



Curriculum

Our Curriculum

At our school, learning is exciting, meaningful, and full of opportunity. While we follow the National Curriculum, our approach is driven by three core values: **Aspire, Respect, and Challenge**. We believe every child deserves a rich education that inspires a love of learning and prepares them for life.

We go beyond the basics. Every Key Stage 2 child is given a musical instrument to take home, with free specialist lessons available to those who want to develop their talent. Cooking is taught every term—giving children practical life skills in healthy eating, budgeting, and where food comes from. We even offer family cooking sessions.

Our Design Technology curriculum encourages creativity and problem-solving, with strong links to computing and real-world applications. Careers education is woven throughout subjects and supported by visits, visitors, and our Personal Development Weeks, helping children explore future possibilities from an early age.

Children in Key Stage 2 learn Spanish with a specialist teacher. We chose Spanish for its global relevance and opportunities. All of Key Stage 2 are given a Chrome book, free of charge, to access their learning at home.

Humanities is taught through themes to help children make connections across time and place. We enrich learning through trips to museums, historical sites, and outdoor fieldwork in geography. PE and sport are a school-wide passion, with a range of competitions and lunchtime coaching to keep children active and engaged.

Our PSHE, RSE, and RE curriculums promote respect, wellbeing, and understanding of different cultures and beliefs. Children learn to stay safe, express themselves, and appreciate diversity.

We use high-quality schemes like Kapow (for Art), which we adapt to include local artists and reflect our school community. Throughout their time with us, children gain knowledge, skills, and memorable experiences that prepare them not only for their next steps in education but for life beyond school.





ASPIRE

RESPECT

CHALLENGE



TEACHING AND LEARNING AT SHIREMOOR PRIMARY SCHOOL

AIMS

To ensure that teaching and learning is a vehicle to reinforce our key themes of children **aspiring** to aim high and be the best they can be in all aspects of learning, to **challenge** themselves so that they can achieve great things in the future (not just academically) and to have a strong sense of moral purpose and **respect** for themselves, for others, for learning and for the differing viewpoints of others.

To ensure that everyone understands the principles which underpin teaching and learning at Shiremoor Primary School.

To provide well planned teaching and learning CPD and support the individual's entitlement to opportunities to enhance and improve their own teaching.

To be supported by a clearly defined approach to the monitoring and evaluation process.

To exemplify our teaching expectations of the 'highest standards'.

PRINCIPLES

Knowledge and content will be carefully sequenced across school so that it facilitates the development of pupils' deep learning of knowledge and skills and supports children in making links between learning between concepts and units of work as set out through our curriculum.

Learning is a change to long-term memory.

Activities should be time efficient and they should promote retention and transfer of knowledge into the long-term memory.

Teaching should be supported by robust, age-appropriate assessment, systematically checking pupil understanding, evaluating pupil knowledge, identifying gaps and planning future learning based on closing those gaps including intervention.

Lessons should be planned and structured with a clear sense of routine and consistency in accordance with behaviour for learning.

Highly effective teaching and learning: (in conjunction with age-appropriate expectations)

CONTENT

Links with prior learning will be explicit and there will be opportunities to recap in lessons.

Key concepts and knowledge spaced over time in varied ways to secure deeper learning.

Different contexts will be used by teachers over time to explore the same ideas.

Activities will be appropriate to the knowledge being learned.

The presentation of lesson content will support progression in learning.

Opportunities given for cultural experiences and background knowledge that will equip pupils with cultural knowledge to propel them further in their next stage of education.

Common lesson strategies to assess learning:

- Short quizzes
- Summarising
- Hand signals
- Response cards
- Think-pair-share
- Levelled questioning
- Exit ticket
- 'Check for understanding'

CHILDREN

Behaviour for learning will be strong.

Children will have the chance to think in different ways.

Pupils will be aware of their own progress and how they can improve their learning in an age-appropriate way.

Opportunities provided to collaborate and cooperate by being guided to construct their own understanding and are encouraged to actively participate in their own learning.

Wider opportunities

Children are given opportunities in every year group to transfer learning and make connections.

Pupils are engaged and involved in their learning.

Opportunities outside of the classroom are given through a range of places such as: residential; museums and galleries; local area walks to explore the environment and opportunities to visit religious places of worship.

Residential, including camping, are important to develop our children's' resilience and independence.

TEACHER

Teachers will have strong subject knowledge and this will enable them to address misconceptions.

Elements of direct teaching. Strong modelling and scaffolding.

Teacher questions will probe beyond the surface.

Exploit opportunities for formative assessment to enable the lesson to be adapted to the children's needs.

Provide feedback in a variety of ways that will promote thinking and enhance learning.

Will introduce and teach new vocabulary explicitly.

Teachers will have high expectations of children in terms of behaviour, presentation and engagement.

Staff Well-being

Our staff work incredibly hard but must maintain a good work-life balance to support their well-being and so, as a school, we will devote our time and energy to things that make a difference for children.

