



A

Coherent
CREATIVE



Innovative



Challenging



DIVERSE



CURRICULUM



Helmshore Primary School Curriculum 2026-2027

Intent

At Helmshore Primary School we believe a well-planned, vibrant curriculum inspires children to learn, both independently and co-operatively. We deliver a curriculum that instils in children an intrinsic love of learning. This means that children must not only learn what to study, they must also learn how to study, and thus become confident, self-disciplined individuals capable of engaging in a lifelong process of learning. We nurture and expect high standards of behaviour and other important aspects of personal development and challenge each and every pupil, “To be the best that they are able to be” in all aspects of school life as cited in the school’s Mission Statement.



We ensure children are challenged and have opportunities to engage in practical activities that help them to understand more about the world. Children readily empathise with others through working together and through experiences in all aspects of the curriculum. Our curriculum provides extensive opportunities for children to use and apply their subject knowledge and skills to deepen understanding. We deliver a curriculum that enables children to enjoy this unique stage of childhood that inspires learning and develops the essential knowledge, skills and understanding that pupils need to take advantage of the opportunities, responsibilities and experiences of later life.

We believe in enabling children to access a broad and balanced curriculum with appropriate depth and breadth of curriculum content. We also believe that high standards are achieved when essential knowledge and skills are learned through direct, high-quality subject-specific teaching complemented with a web of thematic studies incorporating life skills and personal values. We believe in this content being applied and used

in worthwhile and challenging cross-curricular studies. This builds on their enthusiasm for learning from first hand investigations and researching knowledge from a range of sources to deepen their understanding. Revisiting and recalling previously learned knowledge is carefully woven into our curriculum planning and the curriculum is seen as a progression model. Gaps in experiences and barriers to learning, both individual and context specific, are identified by staff as an ongoing process and this forms an important part of our curriculum.

We place emphasis on personal development through an integrated framework where each child's well-being is underpinned by effective practice and what we know about how children's progress is advanced. We believe personal development is already at the heart of the curriculum. There is high academic ambition for all children including those who are disadvantaged or have additional needs (SEND). Thorough assessment is used purposefully and effectively to inform curriculum design.



At Helmsore Primary School we regularly involve all teachers in reviewing and evaluating the curriculum to ensure that it is constantly updated and “fit for purpose”. Our teachers have a good understanding of our Curriculum Intent and what this means for their practice. Our subject leaders, who are well distributed in terms of experience, skills and expertise focus on the development of their subject area and liaise with colleagues to inform and support other members of staff in creating a broad and balanced curriculum that addresses disadvantage and provides equality of opportunity. External Consultants are employed on a regular basis to upskill all teachers in English and Mathematics both those who are experienced teachers and those who have just entered the profession. Detailed consideration is given to the depth and breadth of curriculum content and to ensure that there is continuity and progression throughout.

Strong links between EYFS and Key Stage 1 enable continuity and progression from the seven areas of learning and development in the EYFS to the Year 1 curriculum. This allows more opportunities for extending and building upon active, play-based learning across the transition to primary education, particularly for summer-born children and those still working towards the early learning goals. We believe it is essential that we utilise ‘quality first teaching’ to equip every child with a command of reading and writing skills. High-quality wave one teaching enables children to learn how the alphabet works for reading and writing (i.e. how to decode (read) and encode (spell) greatly reduces the number of children who require interventions at a later date. Progression through Key Stage 1 and into Key Stage 2 is managed carefully ensuring that children build on previous knowledge and experiences at every stage of their learning development.

The vital strands woven through our curriculum include encouraging children to:

