**Our Core Values**

At St Margaret’s we continually promote the following core values: **Responsibility, Truthfulness, Perseverance, Respect, Thankfulness and Forgiveness.** As a school communitywe believe these are key attributes that our children need to make a difference in the world and to succeed in life. These values are promoted in our worship time and the school curriculum. Pupils are rewarded for demonstrating these values at home and at school.

#  **THE CURRICULUM**

# All year groups in school follow the New National Curriculum.

As part of our curriculum we believe it is important to also incorporate learning from everyday news and events. Therefore, sometimes our children learn about topics which are not on our curriculum maps. In addition to this sometimes the learning is led by the children’s own interests.

# **ORGANISATION AND PASTORAL CARE**

The school is organized into nine teaching groups. These are as follows:

 Nursery (26 places in the morning)

 (26 places in the afternoon)

 This includes 12 full time nursery places.

 Foundation Stage (incorporating Nursery and Reception)

Key Stage 1 (with two classes Year 1 and Year 2) 30 pupils in each class

Key Stage 2 (with four classes Year 3, Year 4, Year 5, Year 6) 30 pupils in each class

**Foundation Stage**

Our Nursery is a busy, happy place, designed around the interests and needs of young children. To satisfy these needs, carefully structured activities are delivered which constantly encourage learning. Although the emphasis is, at first, on free discovery. The children are placed early into a learning environment, which is geared towards providing children with the foundations for a sound start in speaking, listening, reading, writing and mathematics.

The children are encouraged to communicate their thoughts and feelings about their activities, the world around them and the problems they attempt to solve. Materials and equipment (including computers) are selected and used in order to give children a good start towards the work they will encounter in later years.

As part of the learning journey parents are invited regularly into school to be part of their child’s learning. For example: scarecrow making during harvest, reading stories during National Story Week, Easter/ Christmas card making,

**Parents should be aware that the offer of a place in the Nursery does not guarantee a place in the Reception Class. A separate application for a place in the Reception Class will need to be made at the appropriate time**.

**Key Stage 1 and Key Stage 2**

Children in these key stages are taught in mixed ability classes. The class teacher has responsibility for the pastoral care of the children in his/her teaching group. The aim of pastoral care within the school is to create and sustain a safe, happy, welcoming and secure environment within which each child can develop self-confidence, appropriate social skills and sound attitudes towards others, themselves, their learning and the local and world environment. A strong emphasis is placed upon working co-operatively with both children and adults. When dealing with problems relating to a child's personal welfare and happiness, the school aims to act as promptly as possible. If necessary, parents are advised about possible problems. In some instances parents are invited to participate in discussions about what programmes of action may be needed in order to secure good behaviour patterns and good attitudes to learning.

Our aim is to constantly review the resources of the school in order to provide a high level of support and experience for our pupils.

Whenever possible, the classes are organised into year groups. For each year group the staff have developed Learning Units which meet the needs of all learners at every ability. These units are intended to ensure that each child covers, the required objectives laid down under National Curriculum Regulations. The teaching strategies are based upon activities carefully selected to meet the needs of all our pupils. The school employs a variety of teaching styles, including individual child-centred approaches, group work and whole class. We are keen to always make learning relevant and fun for our children so that they become life- long learners.

**Equal Opportunities**

The Governors and staff of St Margaret's School aim to ensure that equal opportunities, in respect of school life, are available to all, regardless of gender, class, ethnic group or ability. Several criteria have been used in implementing our policy on equal opportunities in order to counter any stereotyping or discrimination. We are always looking for further ways to develop and promote equal opportunities in all areas of school life.

**Pupils with Disabilities**

In line with the Disability Discrimination Act, the school admits pupils with disabilities. The school works closely with the LA in assessing special needs provision for such children. This may include specially adapted equipment and classroom support.

Pupils with disabilities are expected to participate in the full range of everyday activities.

The school has links with a variety of outside agencies, who help with individual learning support and with the provision of specialist equipment.

We have provided special toilet facilities and a ramp to ease access, for anyone with a disability. However, within the school building there are steps to reach the various classrooms

## SCHOOL AIMS

The school aims to promote the spiritual, moral, cultural, mental and physical development of all children. It also aims to contribute appropriately to each child's preparation for the opportunities, responsibilities and experiences of secondary education, and the world of adult life. The curriculum offered by the school recognises the need for breadth and balance. It also aims to help pupils towards a broad understanding of the social, cultural and economic aspects of their own society. It encourages respect for those religious and moral values that promote the well -being of the individual, the local and global communities. The school seeks to promote the welfare of all pupils and their academic achievement, irrespective of age, gender, ethnicity or disability.