OTHER STAKEHOLDERS

GOVERNORS

Governors are regularly informed about the effectiveness of teaching and learning and are given key information about performance and progress.

Governors play an active role in evaluating and supporting teaching and learning in school and are supported in this through a range of approaches.

The Governing Body works continually behind the scenes to support and challenge the work of the Senior Leadership Team to ensure:

- children learn in a safe and secure environment;
- high standards of teaching are maintained and monitored effectively
- teachers teach a broad and balanced curriculum

PARENTS

We actively encourage the participation and support of parents throughout various aspects of our school routine.

Parents regularly receive information about their child's targets, learning focus and ways to support learning through newsletters; parent/teacher meetings; social media; careers fairs and learning assemblies.

A range of learning opportunities are provided to parents in addition to numerous opportunities to observe the learning in lessons. Some of these include: 'Seeing is Believing'; 'Science Week'; lesson with your child; phonics sessions; class assemblies; Sports Day and reading with your child.

Technology

Access to technology supports the skills and knowledge of children but also gives teachers the opportunity to enhance lessons and learning experiences and, where necessary, make the learning more engaging.

Children develop the basic skills and knowledge they need to use digital literacy skills at their level required for the next phase of education.

Equal Opportunities

The needs of all children are to be met through tailored lessons. The delivery and content of lessons should be sufficiently supported to ensure all pupils can access and achieve within the curriculum.

All children have the appropriate support to access the full curriculum.

ENHANCED EXPERIENCES

Trips and Residential

- High Borran
- London
- Dukes Wood
- Experience visits
- Local walks
- Museum visits
- Art gallery visits
- Visits to religious buildings
- Library visits

Positions of Responsibility

- Anti-bullying Ambassadors
- Reader/Sports Leaders
- School Council
- Fruit Shop

Parental Engagement

- Class learning assemblies and performances
- Parent workshops and 'A lesson with your child'
- Class Twitter
- Parent Teacher Interviews
- Homework
- Parent Open Evening
- Breakfast and After School Club

Community Links

- Shiremoor Treat
- Remembrance Sunday
- Library visits
- St. Mark's Church
- Carol singing
- Local Police/Fire Service
- Fundraising events
- RNLI visits
- Partner Charities

Awards and Achievements

- Consistently Good Behaviour awards
- Shiremoor Voice Award
- Helping Hands
- Excellence sashes
- Times Tables Badges
- Accelerated Reader awards
- Attendance

Sports and After School

- A variety of sports clubs
- Wider curriculum clubs
- Competitive events
- Cookery Club
- Choir Club

Personal Development

- Personal Development Week
- STEM projects /Cookery Week
- Career visits/Cultural visitors
- Creativity Week
- Sports taster days
- Mini Enterprise
- Violin lessons
- Operation Encompass
- EY - Woodland Wednesdays

Religious Education

Over their time at school, children will be given the opportunity to visit a variety of religious settings. Children will learn to show appreciation of how religions can positively impact on society, demonstrate respect and tolerance for the beliefs and practices of others.

CULTURAL CAPITAL

Respect:

- We want pupils to respect themselves and others.
- We aim to give them a sense of morality.
- We give children the opportunity to raise for a charity (decided upon by the Shiremoor Voice committee).
- We learn about a range of different beliefs and religions.
- We have many rewards and badges that children can work towards.

The Arts and Careers:

- We hold 'Art Exhibitions' - in a local gallery –where we publish art work across the school.
- We work closely with a range of theatre companies such as 'The Shakespeare Trust' while all children are given the opportunity to see a live theatre production.
- Extra-curricular clubs often have a art and music focus to encourage children to explore their interests.
- Our specialist music teacher supports with free musical instrument tuition and choir.
- We are passionate that all children should learn to perform and act through our class assemblies.
- The school has held an Arts Mark Gold Award.
- We are a Primary Careers Benchmark school.
- We hold workshops to develop children's knowledge of business and finance to support with careers.

Diversity:

- We encourage our children to celebrate diversity.
- We explore the art and culture of many religions.
- We visit places of worship to strengthen our tolerance and appreciation of the different religions in society.
- We plan and create learning opportunities, such as end of term productions, which give the children the freedom to explore their talents.

Heritage:

- We embrace both our local and national heritage.
- We give pupils the opportunity to visit a major city during their time at Shiremoor Primary School.
- Celebrating British Values during Personal Development Week.
- Enjoying walks which enable pupils to explore local history.
- Celebrating our local mining heritage by participating in the summer 'Shiremoor Treat', a gala for local schools to showcase their talents in art, music dance and sport.

Pupil Voice: We encourage every child at Shiremoor Primary School to find their voice through:

- Providing a high quality Oracy education that empowers students, regardless of their background, to find their voice for success in school and in life.
- Equipping our pupils with the confidence and resilience to be engaged in promoting and evaluating aspects of the curriculum through the role of The Shiremoor Voice representative.