

The Meadows Primary School
Curriculum Statement



INTENT

At The Meadows Primary School, we believe in providing all pupils with a broad and balanced curriculum, incorporating both the Curriculum Guidance for the Early Years Foundation Stage and the National Curriculum, through an exciting range of stimulating topics/themes. Throughout aspects of our provision, we endeavour to provide a challenging, inspiring and enjoyable learning experience which meets all our children's needs and abilities.

We hold true to our belief that learning is lifelong and that the skills and attitudes we instil in the early stages of our children's lives should provide firm foundations for the future.

Through our mission statement to 'Play Together, Learn Together & Achieve Together' we aim for all children to become lifelong, enthusiastic learners by:

- developing responsibility
- fostering respect
- building resilience
- promoting honesty
- nurturing compassion
- encouraging reflection

Our school's core values, which are at the heart of all that we do.

A new National Curriculum was introduced to schools in England from September 2014. Staff at The Meadows Primary School carefully devised a long term curriculum plan for all year groups based upon the new programmes of study and with careful consideration of the needs and interests of our children.

IMPLEMENTATION

Our school-devised curriculum is delivered through termly topics, where learning in different subject areas is connected and built upon progressively and systematically. Our termly topics are enhanced by an exciting range of first-hand, experiential learning opportunities through off-site visits, or through specialist visitors in school. We are also highly committed to ensuring that all our children have the opportunity to experience a variety of visitors in school such as professional dancers, musicians, theatre groups, poets and authors, as well as an annual visit to a live theatre production.

We strongly believe that children need to develop their spiritual, moral, social, and cultural skills if they are to participate effectively in our society. It is our awareness of this need which has led to the broad, experiential form of curriculum organisation that

we have developed, and to the inclusion of an extensive programme of enrichment opportunities.

Each class teacher is responsible for teaching the entire curriculum with specialist provision for French (in KS2), some PE and some music being provided in certain classes/year groups.

We also offer a wide and diverse range of extra-curricular activities, which support and motivate children to achieve their full potential in areas such as sport, the arts, computing and outdoor learning.

At The Meadows Primary School all class teachers are responsible for providing a curriculum that is suitable for all pupils in the class, including those with Special Educational Needs or Disabilities (SEND) with support from the SENCo.

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.

We have high expectations for all pupils and are committed to ensuring our curriculum complies with the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014. Our inclusion statement emphasises the importance of providing an inclusive learning environment for all pupils, including those with SEND. Additional information on this can be found in our [Special Education Needs Information Report](#) and our [Equalities Policy](#).

IMPACT

We are very proud of our consistently good reputation in the local community for providing an effective, all-round education for our children. Each year, we are one of the most over-subscribed schools in Shropshire for first place preferences for Reception places and we are regularly asked by the Local Authority to admit more children than our published number on roll.

Year on year, our results in national assessments at each key stage are in line with or above the national average. Please see [school performance tables](#) for further details and the [school's assessment results](#) for our latest set of externally validated assessment data.

Our annual parent/carer survey consistently reveals high levels of satisfaction with the education our school provides for its children.

Children themselves speak very enthusiastically to us about their learning experience in school and are enthused and engaged in lessons, displaying positive attitudes towards their learning. The knowledge and understanding they have systematically acquired in each subject area of the curriculum by the time they leave each key stage, ensures that they are well prepared for the next stage of their education.