



GREEN LEA FIRST SCHOOL - EVERYBODY IS SOMEBODY

Curriculum - Intent

The aim at Green Lea First School is to provide children with a high standard of education and welfare - preparing them for life in a rapidly changing world. There is a strong focus on developing children's moral, spiritual, social and cultural understanding within our small, friendly, family environment. Children are taught to be respectful of others opinions, efforts, culture and property. Green Lea ensures that children are well prepared for life in modern Britain.

Green Lea provides a highly inclusive environment where learners are engaged and inspired by their education. Pupils at all levels are helped to achieve their potential. All pupils are encouraged to expand their skills and knowledge through varied curriculum opportunities. Those who find learning more difficult are given targeted support to embed skills, to develop at their own pace and to learn in a style that best suits their individual needs. Staff are aware that pupils need to feel emotionally secure before they can learn successfully and our curriculum remains flexible to ensure this can happen. All staff have high expectations of children and it is our intention that we develop articulate children who are creative thinkers and learners.

Implementation

Green Lea's focus on curriculum development is carefully designed to ensure not only coverage and progression, but a depth to the child's learning which enables them to use their skills across the curriculum. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. Our school follows the National Curriculum and we plan a differentiated curriculum over a two year cycle to take account of our mixed age classes. This ensures that the curriculum remains fresh and exciting. A primary focus of our curriculum is to raise aspirations. We strongly believe that, "Everybody is somebody" at Green Lea. We ensure that pupils benefit from the small numbers in each cohort through detailed planning which clearly shows progression at each stage.

Outdoor education has a high profile at Green Lea, and pupils are introduced to a wide variety of activities and experiences in our natural, rural environment. We believe that teaching children how to be resilient, work in a team and take risks in a safe environment is crucial for preparing them for the next stage in their education and beyond. We believe that working in and enjoying the outdoors supports children with their mental health

and wellbeing and this is complimented by our provision of yoga and other mindfulness activities throughout the school.

Green Lea offers an extensive after school provision. As an integral part of the village community we have groups such as the WI who come into school to teach children traditional skills such as sewing, lacemaking and knitting. Community involvement is an essential part of our broad curriculum.

Staff are encouraged to be creative and imaginative in their delivery of the curriculum whilst also covering National Curriculum objectives. The expertise of staff is utilised and further developed to ensure the strongest leadership of subjects. High quality visits and visitors into Green Lea are also well designed to enhance the curriculum.

Impact

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review.

The curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on pupil outcomes, with pupil attainment consistently in line or above national averages in all areas. Enjoyment of the curriculum promotes high self-esteem, achievement, confidence and good behaviour. The curriculum is reviewed regularly and feedback encouraged from parents and children. Subject Governors are involved through timetabled Governor weeks in school and they listen carefully to the pupil voice to help move our practice forward.

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