

Molescroft Primary School Curriculum Statement

What drives our curriculum

Our Values underpin our Curriculum.

Everybody Cares, everybody learns, everybody matters

“Everybody Cares, Everybody Learns, and Everybody Matters” is the driver which underpins everything we do at Molescroft Primary School.

We provide a curriculum which promotes tolerance and celebration of difference.

Internationalism is also core to our work with strong links to schools and cultures outside the UK and to the diversity of the United Kingdom. We place our curriculum in a global context and encourage our pupils to become outward-looking, confident citizens. This is recognised by the International School Award, awarded by the British Council and which has been maintained since 2008.

It is vital for our pupils that they are successful in English and Maths; these inherent skills and knowledge secure the pupils’ economic success. The full primary curriculum however provides the vital ingredients to ensure the human, life-affirming and personal success of our pupils in life. The Arts and Sport are deliberately high profile in the school. The school has two PE and Sport Leaders and the curriculum is designed to give real purpose to the sporting curriculum by the clear coordination of the sporting events and tournaments. The Arts, both visual and performing are centre stage across the school. Again, separate subject leaders for Art and Music, led by a music specialist, are supported by professional dance instruction, and a further leader charged to literally “Defend the Arts”. The school is recognised for its constant development of the arts by the Arts Mark Gold Award from the Arts Council for England, Since 2005.

The curriculum has a strong emphasis on the Environment and Sustainability. This is demonstrated through the Conservation Area and all children working in the different habitats and allotments through their “Really Wild” Afternoons. It is further supported by the Eco Team who lead our sustainability agenda and our school’s recognition as a Golden Rose holder through the Royal Horticultural Society (since 2014) and an international Green Flag School through Eco Schools (since 2009). The children also organise their own Fairtrade shop. We have been a Fairtrade school for many years.

Teachers engage the children in their learning outside whenever possible and across the curriculum.

The whole curriculum is overseen by the Head Teacher and therefore ensures cross school coordination and clearly understood advanced planning. The Head Teacher brings the Subject Leads together and gives them the opportunity to truly influence and understand the learning and context for teaching across the school. This organisation often leads to a festival approach, which inspires children and community. Subjects rise into the festival programme and share their moment to shine and inspire. This is reflected in examples such as the STEM week featuring guest presenters from local companies, the university and beyond. Historical Events enable the school to share events and periods extending the range of the official curriculum.

The school is a lead in the teaching and development of learning in a foreign language in the Primary School. Our Primary Languages specialist not only teaches across the school to ensure progression and the meeting of age-related expectations, she also is a Research lead in establishing the essential ingredients for the teaching of MFL and is leading this initiative across the county. All class teachers attend the lessons and then expand on the innovative and exciting inputs with their own classes. Consequently, children *and teachers* learn either French or Spanish from the Foundation Stage onwards (not just in KS2). Music is similarly led by our own specialist and is further enhanced by every KS2 pupil learning notation through the teaching of the recorder. This encourages up to 100 pupils to learn and play an orchestral instrument and join the *largest Primary School Orchestra in the country. (*None larger has been found). Three-week International Festivals enable the joining together of the Arts, Music and Geography Curriculums enhanced by visiting artists, sculptors and members of the international community.

Learning is exciting

There are no two identical terms, months, weeks or days at Molescroft Primary School. As a result, children are engaged, excited and involved in their learning.

Learning is Fun

Teachers use approaches and techniques designed to immerse children in their learning. Lessons are designed to be fun and memorable. We maintain a belief in Accelerated Learning principles that use the memorable, hooks, visual imagery, and physical experience to support learning.

We aim to inspire and share this excitement for learning with all our community, parents, staff, governors and those beyond.

Curriculum is an entitlement

We are committed to providing the highest quality teaching in core areas such as Maths and English, which are essential to the future economic success of our pupils. There is a growing focus on Mastery approaches across the curriculum. This develops from our Maths Mastery Programme using the Maths No Problem, Singaporean Maths Programme. As indicated above, we recognise that we are developing young people for a fulfilling life. Our pupils are entitled to a balanced and broad curriculum, which inspires, opens horizons, connects with the world, their heritage and their future. Every child is exposed and immersed in the possibilities which our curriculum presents. Through the commitment to the curriculum in its broadest sense, we are securing our pupils' future health, physical and mental wellbeing as well as developing open minded, engaged and interested citizens.

Curriculum is extended

The range of options and extended learning possibilities at Molescroft is extensive and impressive.

Over forty-five clubs are organised at lunchtimes and after school. This enrichment of the curriculum produces children performing in sports and the arts at an exceptional level. The skill set of the children is no less demonstrated than at the annual Theatre Club where 140, Y4 to Y6 children, chose to be part of a "West End" scale production. The children can sing complex harmonies as seen in Stephen

Sondheim's "Into the Woods" or perform stunning choreography as in Andrew Lloyd Webber's "Cats" or "Starlight Express". They can tackle the drama and comedy with an understanding beyond their years in "We Will Rock You" and "Return to the Forbidden Planet".

The range of sports played in the school is impressive and this has been further enhanced by the provision of the Multi Use Games Area. Trainers are employed for clubs where skill sets are required to ensure the pupils are exposed to expert advice and coaching.

Other activities support the development of children's hobbies and interests be it stamps, chess, or various craft activities. Molescroft is an exciting place to be.

High Standards

We never underestimate what pupils of all ages are capable of. We seek to extend pupils' opportunities and attainment beyond the norm and beyond what is normally available.

We believe that whatever we do, it should always be done well.

Curriculum Organisation

The school has agreed the percentage of time to be spent on each curriculum area. This is set in stone.