**CURRICULUM**

**Foundation Stage**

Nursery and Reception

The foundation stage team plan and implement a wide range of topics, which are based on the children’s interests and experiences. The learning is very much led by the children. They follow the Early Years Foundation Stage Profile and the DFE Letters and Sounds documents. Both year groups often work together on special topics such as Diwali and Chinese New Year. They both plan for an indoor and outdoor curriculum.

**Key Stage 1**

Year 1 and Year 2

In Year 1 there is a transition period during the Autumn Term where children may still be working on achieving reception objectives.

 Learning for Key Stage 1 children is based on the National Curriculum and its Aims and Programmes of Study. English and Mathematics have a high priority and are taught daily. The Letter and Sounds Document is followed in the teaching of Phonics. Children are taught Spellings Punctuation and Grammar, Science, Geography, History, Music, Physical Education, Art, Design Technology and Computing. Some of these subjects are delivered as themes/topics or as single subjects.

We aim to develop the children’s knowledge, skills and attitudes in every subject that is followed. The children are given opportunities to present the outcome of their activities in a variety of ways, including orally, visually and in writing.

As a school we try to put our learning in real life contexts so that children can see its relevance and importance.

Pupil reports are sent out at the end of each term and there is an opportunity to discuss their progress at termly Parental Consultation Meetings. As part of these reports, pupil targets are written so that parents can support their child in Reading, Writing and Maths.

At the end of Year 1 children take the National Phonics Test and parents are informed if their child has met the standard.

At the end of Year 2 children are assessed more formally and school results are published nationally in School Performance Tables.

**Key Stage 2**

English and Mathematics are taught daily and there are focus sessions where particular key skills are addressed such as handwriting, spelling, grammar and vocabulary.

Children are taught Science, Geography, History, Music, Physical Education, Art, Design Technology, French and Computing. Some of these subjects are delivered as themes/topics or as single subjects. As a school we continually try to ensure all learning is relevant and children can see the purpose of learning particular knowledge and skills.

Informal and formal assessment is continuous and integrated so that your child's teacher is able to monitor progress throughout the year. During each term there are formal assessments where children take tests in Maths and English. Pupil Reports are sent out at the end of each term and there is an opportunity to discuss their progress at termly Parental Consultation Meetings.

To keep parents informed, year group information booklets are given out at the beginning of the school year. Parents are then more aware of what is being studied and can help and support if necessary.

## **MATHEMATICS**

“Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.”

Taken from the new Mathematics Curriculum

**Aims**

The national curriculum for mathematics aims to ensure that all pupils:

 become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

 **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

 can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Maths is evident in all classes and is usually taught during the morning sessions.

Teaching covers all the elements of the programmes of study for Key Stages 1 and 2 from the National Curriculum. They include an introduction to all the relevant aspects of mathematics, including a sound introduction to mathematical language and concepts. Also the teaching of Mental Maths Strategies is an important aspect of our pupil’s mathematical learning.

Pupils are taught times tables and computation skills from Key Stage 1. In Key Stage 1, the Programmes of Study cover: Number and place value, Measurement, Geometry and Statistics.

In Key Stage 2, the Programmes of Study cover: Number and Place Value, Fractions, Measurement, Geometry and Statistics.

We encourage a home-school partnership approach to learning and hope that what is taught at school is practised and reinforced at home on a regular basis.

At lunchtimes our computer suite is available for KS2 pupils to go and practice their Multiplication Tables using the Rock Stars programme. Our pupils really enjoy this very independent task and it is very popular. They are also able to access the programme at home.

Our aim is to ensure we create a love for mathematics and for our children to be confident Mathematicians.

**ENGLISH**

“English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.”

From the new English Curriculum

**Aims**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

 read easily, fluently and with good understanding

 develop the habit of reading widely and often, for both pleasure and information

 acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

 appreciate our rich and varied literary heritage

 write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

 use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

 are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

English is evident in all classes sometime during the morning sessions.

Great emphasis is laid upon the skill areas of reading, grammar, punctuation, spelling, writing, listening and speaking. Our teaching programmes include – drama, oral poetry and story telling, the study of fiction and non-fiction texts and the study of authors. Opportunities to develop English related skills are built into activities in other subject areas so that our pupils' skills in all forms of communication are extended and enriched.

