

Our Vision is to develop a learning community where all children enthusiastically participate, excel and are proud of their achievements across the curriculum.

We have the motto "Believe and Achieve " to remind everyone in the school community, pupils, parents, staff and governors that we should always have high expectations of ourselves and each other. If we believe we can do it then we really can do it.

At Pheasey Park Farm Primary School and Children's Centre the curriculum is designed to:

- recognise children's prior learning
- provide high quality and progressive learning experiences
- allow the children to develop interpersonal skills
- build resilience, creativity, problem solving and critical thinking skills
- develop an awareness of health and safety
- promote tolerance and diversity including Cultural Capital and British Values

Our Curriculum Drivers are:

Opportunities - For pupils to be aware of all possibilities available to them and to have high aspirations for their future

Resilience - For pupils to have the courage to bounce back from any setbacks or challenges and maintain a positive outlook on life

Diversity - For pupils to appreciate and understand that each individual is unique and to recognise and celebrate our individual differences.

Our **Intent, Implementation and Impact** is based on locally identified issues and the thread of independence runs through all that we do.

INTENT

We have developed a broad and balanced curriculum which is skills based and promotes problem solving, resilience and full curriculum coverage. The curriculum is enhanced through curriculum days, special days and festivals along with visitors into school and visits out into the community to enhance provision further. Key learning objectives and success criteria are included in schemes of work to aid planning and pupil questioning. These are matched to the National Curriculum. These objectives are then fitted into short term plans and shared with the children.

Assessment for learning opportunities are clearly identified to support teachers in their interactions with pupils. We provide feedback to the children to support personalisation of learning and independence. We encourage our children to problem solve and take risks through the enhanced use of technology and our children develop a growth mindset as a result of deeper learning and increased risk taking. The introduction of parallel groups has enabled top down differentiation in lessons. We share strategies, resources and assessment for learning tools to ensure all teachers know how to differentiate down for pupils. We hold transition meetings and pass on robust records to ensure that teachers do not spend time re-teaching what pupils already know. Carefully planned and timed assessment weeks also enable us to plan and pitch work appropriately throughout the year. Year group meetings take place for moderation and discussion to ensure appropriate pitch for all pupil groups. Assessment results inform the subject content and depth of future curriculum planning.

We offer many parents workshops including e safety, EYFS, Literacy and Maths.

IMPLEMENTATION

Lesson objectives are clear in planning wrappers and progression from Y1-6 has been evaluated by subject leaders.. Using a range of assessment for learning strategies lessons include the innovative use of Education Technology. SMART Wrappers for teacher planning have been introduced across school and this has significantly improved the pace of lessons. Lesson strategies also include mini whiteboards, group discussions and paired work to allow increased thinking time when responding to teachers questions. This has increased pupil engagement in lessons. All pupils receive feedback. We use Green Pen as a tool for children to receive feedback and then self correct/up level their work. Children are given time in lessons to complete this. We have also introduced pre teach in years 5 and 6 to introduce new topics in advance of the lessons so that pupils have an opportunity to increase their prior knowledge and so improve lesson starting points.

Teachers and support staff are developed through a process of monitor-support-review. Appraisal is a supportive process to offer guidance to teachers and we also undertake classroom observations and book scrutinies to offer advice and support and identify CPD needs. Pupil progress meetings also take place termly to identify areas of need and priorities. The recent introduction of triad observations has enhanced peer to peer support. The impact is again measured through learning walks and scrutiny of data and outcomes including absence rates. Implementation is monitored through learning walks and observations.

IMPACT

Our 2019 results showed improvements again in almost all areas of our work with standards in most areas now above national outcomes. For example Writing outcomes have improved and this is demonstrated through increased opportunities to write at length as identified in pupils books. The innovative use of Educational Technology has improved focus, pitch, pace and motivation in lessons and the children have benefited from a personalised and interactive approach to lessons. Teacher modelling is clear and concise and questioning is purposeful. Better questioning in lessons has enabled teachers to challenge children to explain their reasoning and work through problems. Children enjoy lessons and as a result absence levels have reduced. Our children leave school with a range of experiences which have prepared them for the next stage of their education.

LOCAL ISSUES

We are aware of the contextual and local issues as identified earlier in this document. As a result our curriculum is carefully planned to promote confidence and resilience in our children as well as broadening horizons and promoting safety and well being. Many of our pupils have much access to technology out of school and so e safety and physical activity form a significant part of our curriculum planning.

Curriculum planning is led by year leaders and involves year groups planning together to meet the needs of those cohorts. Subject Leaders have completed reviews of their subjects to secure progression in knowledge and skills as children move through the school. Impact is measured through observations of and conversations with pupils, work scrutiny, data and outcomes and feedback from stakeholders.

