**Analysis of areas for development for the curriculum**

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|  |  | Links to our curriculum |
| Healthy lifestyles | At the Y6 height and weight checks school is consistently above national figures for children who are overweight/obese. It is noticeable that throughout KS2 a number of children do put on weight. Some lunch boxes and snacks regularly contain high levels of sugar/fat and children may come to school eating crisps/chocolate for breakfast. Specific children try to miss PE lessons regularly and do not participate in sports/games out of school. | * 2 hours PE weekly – all lessons to include aerobic activity * Active English and maths * 30 minutes active * Daily mile * Daily Skipping * 5 after school Sports clubs * 3 play leaders at lunchtimes to lead * Sports coaches * Sports crew lead competitions at lunchtimes * Inter school competitions through Mansfield Sports Partnership * Food forum * Rainbow food lunchboxes for healthy eating (weekly colour) * Healthy eating lessons (DT cooking lessons) * Keeping healthy is taught as part of Citizenship encouraging children to know how to make healthy lifestyle choices * Curriculum teaching about healthy foods, mental well being, dangers to our health (smoking, drugs and alcohol). * Children are made aware of how Physical activity is used to support and to regulate behaviour – football, basketball, tennis… |
| Vocabulary | During reading sessions it is evident some children have a limited vocabulary and need lots of work to understand the text.  With the raised expectations in the 2016 SATs some children did not reach expected standards due to the number of vocabulary questions they could not answer.  Through conversations it is evident some children have little experience of the wider world.  Many children spend their time on digital devices with little social interaction. | * Identified key vocab to be taught in each subject * Use Vocab Ninja to expand * Close Reading – VIPERS (vocab is taught in each lesson) * Close Reading – quality texts with high quality vocab * News topics discussed weekly * Debates planned for each half term * Presentations planned for each topic * Developed more group work on large paper rather than individual * Active maths/English – group interaction * Quizlet live – teamwork, competition * Window of world as a focus for discussion and debate * Talk-less teaching ideas that encourages interaction in pairs/groups * Vocabulary is actively taught and modelled in each lesson |

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| Life experiences - Enrichment | Due to the socio-economics of the locality there are high levels of deprivation. Some children do not have life experiences/skills we would either expect as the norm or see other children involved in e.g. trips to the seaside, holidays abroad, swimming lessons, family days out, visits to museums, travelling on a train. | * Visits and visitors for each topic planned * Opportunities are provided to engage and work within the community * Opportunities to develop responsibility and respect to enable children to engage with society e.g. Prince William Award * Visits to other places of worship to develop first hand experiences * Resources boxes to support learning of specific religions and topics * Close links formed with our local church- Children visit church to worship Harvest, Christmas etc. Each year group to visit church to enhance teaching of Christianity. * Alan Darlington visits school at the start of each half term to lead assembly * A range of resources are made available to the children which they may not have had access to outside of school |
| Reading – A love of books | A percentage of our parents struggle with literacy skills themselves and may feel unable to help their child with reading. It is regularly thought it is the role of the school and there is little support or importance given to this vital life skill. Regularly around 30 children do not read at home each week. Books are not common place in some homes and there is little 1-1 time given to reading in some households. | * 50 books to read in each year group * DEAR * Topic books – fiction and non-fiction purchased to match new topics * 100 reads – a book purchased for each child who reads 100 times each term * Close reading - quality texts which hope to inspire reading * Parents invited to close reading lessons to share * Grandparents reading morning to involve other family members * Targets in reading books to support reading at home * Digital reading opportunities e.g. Serial Mash – book banded books * Books tailored to children’s abilities so all children can be successful and enjoy * Children given the opportunity to recommend books to their peers as well as sharing their favourite poems with the class. * Buddy reading with a different age group * Specific programmes used to support children with dyslexia and other barriers to acquiring secure literacy skills * Phonics schemes used in Y3 to support reading and SEN children |

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| English / maths standards | The percentage of children leaving foundation stage at expected standards is below national average. For some parents, education was not a positive experience and it is not valued. Support is not given and some children are working below expected standards. Some parents have poor standards of English and maths and believe their child is “clever” compared to themselves even though they are not hitting age related targets. As a school it is imperative children leave KS2 being able to read and carry out basis maths which will be needed throughout their life. This is seen as vital when preparing children for the next stage of their education or life as an adult. | * Cross curricular links in both core subjects * Focus on ensuring children reach expected standards at end of KS2 * Interventions important so children leave literate and numerate * Digital representation of learning to inspire reluctant learners e.g. See Saw * Practical learning opportunities embedded * Opportunities to practise oracy and to write for different purposes using APPs such as Book creator, Keynote, Pages, Adobe video. * Homework given weekly to practise those skills taught in the classroom * PIVATs used to identify and set targets for the most challenged learners to enable progress * Online and other digital resources used to encourage, provide practice and provide more personised learning – purple mash, times tables rock stars… * Specific children with SEN needs given 1-1 time to develop typing skills to support recording of knowledge |
| Aspirations / Academic success | A high percentage of our parents/carers do not, or never have, worked. Few are in well paid or professional roles. For some children there is no role model to encourage them to want to be the best they can and break out of the poverty cycle. Children may not be aware of the possibilities available to them and do not hear about the range of careers they can strive towards. Many children do not push themselves to be the best they can and settle easily. | * Aspirations week annually * Variety of visitors to school * Variety of famous and inspirational people studied in all subjects – life journeys * Theme weeks – diversity, disability, Fiver challenge * Real life learning – expectations, Values, citizenship, personal development * Famous pioneers selected to inspire children and personally develop tolerance and inclusivity * Core values introduced each week in assembly, which promote children being the best they can be. These values are then celebrated in well done assembly * Local famous people are studied from Forest Town /Clipstone / Nottinghamshire to inspire children * During themed weeks we study famous people who have overcome barriers to be successful e.g. paralympians |