To further support the learning outcomes for Grammar, Punctuation and Spelling (GPS) our pupils have access to an online programme at home and also our pupils like working on this during lunchtimes in our computer suite. This is also a task which is completed very independently but can be monitored by the teacher.

## **SCIENCE**

Our teaching programmes in science are based upon the programmes of study in the national science curriculum. The following science units are taught - Plants, Living things and their habitats, Animals including humans, Light, Forces and magnets, States of matter, Sound, Electricity, Properties and changes of materials, Earth and space, Forces, and Evolution and inheritance. Children also focus on what it means to work scientifically.

Attention is paid to developing in children an understanding of scientific method, a knowledge of major scientific concepts, and the use of problem solving approaches. We also believe that it is important that our children learn about famous sciencetists and how science is used in our world today and the impact it has on our every- day lives.

## **COMPUTING**

We aim to equip our children to be confident, competent and creative in using any form of technology. At school our children will have access to laptops, floor turtle equipment, Nintendo DSI’s, Ipads, Bee-Bots, remote control cars, video cameras and visualisers.

In order to deliver the computing curriculum we use the Rising Stars published scheme.

As a school we believe that Internet Safety is very important and we strive to ensure that children are safe when using any device. We participate in National Internet Safety Days and the children are taught regularly about the importance of keeping safe.

## **DESIGN & TECHNOLOGY**

Our schemes of work in this curriculum area are designed to help children develop their design and making capabilities through activities that lead to the development and production of products. Furthermore, the schemes are intended to develop pupil’s knowledge and understanding required by the Programmes of Study. This includes knowledge and understanding of the following: mechanisms, structures, products and applications, product quality, health and safety issues, appropriate vocabulary for naming and describing equipment, materials and components. DT is sometimes taught in focused weeks or over a number of days/sessions.

As a result of pupil discussions this year our pupils are learning about designers. A whole school home learning project this year is about pupils being designers. This is an opportunity for parents to work with their child.

## **GEOGRAPHY**

Our aim in this area of the curriculum is to help pupils acquire a framework of knowledge about locations, regions and significant places. They also learn about the geographical processes which create physical and human features of the world. Children learn how to read maps, use globes, photographs and diagrams to interpret geographical information. As part of the geography curriculum children in KS1 & KS2 are given the opportunity to visit one of the Sandwell Residential Centres to develop their fieldwork skills. We endeavour to encourage high standards in all geography recording to reinforce literacy skills. The use of the Connected Geography materials ensures that the children are stimulated by a question based topic focus which links into the "real world" and current geographical issues and responses.

It is important that we equip our pupils in the language of geography which also prepares them well for their secondary school.

## **HISTORY**

We follow the elements of the National Curriculum and units of work have been planned accordingly. Emphasis is placed upon the following: the processes of historical study; working with primary and secondary sources; field-work; visits to museums and sites of historical interest. Pupils are encouraged to engage in research at an appropriate level, and are helped to relate their learning to their own historical situation. Our schemes of work aim to secure coverage of the National Curriculum in history whilst giving due weight to our rich and varied local history.

History Home Learning Projects are completed by children.

## **MUSIC**

Music is an important part of school life. The music curriculum aims to engage and inspire pupils to develop a love of music and foster their talent as young musicians. Children’s understanding and enjoyment of music is developed through listening and appraising; singing and playing musical instruments; performing, improvising and composing.

Our aim is to develop a wide appreciation of music. In our daily assemblies, we have listening music from a range of historical periods, genres, styles and traditions, from the works of great classical composers to modern pop artists. Children are encouraged to listen with attention to detail, sharing ideas about instrumentation, pitch, duration, dynamics, tempo, timbre, texture and structure.

Singing is central to music lessons and is an important part of whole school worship time. Children enjoy singing together and use their voices expressively. The school choir is very popular and now extends to both Key stage 1 and 2. The choir perform in many of the services in Church, as well as specifically arranged concerts in school. Pupils in Key stage 2 are also given the opportunity to learn and play a musical instrument, receiving lessons from visiting peripatetic teachers on string, woodwind and brass instruments. Instrumentalists perform regularly in assembly time and in celebratory concerts to family and friends.

Pupils follow the *Charanga* scheme of learning in Key Stage 1 and 2. This enables a progressive approach, giving pupils the opportunity to perform, improvise and compose, using their own voices, tuned and untuned instruments – all whilst having a great time and enjoying learning!

As a church school we also keen to participate in singing events with Lichfield Cathedral. Recently we participated in a Music Share Concert at the cathedral. As a school we love singing and we do it with great enthusiasm.

