



At Sharpness Primary School, our intention is that all children are SHARP				
Successful	Happy	Ambitious	Responsible	Proud
Children reach their potential and feel a sense of achievement.	Children feel happy to take risks in their learning and demonstrate a love of learning.	Children can set themselves goals and want to aspire to achieve and do their best. They are resilient and don't give up.	Children understand that they have a responsibility for their effort and attitude to learning. They know how to look for solutions and collaborate with others.	Children are proud of themselves and their community. They can celebrate their own achievement and those of others.
Underpinned by our monthly Values				
Perseverance Teamwork Patience	Kindness Friendship	Resilience Bravery	Respect Honesty Tolerance	Confidence and self-belief



We provide a curriculum that is designed to be broad, balanced and relevant to all children at Sharpness Primary School, tailored to their needs and based on the context of our community.

Our aim is to provide opportunities for children to develop as independent, confident and successful learners with high aspirations who know how to make a positive contribution to their own community and the wider society. There is a high focus on developing children's moral, spiritual, social and **cultural** understanding to ensure that children are well prepared for life in modern Britain, or beyond.

Our key priorities/curriculum drivers threaded throughout our curriculum

Aspiration	Developing oracy and widening vocabulary	Developing children's understanding of different cultures	Providing experiences
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All staff at Sharpness Primary School understand the importance of having high expectations of themselves and of all children to ensure that they can reach their full potential. Quality First Teaching by all adults is key to enabling children to be the best they can be in all aspects of school life. We intend that the percentage of children attaining the expected and higher standard at the end of each statutory point is at least in line with national attainment as well as progress measures being above average for all pupils, and that of specific groups, at the end of key stage two.

We do not place a ceiling on the potential of any child based on their prior learning, but aim to support, challenge and nurture, so that their full potential can be reached.

Our overarching aim, and central to our vision, is to ensure that all children are **SHARP** (**S**uccessful, **H**appy, **A**mbitious, **R**esponsible and **P**roud) and we compliment this with the teaching of monthly values, alongside British Values, in class as well as through focused assemblies.



Implementing our key priorities/curriculum drivers			
Aspiration	Developing oracy and widening vocabulary	Developing children's understanding of different cultures	Providing experiences
- High expectations - Broadening horizons - Being successful - Monthly Values support our core beliefs: SHARP	- EYFS - Y6 - speaking and listening; modelling of vocabulary and grammatically correct terminology - Subject specific vocabulary - Exploration of vocabulary across the curriculum	- Applying the curriculum to a wide range of cultures - Visitors to promote multi- cultural understanding	Delivering the curriculum through a range of experiences

We follow the 2014 National Curriculum in key stages one and two, and the Statutory Framework for the Early Years in reception, through a topic enquiry-based approach to learning, applying reading, writing maths skills across the curriculum. All subjects, whether taught within a topic, or discretely, are learnt as individual disciplines e.g. children are learning to be scientists or historians. There is a skills progression in place for all subjects from EYFS to Y6.

Taught within topic	Taught discretely	Taught within topic where purposeful links can be made, or taught discretely
Art DT History Geography	Maths MFL French RE PE PSHE and RSE	Reading Science Writing Music Computing (applied across) Online Safety

Reading is taught using whole class texts and extracts with an explicit skills focus. We have adopted the Talk for Writing approach across the school to support children to embed patterns, language, sentence structure and text cohesion. In maths, we teach through a mastery approach; objectives (small steps) can be over two days, where required, to allow children to become fluent and then apply their fluency to more reasoning and problem solving.



Impact	Impact of our key priorities/curriculum drivers			
	Aspirations	Developing oracy and widening vocabulary	Developing children's understanding of different cultures	Providing experiences
	Children understand that they have options to explore, and are enabled to aspire and set goals for themselves. They know they can be successful and want to aim high.	Children speak articulately using well-chosen and precise vocabulary in a variety of contexts. They can take part in a range of discussions using their voice confidently.	Children can demonstrate knowledge of a variety of cultures and can explain their main principles (what is important). Respect and tolerance underpin their understanding.	Children have access to experiences which broadens their horizons. Experiences enhance the learning of our children and develop their understanding of how they can contribute to their community and society.
	Our aim is that the impact of the curriculum will ensure that children have the knowledge and skills required to make them successful in the next part of their learning journey, and that their emotional and social wellbeing enables them to feel confident in themselves and their abilities. Children leave Sharpness Primary School feeling S uccessful, H appy, A mbitious, R esponsible and P roud. All children are well prepared for their next stage in learning.			
	Statutory assessments: ➤ The percentage of children leaving EYFS with a Good Level of Development is above national for all groups of children and they are well equipped for success in KS1 ➤ The percentage of children in Y1 passing the Phonics Screening Check is above national for all groups of children ➤ At the end of KS1/KS2 the percentage of children reaching the expected and higher standard in reading, writing and mathematics is at least in line with national averages, and progress measures are above average.			