



The Horsell Village School

Curriculum Statement

Inspiring Learning Creating

The Vision for our school:

Is that our children will be happy, secure and confident individuals that ask questions, challenge thinking and are motivated to learn. We will see active and engaged learners, experiencing a first class education with a high achievement culture. Having The Arts and Enquiry & Investigation at the heart of the curriculum, ensuring children apply their learning, take risks and respond positively to challenge. Quality teaching and provision will ensure that all children are inspired, engaged and motivated through purposeful learning and equipped with the skills to continue as life-long learners.

We pride ourselves on our welcoming and caring ethos. We want each child and their family to develop a close relationship with the people who care for their children and help them learn on a daily basis. Children are happy and settle quickly here and visibly grow in confidence during their time with us.

We are well supported by our Governing body, the PTA and parents and carers. All our staff are dedicated and enthusiastic in supporting your child in their learning. They plan a curriculum that extends skills and knowledge and is both exciting and enjoyable!

It is important to us to work in close partnership with our parents and carers. We recognise and celebrate all achievements. We use your child's accomplishments as individual starting foundations to their school life at The Horsell Village School.

At The Horsell Village School we aim to:

- Welcome everyone into a safe, secure and caring environment where children are encouraged to 'have a go' and make the most of their opportunities
- Encourage everybody to value each other and make a positive contribution within the local and wider community
- Provide a creative, stimulating and enjoyable curriculum through which the children can progress and achieve
- Inspire the children to develop skills for life in order to approach the future with confidence and independence

Your Children at The Horsell Village School:

At The Horsell Village School children come first! We have high expectations of behaviour and expect your child to have good attendance so that they can make the most of the planned opportunities on offer.

All children are welcome at The Horsell Village School. We plan and teach a broad and balanced curriculum, reflecting the world in which we live, ensuring that the children are supported and challenged in their learning. This includes a cultural and ecological awareness and we ensure children have good ICT and communication skills.

We provide an environment that fosters a love of learning, is safe and secure and one in which children can explore the world around them and to take risks. We encourage the children to be self-aware, have empathy for others and play an active role in the development of their community. We want them to feel a sense of pride in their world so that they learn to respect and care for it.

At The Horsell Village School we believe that children learn best when:

- They are secure and happy
- They are excited about what they are learning
- They are given opportunities to investigate, explore and discover
- They are allowed to make choices, take risks and learn and build on consequences
- Their efforts are valued and recognised, both at home and at school
- They are well prepared for the school day and arrive on time
- They have good attendance
- They can see that staff, parents and carers are working together
- They understand the next steps in their learning and know how to improve
- They are encouraged to be responsible and independent

Our Curriculum:

At The Horsell Village School we follow the national curriculum guidance appropriate to your child's stage of learning. When your child starts school in the reception class they will follow a curriculum in line with the Early Years Foundation Stage. In Years 1 and 2 (Key Stage 1) your child will begin to work within the National Curriculum.

Staff plan a curriculum that suits the needs and interests of the children and this is a developing process as no two classes are ever the same! Year groups follow a curriculum of skills and knowledge that is based around a theme or topic. This may last from 1 week up to 5 or 6 weeks depending on the theme and the needs of the children. We believe that children learn best through first hand experiences so we try to make visits to places of interest and purpose, and also invite visitors into school. This helps to create real experiences for the children and also gives them an understanding of how their skills could be used in real life jobs.

Some curriculum areas are taught as discrete subjects but often subjects are taught all together as a more creative approach. We also encourage your child to contribute to their learning by suggesting ways to develop topics and ideas, completing independent research and by contributing learning from home.

Our curriculum based on the rights that everyone in our school has the right to be safe, to have respect and to learn.