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| Learning Powers | When analysing our children’s attitudes to learning it was evident they lacked skills to help them e.g. resourcefulness, resilience. This was particularly evident in our PP and SEN children. We have been teaching the learning powers to children to become more independent learners with determination and raised aspirations. As a school these need to be taught in y3 and incorporated into all lessons so children understand how they learn best and what they can use to support their learning. | * Embedded across lessons and subject areas * Attitudes to learning discussed e.g. resilience * School ethos promoted – learn from errors, persistence, determination to succeed * Differentiation – all children given opportunities to succeed through scaffolding we provide * Learning powers are linked to school values * Every amazing breath * Qualities such as resilience, collaboration, persistence are rewarded in assemblies by the giving of certificates |
| Relationships / Citizenship | With the challenges of the area there is evidence of domestic abuse and broken relationships. Children may witness such behaviour which is traumatic and can help to shape their future relationships. This year there have been 2 groups of children undertaking support from “Hands are not for Hurting”. Within school our role is to support children to develop positive relationships both with people close to them and others in society. We strive for our children to be good, law abiding citizens of the future and our aim is to provide positive role models and experiences. Children are taught how to deal with conflict, manage anger, be tolerant and compassionate. These are values we will strive to include in our school through the curriculum and discreetly. | * Citizenship (personal development) underpins all assemblies and lessons e.g. tolerance, equality * Protected characteristics taught through lessons e.g. suffragettes, Rosa Bridges diversity * New relationship curriculum focussing on families and respectful, healthy, safe connections * Self –regulation taught e.g. Each Amazing Breath, 5 point scales, nurture, conflict resolution * NSPCC assemblies about keeping safe (Childline, the Pants Rule). * Online relationships, permission/ consent and appropriate communication explored through digital literacy/ e safety lessons * Children constantly reminded of cultural capital. Introduced to a range of people and experiences through all subjects to widen aspirations * Lunchtime arrangements encourage children to develop manners, social skills etc. Dinner tables named after key inspirational people who represent diversity within society in order to encourage and inspire children * PHSE reward cards are given out in assemblies to celebrate kindness, politeness and respect towards others. |

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| Global awareness | Forest Town is made up of a predominantly white British population. Children have little first-hand experience of people from other cultures. Many children have never visited other countries and therefore have not experienced other cultures. The school celebrates a wide range of cultural and religious events throughout the year and has visitors where possible. This year the school has been working towards the Global Awareness award and this needs to be an integrated part of the curriculum. | * We have planned to cover all continents and significant events around the world. * We have planned a multi-faith RE curriculum, including visits to a variety of places of worship. * Resources boxes to be displayed for specific religions * We held a ‘Diversity Week’ in which we learnt about different cultures across the world as well as the famous, inspirational people who are part of them and the artwork which links them * We have weekly, class discussions about current world events as they transpire. * Window on world * Global vocabulary displayed on values displays in all teaching areas and referred to regularly * Explore how we are all connected – through the internet – understanding the internet and the www and how we are all connected allowing us to communicate globally. |

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| Mental health and well being | The well-being of the pupils and staff is pivotal to all we do at Newlands. Without this, children are not in a position mentally to learn and will not be able to cope with the challenges of everyday life in the future. The wellbeing of staff also needs to be a priority to ensure attendance is good and staff are able to perform to a high standard in a pressured job. There are high levels of deprivation in the area and a high level of social care which puts emotional strains on our children. This year we have employed a pastoral support worker who has been working with children and families experiencing trauma, bereavement, anger, low self-esteem etc. She has been able to support children during unstructured times in the day e.g. lunchtimes which has improved behaviour in school and ensured children are more ready to learn. Mental Health and well-being is an area which is to be developed nationally over the coming years. School will be training a designated person and continuing to develop links and work with other agencies e.g. CAMHs. As a school we cannot take away the pressures of modern day life, but we can work to equip our children with strategies to support them deal with issues and signpost them to support needed. | * Motional activities (pastoral support), Wellbeing Compass * Wellbeing Award – supports the wellbeing of staff and pupils * Kindness Crew developed from our pupil member on the Change Team. Each classroom has a ‘5 acts of kindness’ poster and this has been shared with parents/carers. * A kindness crew and kindness display put up in hall to inform and inspire children * School council hold council surgery each week in order to provide children with a way of expressing their opinions and their voices being heard * We have taken an active part in promoting mental health and wellbeing by undertaking all of the Young Minds activities (#HelloYellow, World Mental Health Day). * Each Amazing Breath has been introduced across school. All staff have been trained and we have appointed 16 children who are our ‘Breathing Ambassadors’ and will be trained to deliver the breathing in every classroom. * E-safety and digital literacy embedded across the curriculum as well as in the computing curriculum to teach children about how overuse of technology can have negative effects. * Understanding how to use technology safely, respectfully and responsibly (addiction to devices, age-appropriate gaming, appropriate and inappropriate communication) * A calm and composed start to the day is promoted through the use of relaxing music on arrival and mindfulness activities. * Recognising the link between mental well-being and physical activity, skipping and the ’30 Active Minutes’ is interspersed throughout the school day. * Books used as a PSHE support to address trauma and attachment issues * Pastoral programmes of work to address trauma and attachment issues which may form a barrier to progress / social skills * MOTIONAL used to identify triggers to behaviour and plan schemes of work to support areas of difficulty |