Be Curious	Be Knowledgeable	Be Adventurous	Be Ambitious	Be Creative	Be Collaborative	Be Reflective	Be Positive
- Engage in first-hand experiences - Embrace experiences which are remarkable to the individual - Invoke a sense of awe and wonder - Develop an appreciation of and responsibility for the environment - Engage in multi-sensory learning - Experience contrasts (polluted/unspoilt, light/dark, urban/rural, loud/quiet) - Develop enquiry skills - Develop questioning skills	- Secure strong Literacy/Numeracy Skills - Develop subject specific language - Manage, receive, record and apply information - Nurture a thirst <u>for</u> knowledge - Apply cross-curricular skills - Develop Information processing skills	- Work within one's own comfort zone and outside it - Work in the real world with first-hand experiences - Work practically - Work on a large scale - Experience exhilaration, challenge and achievement - Develop problem-solving skills	- Develop responsibility for one's own learning - Link with experts - See possibilities - Strive for improvement - Seek opportunities - Develop an open outlook - Develop a 'Growth Mindset' - Develop attributes of learning	- Choose how to use free time - Developing hobbies and interests - Apply skills to new situations - Explore alternatives in problem solving situations - Question 'What if...?' 'Why not...?', etc. - Develop creative thinking skills	- Work with others in an interactive learning process - Respect the <u>opinions</u> and differences of others - Value one's own perceptions and those of others - Challenging one's own perceptions and those of others - Work as a team - Develop empathy - Develop social skills	- Make lifestyle choices in response to thoughts - Identify and use one's aptitudes and interests as a vehicle for learning - Move towards the understanding of a wide range of feelings (success/failure, apprehension, anticipation) - Develop awareness of individual strengths and areas of development - Develop reasoning skills - Develop evaluative skills	- Listen and respond to advice - Value pupil voice - Develop self-esteem - Be listened to - Manage one's own behaviour - Develop own opinions - Secure and articulate preferences - Consider one's place in the world - Foster intrinsic motivation - Develop relevant attributes of learning



Curriculum Implementation

All teachers have a role to play in the design and delivery of the curriculum and as subject leaders have the knowledge, expertise and practical skill to design and implement a curriculum that is exciting and relevant to all our pupils. The Senior Management Team and Governors regularly review and quality assure the curriculum to ensure that it is innovative and challenging.



At Helmshore Primary School we offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. 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. It is important that the curriculum facilitates the development of the whole child rather than only concentrating on academic success.

Pupils are still working on the Early Learning Goals of the Early Years Foundation Stage Curriculum as they enter Year 1. There is a period in the Autumn Term where the majority of children progress to the National Curriculum. Throughout this period and beyond all children are still developing their phonic knowledge through the Letters and Sounds Programme and developing their fluency in reading through the Daily Supported Reading Programme.

Our English curriculum is based on the National Curriculum but is adapted and tailored to meet the needs, interests and ability of our pupils. As a school we utilise the Lancashire KLIPS to provide a developmental framework which informs teaching and learning and ensures continuity and progression across the school. We carefully select and sequence high quality texts, linking them with the termly topics and the “Teaching Sequence” to plan and deliver units of work. Alongside this, children experience lessons on grammar, punctuation, spelling and handwriting that they then apply to their independent written work.



In EYFS and KS1 we nurture and inspire a love of books. As soon as children start school, they are exposed to a wide range of texts and their opinions and preferences are encouraged from the beginning. Our creative, stimulating continuous provision hosts a variety of rich, quality texts in every area of learning and we have several enticing, book-themed reading tents where children can enjoy texts and begin to develop their confidence as readers.

As soon as children begin to learn their Letters and Sounds, we encourage them to see themselves as readers. Their excitement about books and confidence to attempt to read is our main aim at these early stages. Books are referenced, discussed and revisited at every stage of children's learning so that they want to be "authors" long before they are able to write formally.

The children experience a daily, rigorous timetable of Phonics teaching from the outset of EYFS, delivered through our Phonic scheme: Phonics Bug. As and when appropriate, children are provided with appropriate decodable books and can access online texts for sharing in the home. In addition to this parents can access a range of Phonics Bug resources online to support their child's learning.

In Key Stage 2 children use the Accelerated Reader programme to improve their comprehension and understanding of a range of texts whilst direct teaching of KLIPs forms the basis of our teaching of reading across the school. The older children act as reading buddies for younger pupils during playtimes and lunchtimes. There is a distinct culture of reading in school because children enjoy a wide variety of books and sharing their knowledge of books with other children and staff.

The Mathematics curriculum is currently delivered through a framework developed by consultants and coordinators within Lancashire Local Authority. Teachers have had an extensive period of ongoing training and development and have access to a wide range of County resources and activities to support and enhance the mathematics curriculum. We are currently developing a teaching for mastery curriculum that enables children to develop their reasoning, investigative and problem solving skills. These subjects are taught in mixed ability groups in Key Stage 1 and Lower Key Stage 2 but there is targeted ability grouping in Upper Key Stage 2. In all year groups there are small group interventions in order to support pupils in gaining the key skills to become successful readers, writers and mathematicians.

