



ASHGATE PRIMARY SCHOOL



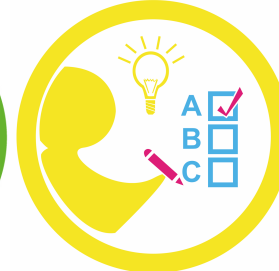
Community



Future



World



Learning



Self

Curriculum Statement and DNA Threads for Learning

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Supporting Documents:

- Equal Opportunities Policy
- Acceptable Behaviour and Discipline
- Staff Handbook

The Curriculum Statement

Intent:

Our curriculum intent is to ensure that children:

- know more – experience more – remember more – do more – in order to be successful in a ever changing, diverse, modern-day Britain.

Principle

At Ashgate Primary School, we offer a curriculum that is broad and balanced, and which builds on the knowledge, understanding and skills of all children, whatever their starting points. The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners, in readiness for their next stage of education and life in modern, multicultural Britain and beyond. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

DNA Threads for Learning



In order to ensure that the curriculum we deliver is relevant and appropriate to both individuals and the community, Ashgate Primary School adopts the approach of applying 'DNA Threads' to learning. Threads for learning are interwoven in to as many learning opportunities as possible, regardless of subject, to ensure purpose and development of understanding, skills and knowledge beyond legislative requirements.

Our DNA is segregated into 5 components:

Your self – being able to look after yourself

- Exercise and eat a balanced diet to keep your body healthy
- Be positive about yourself and learn to handle your emotions to keep your mind healthy
- Keep yourself clean and hygienic
- Stay safe online and physically
- Know what to do if you feel unsafe

Your learning – being a good learner for life

- Work independently and as part of a team
- Express yourself freely
- Be resilient so you can deal with failure and criticism
- Take responsibility for your own learning by being self-motivated and resourceful
- Reflect on what has worked and what you need to change
- Be proud of what you have achieved
- Solve problems and reason about 'why'

Your future – being aspirational

- Engage positively with new experiences linking to different jobs and hobbies
- Be brave about facing challenges
- Learn to make decisions
- Take ownership of your future and know that you deserve a great one
- Gain new skills relating to STEM subjects, the arts and handling money

Your community – being a part of Ashgate and your local community

- Take responsibility for all your actions and choices
- Be kind and helpful
- Show respect for everyone and everything in your words and actions
- Value people and show them that you care
- Learn how to compromise and solve disputes
- Have empathy and understanding for others
- Celebrate others' successes

Your world – being a part of your global community

- Show respect for and acceptance of all family types, genders, races, religions and cultures
- Care about the environment and do what you can to help protect and improve it
- Be proactive in breaking down stereotypes
- Learn from history
- Engage with current news and events

Legislated coverage and progression

The curriculum incorporates the statutory requirements of the revised National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school.



Pupils in the Reception year work on the Early Learning Goals from the 'Early Years Foundation Stage Curriculum' and this is carried on as they enter Year 1. There is a period in the Autumn Term where the majority of children in Year 1 progress to the National Curriculum, but where necessary, some children may be required to work within 'Pre Key Stage Standards' in order to meet this goal.

Throughout this period, and beyond, all children are still developing their phonic knowledge through the Phonics Shed scheme, developing their fluency in reading through the supported reading programme.

The National Curriculum is delivered from Year 1 upwards using the 'Ashgate Curriculum Objectives' as a basis to ensure coverage and progression throughout the school.

The Ashgate Curriculum of study is published on the school website for parents and visitors. Staff are permitted to alter the order in which themes and topics are taught, if doing so allows greater fluidity and cross curricular links; however, objectives taught are strictly age related and non negotiable – this is to ensure coverage in line with the revised National Curriculum requirements. Alterations in the sequence are also allowed where access to third party input, including external trips and visits, are available or better suited.

In addition to the Ashgate Curriculum, pupils from Year 3 upwards follow the Accelerated Reader programme in order to develop a love for reading and application of skills on a wider comprehension basis.

Termly (3) assessments against Key Performance Indicators are undertaken in core areas of reading, writing and mathematics to ensure that children are meeting expectations in their learning. KPI's are then used to inform teacher assessment grades and inform planning for future learning.

In addition to the Ashgate Curriculum, the school follows the 'White Rose Mathematics' strategy. This programme ensures continuity of practice and expectations, secures developmental steps and underpins the concept of mastery of key skills.

Challenge for all

The 'more able' are challenged further in their learning by embedding skills in wider setting and encouraging greater independence and adaptation of context. This is often referred to as 'mastery' level or 'exceeding expectations'. Children who find aspects of their education more difficult, or who are identified as Special Educational Needs or Disabled, are appropriately supported so that they too are able to experience success. Where children do not meet the expected standard, or where progress is not sufficient enough to narrow gaps in learning, differentiated work or access to intervention programmes is provided. For the most vulnerable pupils, this can be on a 1-1 basis.

For those pupils who may present as particularly gifted or talented, provision is made for them by differentiating tasks that both challenge or extend learning activities, or where appropriate 'signposting' external support and opportunities. These may include, as an example, clubs, professional affiliations or support groups.

British Values and school ethos

The curriculum is underpinned by key British Values (Respect, Responsibility, Courage, Justice, Integrity and Compassion) and these are taught on their own and through other areas of the curriculum, including assemblies. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum. The school has created its own RESPECT Agenda to promote a positive ethos and embed the identified British Values.

Curriculum beyond the 3 R's

All subject leaders are given training and opportunity to keep developing their own subject knowledge, skills and understanding so they can support curriculum development and their colleagues throughout the school. Theme weeks, whole school activities and opportunities within and outside school all enrich and develop the children's learning. After school clubs and events extend these opportunities further where appropriate. Additional whole school programmes and approaches support quality teaching and learning, and the school is well resourced in terms of learning materials, books and technology.

Pupils have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools.