

Our Curriculum Intent

At Tankersley St Peters C of E Primary School, our Curriculum Intent is underpinned by our five core school aims as outlined in our vision above. We have a well-planned and wide ranging curriculum offer across all subjects and an enriching extended curriculum. Our curriculum is carefully planned from the statutory elements of the National curriculum and implemented using a **'Creative Curriculum' model** where lessons are carefully sequenced within a termly or half termly key themes.

The chosen curriculum themes are ambitious, inclusive and diverse in meeting the needs of all our pupils. We ensure that every child fulfils their potential, regardless of background or personal circumstance. Not all of our pupils have the same life experiences, so we immerse our pupils in a wide variety of learning opportunities. From the early years, we are aware of the vocabulary and reading gap that some pupils have and endeavour to widen their exposure to new vocabulary and ability to read through the learning experiences planned. **Word conscious classrooms are a very strong part of our intent and high profile in the school day.** Our Subject glossaries, Victor Vocabulary boards and book of big words help pupils to retain knowledge and answer questions about their learning. We encourage our pupils to have enquiring minds in all of their learning- so our curriculum is built around enquiry questions across most subjects. Pupils are encouraged to ask the *why* and *how* in any given situation.

Our curriculum Intent goes beyond the classroom. There are **a variety of rich experiences to enhance key knowledge and skills in learning.** We believe that childhood should be a happy and exciting time in every child's life where there are no barriers or limits to curiosity and there is a thirst for new experiences and knowledge both in and out of school. Each class has a carefully linked visit to enhance learning in every term of the academic year. **All of our pupils learn to play a musical instrument** during their time in school and will get the opportunity to play at concerts and events both in and out of school. No child misses out. We **nurture and foster a sense of confidence and community** through our various annual school performances and a wide variety of sporting opportunities. Our pupils always shine at these events which link closely to the learning and creative curriculum in areas such as Music, RE and History. We **involve parents regularly in their child's learning** and undertake key projects which are carefully woven in to the curriculum offer. For example – reading breakfasts, maths mornings and community craft fairs. We run workshops regularly to help parents understand the curriculum.

Our learning environment reflects the breadth and balance of the curriculum. We follow our **'Subject in the spotlight'** 3-year cycle to ensure all our subjects are celebrated. The 'sparkle and share' assemblies give the pupils and teachers opportunity to share learning in a specific curriculum area and the chance for each subject lead to monitor progression and collate key information. Whole school displays are incorporated into the subject in the spotlight as part of our yearly planning overview.

Tankersley School is inclusive and our practices reflect this. **We value the diversity.** All Pupils have equal access to the curriculum and are treated fairly regardless of race, religion or abilities. We are outward looking in incorporating global links in learning through the creative curriculum. We ensure our Pupils show tolerance and respect to other cultures and beliefs in all their learning in school.

If a child has a special educational need, we do all we can to meet the individual needs of that child. We operate inclusive practices in our teaching methods providing access to learning for each child at their level of need. One page profile and APDRs (assess, plan, do and review) plans are updated half termly and comply with the requirements set out in the SEND Code of Practice. Teachers attend termly 'teach meets' with the SENCO to plan for learning.

In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Some Pupils do have additional resources to meet need. Teachers provide coloured overlays for dyslexia, support cushions for ADHD (as advised by OT therapist, communication in print resources and fans.) Support staff provide appropriate interventions and kinesthetic learning experiences for pupils where appropriate such as Active phonics though and Indirect Dyslexia support. The school works very closely with the extended services team and buys in support from Speech and Language team, Educational Psychology service and BESST team. If staff or parents or carers raise a concern about a child, his/her teacher will make an assessment under advice from the SENDCO.

Behaviour and attitudes and Personal Development – links to the curriculum

Pupils' self-worth and an understanding of the community that they live in and beyond is a very important part of our curriculum. Our pupils develop key life skills as citizens for the future and part of a globally diverse and sustainable world; they are supported to be the best they can be so they can thrive positively in an ever changing world. Pupil voice is strong at Tankersley and pupils contribute regularly to school life and the wider community and beyond. **Pupil ambassadors** take a lead in areas such as Reading, Maths, Sport and Attendance. We also run a thriving job shop and **healthy tuck shop** where pupils take different responsibilities. We have an active **Pupil Council** who meet each half term to plan whole school events and to work on issues of importance to them. We also have a thriving **Worship Council** who led on whole school collective worship and our distinctive Christian ethos. Tankersley also has a variety of clubs and opportunities for pupils to participate in and links to external organisations and partnerships

PHSE – we value this part of the curriculum very highly and want pupils to leave Tankersley with skills and knowledge to support them in life so they develop positively as an individual and know how to keep themselves physically and mentally healthy. We use the award winning 1Decision **scheme** and pupils take part in a dedicated lesson every Friday afternoon. This non-negotiable slot allows pupils the opportunity to engage in topics such as nutrition, bullying, internet safety, personal hygiene etc. A series of age appropriate interactive videos with real life situations using real actors help children to identify with the learning. Pupils keep a PHSE portfolio throughout their primary school life at Tankersley of their PHSE/1 Decision work.

At Tankersley we promote **respect** as one of our key aims. We encourage our pupils to show this towards others at all times in what they say and do. We have systems for rewarding positive learning and behavior:

Team points – these are given for all types of positive behaviour and learning in school. Each child in one of 4 coloured teams. A team trophy is awarded each week in sparkle and shine and winning team for the year has team colour engraved on the trophy.

Christian attribute beads – these are given alongside team points for when Pupils show Christian attributes of self-control, Patience, Kindness, Goodness and gentleness.

Class behaviour books –used for recording incidents if a pupil is moved to the red traffic light on the behavior system. (See policy for behaviour). Incidents are written in red pen and shared with parents via our school text system. Our behaviour policy encourages reconciliation for all parties whenever an incident occurs.