Specialist teachers and instructors support music and physical education. 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. 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.



The curriculum is assessed using Target Tracker statements (National Curriculum) as a basis to ensure coverage and progression throughout the school. The more able are challenged further in their learning and children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success. National requirements and school requirements are mapped out as a whole school and then individual year groups plan the curriculum for their pupils accordingly. The curriculum is underpinned by the school's Core 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 outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds are utilised whenever possible and the new Studio will provide a venue for future whole school initiatives and Exploration Days. The school allotment provides an alternative environment for enrichment of different curriculum areas, particularly science.



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. 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.

Curriculum Impact

- We know our curriculum is effective in inspiring children to learn, participate and enthuse about learning. Children tell us they love their learning and they take great pride in their books, producing work of a high standard both at school and at home. Children readily

participate in homework tasks and demonstrate commitment and dedication to their own learning, some going above and beyond the teachers' expectation.

- Teachers have high expectations of all children and are able to provide challenge, stretch and enrichment in learning because they know the starting points of the children and understand the progression required to reach the end goal. This is achieved through the use of a range of assessment and analysis strategies: timely testing, moderation of work, pupil interviews, use of assessment grids and data tracking systems. The results are seen in outcomes of work, feedback from the community and in the pride the children have of themselves and their school.
- Pupils' attitude to learning is very good. Children are motivated and engaged in their learning. The school often receives very positive feedback from the teachers at the local High School and other external organisations following school visits. They report that our children are courteous, respectful, well behaved and keen to learn.
- Analysis of internal testing provides staff with an understanding of standards in school and areas of strength and weakness. Teachers can identify those pupils who are falling behind or exceeding National expectations. School data evidences standards above Lancashire and National at Key Stage 2. Standards in EYFS are very high and 94.7% of Year 1 pupils met the phonics expectation.
- Teachers' planning is thorough and perceptive. It caters for the needs of all pupils and utilises the wide variety of new, relevant resources provided by the Lancashire Consultants. Teachers design learning activities that offer challenge and exploration and provide a sense of achievement and personal success.
- The school receives visitors from neighbouring schools who come to see how the school has devised its creative and challenging curriculum and how they can learn from Helmshore Primary school. Our Leading Foundation Stage teacher regularly guides and supports teachers in other school and they visit our Outstanding EYFS provision to get ideas and inspiration.
- The Literacy and Mathematics CPD delivered by Lancashire Consultants during the past two years have had a significant impact on the standard of teaching and learning, planning and attainment. All teaching staff have benefitted from the incisive curriculum development and evaluation.



- Parental feedback from questionnaires is very positive and most parents feel their children are happy and feel safe at school and are making good progress in their learning. Written feedback is provided by parents on the Open Days and Afternoons which is overwhelmingly positive. Parents have opportunities to come into school to see their children's work and they give us feedback saying how impressed they are.



At Helmsore Primary School, in Key Stage 1, we always aim to become the best we are able to be, so we work hard to be:



At Helmsore Primary School, in Key Stage 2, we always aim to become the best we are able to be, so



Be Knowledgeable



Be Curious



Be Adventurous



Be Creative



Be Ambitious



Be Reflective



Be Positive



Be Collaborative



How do we challenge our pupils to be the best they are able to be?

- ❖ Motivate them with a reward system
- ❖ Give constructive feedback on their work
 - ❖ Expect the children to feedback to you
- ❖ Close liaison with parents through the homework diaries
- ❖ Keep marking up to date ~ it needs to be relevant and immediate
 - ❖ Have a clear vision of where you are taking the child to
 - ❖ Know the expected levels
 - ❖ Be able to level the children's work accurately
 - ❖ Good use of support staff
 - ❖ Always question what you are doing and why
 - ❖ How can you improve?
- ❖ Don't accept anything less than the children's best
 - ❖ Good planning and evaluation of lessons
 - ❖ Differentiation
 - ❖ Consider the pace of the lesson
- ❖ Consider the different ability groups i.e. high attainers
 - ❖ Use of a tracking records to monitor progress
- ❖ Take action sooner than later if pupils are not achieving appropriately