These percentages are then converted into time which is "spent" across the learning units of the subject. Again, these are non-negotiable, they provide the bedrock to ensuring that no child misses out on their entitlement of every subject be that History, Design Technology, Geography, R.E, Science, Computing, Primary Languages or any other subject area. These also ensure that the subject specific content and skills are respected and taught and not lost in a vague "topic" approach.

Curriculum Time in KS1

Subject	Hours
English	288
Maths	255
Science	60
Computing	24 plus cross curricular time
Design & Technology	36
History	37
Geography	32
Art	44
Music	32
PE	86
RE	32
PSCE	24
MFL	18

Curriculum Time in KS2

Subject	Hours
English	270

Maths	273
Science	64
Computing	24 plus cross curricular time
Design & Technology	36
History	37
Geography	32
Art	36
Music	42
PE	98
RE	32
PSCE	24
MFL	36

These units of work are matched to provide profitable cross-curricular links. Additional links are forged according to seasons, celebrations and notably with the English Curriculum. Thus, themes have been developed to make real links, where these links are real!

Special weeks are also provided to bring the whole school around shared themes and concepts. These use the relevant contracts for the separate subjects, but are used in a creative manner to ensure that curriculum is not a bland timetable but enhanced and rich. With the subject contracts the school has released teachers to be free to organise their weeks creating the excitement and inspiration of no two weeks ever being alike.

Weeks include:

- September: Reading Explorers Week
- October: Health Week
- October: History Festival
- November: Citizenship Fortnight (including Pupil Enterprise)
- January: Safety Week
- January/February: International Three-Week Festival
- March: STEM Week
- May: British Environmental Week including Y6 Residential Visit to the Peak District National Park

The year at Molescroft has its own rhythm, which provides its own spiral of understanding across the years. This rhythm includes the special weeks described above but also reflects the following:

- September: Harvest Festival
- October: International Sporting Tournaments
- October: History Day
- November: Enterprise Day
- November: Charity Fundraising Campaign
- December: Christmas Tree Assembly
- December: Nativity, Pantomime, Orchestra Festival of Christmas Music, KS2 Festival of Christmas at Beverley Minster.
- December: Christmas Dinners and Parties
- December: End of the year whole school party

- February: International Night for the whole community
- March: Launch of Theatre Club
- March: Easter Garden
- May: Residential Visit to Derbyshire for Y6
- June: International Sporting Tournaments
- June: Commonmole Games
- July: Theatre Club production
- July: Y6 show and rites of passage.

Add to the above a connection with and often celebration of national and global events: for example, royal celebrations and sporting events such as the Olympics and FIFA World Cup. The whole school also focusses each year on one world faith in contrast with Christianity. This enables the whole school to mark festivals and key dates related to that faith. It also means that the children leave the school with a clear understanding of what each faith actually believes and its customs and traditions.

Learning and Teaching Styles

Teachers have a clear contract with fully explained medium term plans which explicitly describe the expected outcomes, ensure progression and outline the potential for greater understanding and exceptional achievement.

Based on this, teachers use the latest research and are encouraged to be innovative, experimental and inspirational. Teachers use a wide range of styles and techniques to suit the pupils, and the subject matter in order to engage the children. The outdoor environment is also seen as a key location in which to learn and to learn from. Specialists in Music and Primary Languages also ensure progression across the school and teach their specialism while the class teachers are present to ensure the teachers have their own skills developed. Teachers are encouraged to take risks to create learning opportunities. Pupils, in their turn are expected to feel safe to take risks and not be afraid of failure, for it is through mistakes that we learn and move forward.

Teachers are the key teacher for those with Special Needs. Those on the SEND register and those identified as deprived or otherwise identified as vulnerable are at the forefront of a teacher's work. Being recognised and placed on the SEND register means that teachers focus on these children being able to achieve like any other child, but requiring care, support or enhanced provision to achieve the same as their peers.

We all recognise the need to mix and match our teaching styles and the use of the learning environment to ensure the greatest access to learning foundations.

Mastery is also a key feature of our work so that pupils do not just know something, rather they fully understand and master learning. Learning should be so secure that it does not require relearning but rather forms a rock on which the next stages are built. This is achieved by:

- Coherence
- Variation
- Structure
- Fluency
- Making connections and Logical reasoning

The school has made significant investments in technology to inspire and aid teaching and learning. Children in Y4 to Y6 have immediate and personal access to their own an iPad. Children in Y3 have one iPad between two children. Children in younger classes all have access to the technology. Teachers are trained to use technology interactively in the classroom and are innovators in the use of technology to support learning, engagement and understanding. Technology is almost symbiotic with teaching across the curriculum.

What our Curriculum Produces

When our curriculum is combined with the commitment of the staff and pupils and supported by parents the results are magical and world class.

- Confident children.
- Excited children who want to come to school.
- Children who subscribe to their learning, and the values of the school.
- Children who are exceptionally productive.
- Children who work cooperatively and positively with their peers.
- Exemplary behaviour.
- Our pupils want to make a difference and know that they can. They understand their place in the world and how they have an impact on it.
- The children are open minded and are outward looking.
- The children enjoy meeting students and adults from other cultures and countries.
- Children are open to challenge and respond successfully to it.
- Pupils eagerly engage in the vast array of extracurricular activities.
- Every child by the end of KS2 can read music and play an instrument.
- Around 100 children play an orchestral instrument.
- Around 170 children choose to have dance lessons every week.
- Around 130 children choose to commit to a full 2-hour musical production with professional values.
- 75% choose to attend a club at school.
- 50% choose to attend a sporting club at school (excluding dance).
- A beautiful learning environment both stimulating learning and celebrating outstanding achievement.