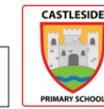




Our curriculum promotes spiritual, cultural, mental and physical development. It aims to enable all our pupils to:



Intent

Curriculum Aims	Respect themselves, their peers, their community and the wider world. We are a Rights Respecting School.	Develop emotional intelligence in a secure environment where they are able to articulate their feelings and ask for help.	Be ambitious in their outlook and have great aspirations. To set and celebrate challenging personal targets.
Focus for Learning	Rights Respecting Schools Award, Educate and Celebrate—diversity and inclusion education, normalising LGBT+, global issues, wide and varied curriculum going from the local to the global, community links and role in society.	Self-esteem, confidence, resilience, innovation, the ability to ask questions, feeling safe to make mistakes and learn from them, problem solving and challenge at all levels, Relax Kids, Therapeutic Writing, mindfulness.	Career education, teaching children their role in society, placing importance on learning and its value, using discrete subjects to model what a 'scientist' or a 'historian' does, trips and visits to develop cultural capital.
Outcomes	Children show tolerance and respect for themselves and others. They are proud of their heritage and respect the local community, helping to build and protect it. They know their place in the wider world and respect different cultures.	Children have strong mental wellbeing. They are able to express their thoughts and feelings and feel valued when doing so. They have strategies to handle conflict, stress and negative thoughts to take with them into adulthood.	Children are able to 'dream big' and set themselves ambitious goals, both short-term in their schoolwork and long-term for their futures. They have choices and opportunities.

Implementation

- Approaches to learning:**
- Highest learning expectations;
 - Multi-sensory and over learning;
 - Consistent approach to teaching and behaviour;
 - Promote a love for learning;
 - Teaching styles and resources meet pupils' needs;
 - Build on learning beyond school;
 - Differentiation;
 - Inclusion for all;
 - Personalised learning;
 - Promote communication.

English	Maths	Science	History	Geography	Art	Design Technology	Rights	<u>School Awards</u> Rights Respecting Schools: Bronze; Active Durham 10; Educate and Celebrate Gold Award.
PSHE	SMSC	Music	P.E.	Computing	Religious Studies	MFL	LGBT+	

- Specialist Roles:**
- Lego Therapy;
 - Therapeutic writing;
 - Counselling.
- Sports**
- Athletics;
 - Running;
 - Dance;
 - High frequency words;
 - Netball;
 - Football;
 - Gymnastics;
 - Fitness;
 - Sensory area;
 - Cheerleading;
 - Cricket;
 - Gross motor;
 - Rounders;
 - Dodgeball;
 - Curling;
 - Quad Kids;
 - Karate.

Needs of pupils: ASD, social communication, ADHD, working memory difficulty, SEMH, cognition and learning, speech and language, physical impairments (sight and hearing).

- Interventions:**
- Social/life skills;
 - Comprehension;
 - Lego Therapy;
 - Language;
 - Vocabulary;
 - Thinking skills;
 - Friendships;
 - High frequency words;
 - Spelling;
 - Phonics;
 - Times Tables;
 - Sensory area;
 - Anxiety;
 - Handwriting;
 - Fine motor;
 - Gross motor;
 - Problem solving;
 - Transition;
 - 1:1 Reading;
 - Letter formation;
 - Number formation;
 - Keep up;
 - Catch up.

Enrichment Visits: London residential (Imperial War Museum, The Shard/Sky Garden, Rainforest Café, Warner Bros Studio Tour, West End Musical, British Library, National Portrait Gallery), Big Sing at Sage, visit to a Gurdwara in Newcastle, Centre for Life (STEM), Beamish (STEM and Agricultural Show), National Trust membership, Holy Island, Tyne-mouth—aquarium and coast field studies, Grace Darling Museum and Farne Islands, Durham Botanic Gardens, library, Dukeshousewood residential, Roman Wall, Pantomime at Theatre Royal, Newcastle, Kitchen Zoo performances at Northern Stage, dance festival at Consett Theatre, Educate and Celebrate Showcase at Gala Theatre.

Enrichment Days and Visitors: Fire Brigade, community police, Kitchen Zoo workshops, Norman Cornish's relatives, Storyteller Shelley, P.E. coaches, Reverend Jackson, Rotary Club, brass band performances, NSPCC, charity events, Colour Run and 'CastlePride' event.

To make learning and teaching more effective so that learners understand quality and how to improve

Impact

Evaluating impact	Standards: Children make expected or greater than expected progress towards targets, which are set according to their baselines on entry. Teaching is consistently good or better across all subjects. Feedback is clear and constructive.	Wellbeing: Children enjoy learning and coming to school. Their mental health and wellbeing are tracked. They are becoming more confident and independent learners and exhibit a positive mindset.	Personal Development: Children are respectful and kind and have good manners. They are resilient and do not give up with work or when faced with challenge. They learn to make the right choices for their safety and are able to
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To Secure

Accountability Measures	Book scrutiny	Pupil voice	Lesson observations	Moderation	Learning walks	Parent survey	Pupil survey	Discussions: Staff/Pupil	Formative and summative assessment
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