Every child is recognised as a unique individual. We know our children will live and work in a multi cultural world. We celebrate and welcome differences within our school community and globally. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time where there are no limits to curiosity and there is a thirst for new experiences and knowledge through high quality learning experiences. We have found our pupils historically to be passive learners and so we have enhanced their confidence through the promotion of collaboration and collaborative learning. In so doing we have built confidence and resilience.

We are aware of the extent of pupils' access to technology. We use Education Technology to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. We teach e safety awareness and encourage safe and appropriate use of technology through curriculum and ICT specific assemblies.

Community involvement is an essential part of our curriculum as we prepare our children for life in a multi cultural world through celebrating local traditions and festivals and teaching new skills to enable the children to take an active role in community events throughout the year. For example Easter and Christmas Services at Church, Choir singing at Asda and dancing at Collingwood residents Christmas Dinner. The local minister also comes into school to lead assemblies.

Children leave our setting with the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners. We receive many commendations from parents which echo this.

PSHE is on the Timetable and Assembly themes and celebrations through the year are linked to SMSC, Cultural Capital and British Values. Our logo-believe and achieve-has been embedded. We have enhanced responsibilities by developing the role of School Council and Eco Warriors and through Year 6 Badge holders with responsibilities and the role of Playground Buddies and Young Leaders. Achievement assemblies have been enhanced to recognise, share and reward outstanding attainment and achievement across the curriculum. British Values are shared

regularly during KS1 and 2 Assemblies and at Children's Centre. As a result pupils are able to debate confidently and listen to each others' views. Themes and curriculum content provides opportunities to explore and reinforce the benefits of community cohesion and the damaging effects of all extremism on the local, national and global community.

SPIRITUAL

Our logo believe and achieve underpins all we do and has increased children's awareness of their own unique potential and will to achieve. Spiritual development is promoted through providing opportunities for children to reflect on their own and others religion and learn tolerance of others. Spiritual learning is further developed through promoting a sense of enjoyment-e.g. ICT, Art-e.g. use of imagination and studying other faiths whilst drawing on their own experience. We have further developed children's awareness of their self worth through enhanced music tuition from years 2 to 6 and the opportunity to perform more frequently for parents and out in the community including the church at Christmas, the introduction of a wide range extra curricular clubs for all children to develop personal interests and strengths, increased opportunities to represent the school at various competitions and events and a range of day visits and residential for year 6.

We have also increased visitors to school-e.g. Timezone history Workshops, Shakespeare, Poetry Workshops, Art whereby all children study and recreate art work-e.g. clay and other media, German tuition. History topics include All About Me and Growth and Change to develop children's knowledge of themselves and their work. School Council and Suggestions Boxes ensure all pupils have a voice. Music plays an integral part in this and children receive progressive opportunities from Nursery Nativity to Year 6 Leavers Production.

MORAL

Our behaviour policy and reward system has further developed pupils understanding of right and wrong and the need to reflect on the consequences of actions. The increased responsibilities and roles created for pupil has further developed their understanding of the significance of making responsible decisions.

Our own Learning mentor provides RSE and well being workshops for pupils and parents. Moral education is integrated into the curriculum-e.g. Y5 and 6 study texts by Michael Morpurgo which consider moral dilemmas. We also participate in anti bullying week and Bird Watch. History topics include Living Together to promote responsibility. The Animal Man visits every year and children learn about different animals, habitats and respecting living things. We have contributed to Harvest Festival for the Community, Christmas Shoebox Appeal, Poppy Appeal, Children in Need, Charity Days. Our Eco Committee develops knowledge of sustainability.

SOCIAL

Through our curriculum the children develop their understanding of responsibilities, choices and communities (local, national, global). Examples of relevant topics include Y3 Gateways to the World and Y5 Holiday Show and Here, Then and Now. The new logo and uniform-believe and achieve-has enhanced pupils sense of belonging and willingness to contribute.

We have introduced elections for the selection of key committees-e.g. School Council, Eco Warriors, Junior Safety Officers, Reading Champions, Digital Champions, Play Leaders, A* Sheriffs, Librarians -which has resulted in raising children's awareness of democratic processes, citizenship and the legal system. We provide opportunities to support charities-e.g. Children in Need, Operation Christmas, Harvest where we have supported local citizens and OAP Groups including Pheasey Community Church, Elm Church Food Bank, Kingstanding and North Walsall Food Bank. History topics promote belonging to a community-e.g. Living Together, Here, Then and Now. Young Leaders and Junior Safety officer/Playground Buddy roles have further enhanced children's awareness and skills including leadership skills. We also participate in Science Week, Fair Trade, Bird Watch/Biodiversity Week and Switch off Fortnight promoting environmental awareness and citizenship. We offer a range of before and after school clubs including Music, Art, Sports, Creative and Cookery. We take part in a range of Sport and Music competitions across Walsall and wider.

