring learners persist and persevere, despite set -backs and risky challenges, always learning from mistakes and failure.</p>	<p>Learn to: Enjoy new challenges and remain highly motivated. Set challenging goals breaking them down into achievable steps to achieve intrinsic reward. Keep on task for a sustained period without being distracted. Independently persevere or try different or additional approaches if things are difficult. Use strategies to calm down if upset, anxious or sad.</p>
<p>Community/Friendship/Respect A Community of respectful learners collaborate with peers and learn with and from others, gaining inspiration and ideas from different people, cultures and beliefs in the family, school, locality, nationally and internationally. Friendly learners manage their own feelings and build strong, respectful relationships through positive, active communication.</p>	<p>Learn to: Relate to others Take an active part in a group Communicate with different audiences Negotiate and share Resolve differences Support the learning of others Understand and respect the diversity, differences and similarities of others</p>



<p>Hope          Hopeful learners aspire to achieve their best at all times, targeting and challenging themselves at every opportunity.</p>	<p>Learn to:          Generate and extend ideas          Suggest “what ifs”          Use creativity and imagination          Look for alternative innovative outcomes          Reflect on ideas and outcomes</p>
<p>Thankfulness          Thankful learners celebrate and use their talents and resources to build, create, imagine, discover and explore the world around them.</p>	<p>Learn to:          Adapt to new situations confidently and apply what is known.          Use support strategies to deal with emotions          Celebrate others          Be grateful and support others</p>
<p>Wisdom          Wise learners use all they know and apply it to new and unfamiliar situations in positive ways, seizing every chance for life-long learning.</p>	<p>Judge the value of what they hear, read and do          Develop criteria to judge the value of what they do and that of others          Have confidence in own judgements          Know how I learn best          Organise myself          Make the right learning choices</p>

Appendix 2:

Key skills for Maths	
Key Stage 1 Key Skills	Key Stage 2 Key Skills
<p>To identify the problem            To select and use appropriate manipulatives and pictures            To develop flexible approaches            To make decisions            To organise            To check            To use appropriate language            To record</p>	<p>To make connections            To break down a complex problem into smaller steps            To identify information            To select and use appropriate manipulatives and equipment            To approach a problem in different ways            To check results            To organise work            To record</p>

To reason To present results To investigate To explain their method	To interpret To communicate mathematically To investigate general statements To think logically To explain
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Key English skills		
Area of learning	Key Stage 1 Key Skills	Key Stage 2 Key Skills
Speaking and Listening	To speak confidently To listen carefully and attentively To sustain concentration To ask questions To take turns To take different views into account To reason To comment constructively	To speak audibly with confidence To adapt their speech appropriately To evaluate their speech To actively listen To ask relevant questions To recall and represent information To respond to others appropriately To take turns To make a contribution in a group discussion To qualify and justify opinions To summarise To create speech in role
Reading	To gain interest and pleasure from books To learn the meaning of new words and use for themselves To describe characters To retrieve information To sequence events To infer and understand feelings To predict	To read enthusiastically To infer and deduce To make connections To skim To scan To obtain specific information To consider an argument To summarise a text To respond imaginatively To analyse and evaluate

	To express preferences To respond imaginatively	To engage with challenging texts
Writing	To communicate meaning To see the connections between speech and print To present writing clearly To retell familiar stories and personal events To create imaginary worlds To explore experience To organise and explain information To describe	To plan To draft To revise To proofread To present To evaluate own and others' writing To write to entertain, inform, explore, imagine, explain, persuade, review and comment

Key skills for History	
Key Stage 1 Key Skills	Key Stage 2 Key Skills
To listen and respond to stories To ask and answer questions To identify differences To research sources of information To communicate findings	To research To understand chronology To understand cause and effect To ask and answer why and how questions To follow lines of enquiry To select information To hypothesise To record findings

Key skills for Geography	
Key Stage 1 Key Skills	Key Stage 2 Key Skills
To ask and answer questions To observe To express views To use field work skills To communicate findings in different	To ask relevant questions To collect and record evidence To analyse evidence and draw conclusions To identify and explain differences To communicate in suitable ways

ways	To use appropriate fieldwork techniques and instruments To make decisions
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Key skills for Design Technology	
Key Stage 1 Key Skills	Key Stage 2 Key Skills
To generate ideas To develop ideas To explain ideas To plan ideas To select tool, techniques and materials To explore sensory qualities of materials To measure, mark out To cut materials To assemble and join materials To evaluate product To make improvements	To generate design ideas To develop design ideas To explain design ideas To plan design ideas To select tool, techniques and materials To explore sensory qualities of materials To measure, mark out To cut materials To assemble, join and combine materials To reflect upon and evaluate product To make improvements

Key skills for Art and Design	
Key Stage 1 Key Skills	Key Stage 2 Key Skills
To explore ideas To develop ideas To ask and answer questions To select tool, techniques and materials To evaluate and review work	To develop ideas To select ideas To question To investigate tools, techniques and materials To explore sensory qualities of materials To communicate observations, ideas and feelings To reflect upon and evaluate one's own work and that of others To adapt work

Key skills for Technology	
Key Stage 1 Key Skills	Key Stage 2 Key Skills

To gather information	To discuss information needed
To enter, store and retrieve information	To select suitable sources
To explore ideas	To find information
To plan ideas	To classify
To share ideas	To check for accuracy
To present work	To interpret
To review and develop ideas	To refine ideas
To describe	To create
To discuss future changes	To exchange information
	To understand needs of audience and purpose
	To review, evaluate and adapt

Key skills for Music	
Key Stage 1 Key Skills	Key Stage 2 Key Skills
To create	To create
To develop ideas	To develop ideas
To compose	To compose
To perform	To perform
To explore	To explore
To organise musical ideas	To explain musical ideas
To respond and review	To respond and review
To listen with concentration	To listen with attention to detail

Key skills for Dance, Gymnastics and Outdoor Activities	
Key Stage 1 Key Skills	Key Stage 2 Key Skills
To use movement imaginatively	To create
To create	To respond to stimuli and accompaniment
To develop ideas	To perform
To perform	To explore
To express	To explain ideas
To communicate ideas and feelings	To respond and review
	To problem solve
	To work co-operatively