To Learning

Is about:

- Being creative and problem solving
- Personalised learning
- Resourcefulness
- Being collaborative
- Motivation and enjoyment
- A curriculum that meets different learning styles
- Starting with the children's interests and building on their skills
- Ownership of learning
- First hand experiences
- Building skills and aspirations for the future

Learners will:

- Make and apply creative connections in their learning and in different learning environments
- Take risks and adopt a 'have a go' attitude
- Know their next steps and take their learning further
- Be independent learners
- Make decisions about how and what they will learn
- Be confident in asking for support from adults and peers
- Take pride in their work and know how to present their learning

We will provide:

- A resourceful, multisensory environment for the children to explore and express ideas
- Opportunities to reflect on their learning
- A motivating and personalised curriculum
- Staff who understand how children learn best and who are inspirational
- Open ended learning that encourages critical thinking
- Opportunities for the children to work independently and collaboratively
- Opportunities to ask and answer open ended questions to clarify their learning and extend thinking

Including a 'can do' attitude

Is about:

- Being confident and having self belief
- Being motivated
- Being resourceful and open minded
- Being resilient
- Having a sense of pride in achievements
- Being able to work positively with others
- Being reflective about their learning

Learners will:

- Be willing to take risks
- Have an enthusiastic approach to learning
- Bring prior knowledge and skills to a task and be able to solve problems
- Have high personal expectations and relish challenge
- Listen to, and take into account others opinions and make their own positive contributions
- Know the next steps in their learning journey and know how to get there

We will provide:

- Planned opportunities to work with others in different roles to solve problems

- A skills based curriculum which is relevant and enriched with first hand experiences
- A positive and secure working environment where achievements are valued
- A well resourced learning environment that promotes independence and provokes learning

An ethos which values inclusion

To Respect

Is about:

- Being responsible
- Being aware of the needs and feelings of others
- Being able to listen to and value the opinions of others
- Valuing our environment and resources
- Understanding and accepting each others beliefs and cultures
- Being honest and trustworthy
- Celebrating our own and others achievements
- Having good manners and following rules that allow everyone to work and play collaboratively

Learners will:

- Listen to others, respond appropriately and sensitively
- Be kind and thoughtful in what is said and done
- Approach learning with an open mind
- Feel happy and secure and do what they can to help others feel the same way
- Take responsibility for the school environment and the wider world
- Care for both mind and body

We will provide:

- Opportunities to learn about different cultures and the beliefs of others
- Role models and high expectations
- Opportunities to celebrate achievements
- Support when it is needed
- Opportunities for children to be involved in the wider community i.e. clubs, events, competitions, inter school and community events
- A listening culture
- Opportunities for reflection
- Opportunities for both independent and collaborative work

To be safe

- To be kind
- Treat others the way we want to be treated

Learners will:

- Listen to others, respond appropriately and sensitively
- Be kind and thoughtful in what is said and done
- Approach learning with an open mind
- Feel happy and secure and do what they can to help others feel the same way

- Take responsibility for the school environment and the wider world
- Care for both mind and body

We will provide:

- Opportunities to learn about how to keep ourselves and others safe
- Role models and high expectations
- Support when it is needed

Early Years Foundation Stage

There are seven areas of learning and development in the Early Years that must shape educational provision in early years settings.

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Knowledge of the world
- Expressive arts and design

This does not mean that all of young children's learning is divided up into these areas ~ they are not subjects in themselves, but provide a framework for planning. One experience may provide a child with opportunities to develop a number of competencies, skills and understanding across several areas of learning.

Each area of learning has an Early Learning Goal.

Key Stage 1

As children progress through their first year, they are learning through the National Curriculum which provides the framework for the development of the skills, knowledge and understanding which children need to equip them to function successfully in a modern society.

The content of the curriculum is nationally prescribed and comprises 10 subjects. Four of these are 'core': English, Maths, Science, Information & Communications Technology. The others are 'foundation': History, Geography, Art, Music, PE & Design & Technology. R.E. is also a compulsory part of the school curriculum.

With the exception of some aspects of Literacy, Numeracy, Music & PE, these subjects are not taught separately and in isolation but are taught within a rolling programme of interesting and varied topic. Teachers use the children's ideas around a topic and begin the planning process by starting with Enquiry and Investigation (Science, History and Geography). All topics have a stimulating starting point and children are challenged to investigate, use different strategies to solve problems, collaborate with one another, and share ideas. They develop confidence to think for themselves and they are not afraid to take risks.

Each topic will be the focus for a term's study for all children in the school. The topic provides the experiences through which the teachers link the subjects of the curriculum. Learning objectives are set, shared with children, and activities designed to meet varying capabilities. Through these experiences children will be encouraged to speak and listen, read and write. They will be measuring length, time, weight, volume & capacity, learning about shape & space, handling data and applying numeracy skills.