CULTURAL/DIVERSITY

Our Annual Calendar of Events celebrates a rich and varied range of cultures and traditions. Through this we have developed children's understanding of and respect for different cultural traditions-e.g. through our topics-for example Y1 Let's Celebrate and All Dressed Up. We have enhanced our Calendar of Events to include special presentations at key times of the year-e.g. Diwali. Topics taught include Let's Celebrate, Temples, Tombs and Treasure and Making a Difference to teach respect for other cultures and traditions. We have recently covered D Day and World Cup. German is taught from Y2-6 and includes the study of Germany and its cultural background. Leaving parties take place every July and Discos termly.

Children are able to learn from each other's experiences and backgrounds and have a clearer understanding of other cultures and traditions -e.g Diwali Assembly, Chinese New Year, Black History Month and Yom Kippur. We ensure children recognize national and global issues such as the Global School Climate Strike.

MUSIC/CREATIVE

Music provision has been enhanced to include extra curricular provision, instrumental tuition, singing assemblies, celebrations and events, concerts and productions and enhanced links with the community - e.g. Beacon Church. Children's knowledge of their community and the world has increased. We have successfully entered singing competitions and our KS2 Choir was recognized at Forest Arts Festival in Walsall for the quality of their singing. Children's excitement and confidence has increased. Tuition includes Recorders for all Year 3 pupils and Steel Pans for all Year 4 pupils funded by the School. We also provide Woodwind, Brass and Strings provision. Children enjoy weekly Music sessions and regular opportunities to sing.

Alongside all our Sports Clubs we have also introduced Dance Club, Code Club, Film Club, Film, Art, Board Games, knitting and Crotchet.

SPORTS/HEALTHY EATING AND LIVING

We know children do not access outdoors out of school as much as we would recommend. We promote healthy living and the importance of Sports. We offer a range of sporting activities both during the school day and before and after school. Healthy eating is promoted through our eating policy, workshops for parents, lunchtime and tuck provision, our IPC/DT curriculum and gardening and cookery clubs. In Summer 2018 we participated in the Reception Pupils Healthy Families Super Wiggles Programme through Public Health Funding.

We have also taken part in School's Safety Challenge and Red Cross Workshops. Our Annual Dance Festival takes place each year including all children from Nursery to Year 6 with a different theme each year and increasing numbers of parents coming to watch. Our dance groups also perform regularly in the community-e.g Forest Arts Festival, Collingwood Residents Dinner, Christmas Fayre.

BRITISH VALUES AND CULTURAL CAPITAL

Cultural capital is about preparing children with the knowledge and skills for what comes next. We ensure that our children receive a broad and balanced curriculum which prepares them for the next stage of their life. British Values are promoted across all areas of our work and are clearly displayed in all areas of school. Mutual Respect, Rule of Law, Individual Liberty, Tolerance of Others are promoted through our PSHE curriculum.

We value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community, alternative views and the wider world. Underpinning all of this are a range of curriculum topics which have strong links to the British Empire and British Values where we study the impact of British Inventors and the work of people like Florence Nightingale and Shakespeare Week-See British values statement/curriculum. We teach children about democracy through school council elections, eco warrior elections, individual responsibilities and visits to the Houses of Parliament. We promote charity work through Operation Christmas, Harvest and Children in Need.

SECONDARY SCHOOL READINESS

Secondary school readiness is improved through a variety of ways including:

Extra Curricular Clubs, Y5/6 Booster Sessions, Target Groups, SMSC developments, Transition Projects, Link Work-E.g. Eco Committee Project with Barr Beacon, Extended Transition Work during Summer Term for vulnerable pupils, Secondary School Inductions and Visits, Deep Water Swimming at local Secondary Schools Cycling Proficiency, Self Esteem Groups, Homework, French lessons for Y6 by a teacher from feeder secondary school. German is taught at our School in readiness for secondary school and Pragmatics Groups and Pastoral Induction also takes place for vulnerable pupils.

Careers talks have taken place for Y6 pupils in the Summer Term led by Head Teacher, Police Officer, Chair of Governors. Life Education Bus and Careless Talk Workshop further enhance children's safety awareness prior to transition to secondary school. SATS Relaxation sessions also support our Y6 pupils and feedback is acknowledged and acted upon.

The impact of this has been improvements in pupils confidence, increase in % of pupils exceeding ARE in preparation for secondary school, Smooth transition to secondary schools with positive feedback from feeder schools

PARENT/PUPIL VOICE

We regularly consult parents and pupils through assemblies, workshops, suggestions boxes, drop in sessions, coffee mornings and school events. Governors receive updates at meetings. Recent actions include additional SEN coffee mornings and resources for golden time. School Council, Eco Committee and Reading Champions are regularly consulted at meetings. Recently School Council requested an Animals in Need Day which was subsequently successfully held. Children also requested more opportunities to read in school which have been implemented.