

Burley Gate CE Primary School

Curriculum Statement

At Burley Gate our curriculum is designed so that all children have optimum opportunities to become the best that they can be. Our curriculum is planned to make purposeful links across subjects to meet the needs of our community. We have high aspirations for every pupil and aim to deepen knowledge and understanding as the children progress through the school. Children are encouraged to become active learners; they enjoy their learning, are curious to learn more and are supportive of each other in the classroom and in our outdoor environment. Our Christian values, which are embedded across the curriculum, along with the 5Rs of learning (resilience, resourcefulness, reflectiveness, reciprocity and responsibility), create a positive attitude towards learning and life skills in our school. Children flourish both academically and personally, developing independence and creativity within our caring, nurturing environment. The curriculum is designed to develop the skills and knowledge which children need to continue into the next phase of their lifelong learning.

Children develop a positive mindset; they ask questions and are keen to develop their own learning. Teachers ensure that the curriculum is coherent, progressive and ambitious, enabling all children to make good progress. Our curriculum is broad and balanced, with certain subjects, such as grammar, taught discretely. Lessons and activities are planned to embed and deepen learning by providing opportunities for skills and knowledge to be transferred and applied. Learning opportunities are provided beyond the classrooms, especially through our 'Forest School' sessions. During these outdoor sessions, children develop specific skills and have the opportunity to work co-operatively, creatively and responsibly.

At Burley Gate, children are divided into 4 houses Cowarne, Felton, Lacy and Ocle (these names being taken from our local parishes). Children from all classes work collaboratively on several occasions throughout the school year, such as Sports Day, Inter-House sports competitions such as netball, football and rounders. Harvest Art competitions and Christmas tree decorating activities are planned and organised by the school house captains.

Community links are forged through inviting visitors into school to share their experiences. Our School Vicar visits the school to take worship and work with classes on "Godly Play" sessions. Visits to our local church contribute to further the children's learning about Christian festivals, as well as deepening their religious understanding and provide opportunities to meet and perform for members of our local community.

Sports coaches from local clubs are invited into school to enrich our sports curriculum and to widen experiences.

The 5Rs of learning

Through the use of these 5Rs, children are able to achieve greater success and to reach their full potential as learners.

Resilience:

- I persevere with my learning, even when I find things difficult.
- I challenge myself and I never give up.
- I enjoy being on task and fully absorbed in my own active learning.

Resourcefulness:

- I can think in creative ways and further my own learning.
- I can ask questions about my learning and explore subjects in different ways.
- I can create pictures in my mind, using visualisation when learning.
- I can make connections between new learning and what I already know.

Reflectiveness:

- I can evaluate my own thinking, work independently and systematically.
- I can reflect on my learning and then recognise my next steps.
- I develop my own interests in a subject and am curious to learn more.

Responsibility:

- I show a sense of responsibility in the organisation of my own belongings, my own learning and my behaviour.
- I understand that I am accountable for my own behaviour.
- I am kind and caring towards other people.
- I can be trusted to make good decisions and I am prepared to think of ways to solve problems.

Reciprocity:

- I can recognise when to learn independently and collaboratively, knowing when to be self-reliant.
- I am a good 'team player'
- I can see things from others' points of view.
- I can learn from those around me.