Frequently our pupils have music home learning projects which involve them researching composers or music styles.

## **ART**

Our programmes of study for art are intended to develop creativity and technical proficiency as well as build upon existing skills. Using a wide range of techniques, pupils are encouraged to express their ideas and feelings using a range of visual media and to represent the features of the world around them. A variety of artists and their works are studied and children are taught to reflect on and evaluate their own work and that of others. The West Midlands area has many art galleries. As there are many genres to be discovered in the visual arts, we feel that school visits to exhibitions and participation in workshops with professional artists can be both inspiring and beneficial to our young artists.

## **RELIGIOUS EDUCATION**

As a Church Aided Primary School, the Religious Education at St Margaret's is the responsibility of the Governing Body. The School follows the Diocesan RE Scheme and also includes units from the Sandwell SACRE Syllabus as well as some of our own units which we have developed.

In accordance with the Education Act, religious education is a compulsory part of the curriculum. As part of the RE teaching all Key Stage 2 classes visit St Margaret’s Church each term where they work on a variety of RE themes. The RE learning is 80% Christianity and in Key Stage 2 other faiths are studied.

Our Year 6 children often have the opportunity to take part in a unit of study at Lichfield Cathedral.

As a school we also employ a Church Worker who is in school on Tuesdays and Thursdays who supports our delivery of worship and RE. They also lead our own School Worship Team which includes representatives from each Key Stage 2 class. Our Worship Team leads in our church services and also on our many charity events. Our church worker has links to Uganda and we are involved with many projects linked to the Hosanna School in Kampala and a missionary family who have visited school in 2017.

A team from school visited Uganda in 2014.

## **P.E. AND GAMES**

We see the importance of physical activity and encourage our children to participate in a wide variety of activities. All classes have two hours of PE each week.

A wide range of physical activities are offered within the school, including swimming, athletics, gymnastics, games, outdoor adventure activities and dance. These activities are intended to promote physical development and teach pupils the value of participation and co-operation, as well as competitiveness. The school takes advantage of some outside agencies to help deliver aspects of the curriculum.

As part of the PE provision we are supported by Inspire Sports Company who provide professional development for our staff and run a club at lunchtimes and after school on Wednesdays.

**SPORTING AIMS AND PROVISION FOR SPORT**

The school aims to encourage pupils to develop physical skills, habits and interests that will promote a healthy lifestyle. We try to develop positive attitudes including perseverance, fair play and sporting behaviour and to provide enjoyment in physical activity.

We frequently participate in sporting events across the local authority.

## **HEALTH and WELL BEING EDUCATION**

Health Education is integrated into the school's schemes of work for Science and P.E and in the work covered in Personal Social and Health Education. As a school we have participated in the Well Being Charter Mark and our staff are trained in Emotional Coaching and other Mental Health strategies. To support our curriculum we also use Healthy Mind Happy Me resources.

This year we have introduced Pupil Well Being Champions which is an initiative across our Learning Community.

Reinforced messages about healthy life styles and the importance of the family are linked to other areas of the curriculum.

Foundation Stage and Key Stage 1 children all have fruit provided by the LA at morning break and Key Stage 2 children are encouraged to bring a health snack for break time. All children bring their own water bottles for the classroom.

## **SPECIAL EDUCATIONAL NEEDS**

The school has a Special Education Needs Policy which aims to, provide a comprehensive system of support for children with special educational needs, to ensure early identification of such pupils and to deliver special educations needs support within the context of a broad based and balanced curriculum.

The school recognises the principle of equal opportunity for all. It makes full use, therefore, of the Education Authority's Special Needs and Child Psychology Service in its attempts to meet the needs of children with special educational requirements. Parents are notified and consulted when a review of special needs for their child is being considered.

Where a child in school has an Education and Health Care Plan, an annual review will take place to ascertain the future needs for that child and the amount of extra support that he or she may receive. This may be in the form of specific learning programmes, devised by consulting a variety of agencies and delivered by the class teacher and by a learning support assistant when provided.

The school has a named teacher (Mr S Jones) who has responsibility for ensuring that the school's policy on Special Needs/Inclusion is being carried out.

## **GENERAL**

We believe that it is vital to offer a wide and varied curriculum which develop a pupil in the individual subject skills and knowledge so that they are better prepared for secondary education. Each subject is taught by the child’s class teacher.

 The Head Teacher and staff are always willing to discuss or explain the details and thinking which inform our approach to the curriculum.