

Thames View Primary School Quality of Education

Motto

'Learning, fun and achievement for all'

Mission Statement

At Thames View Primary School, staff are committed to providing an education that enables all pupils to realise their dreams, goals and ambitions. We work in partnership with colleagues, parents and the community, so that pupils achieve academic success and experience personal well-being within a caring and safe environment.

We motivate and engage children by delivering a rich and broad curriculum that inspires our pupils to become life-long and responsible learners.

We promote our values of Respect, Responsibility and Resilience, throughout all we do, so that our pupils are ready to take their place in a constantly changing world.

School Values

Respect, Responsibility and Resilience

Curriculum Intent Statement

At Thames View Primary School our intention is to ensure our children experience a curriculum:

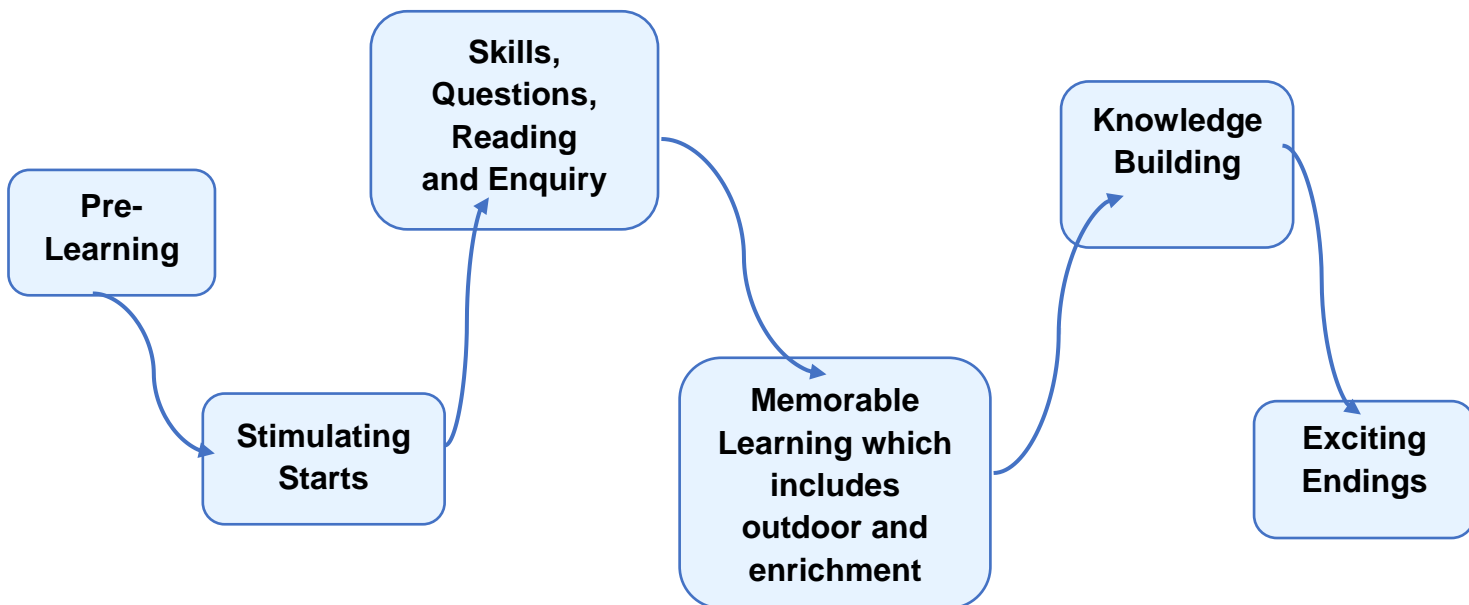
- that has knowledge, skills, reading and vocabulary at the heart of their learning
- that enables pupils to see the world from a wide range of perspectives
- where knowledge underpins and enables the application of skills, ensuring both are explicitly developed
- which has been sequenced and demonstrates how new knowledge and skills build on what has been taught before and progresses towards its clearly defined and measurable end points
- which develops resilience, perseverance, challenge and support so that children have the confidence to aim high and aspire to achieve more
- that provides enriched opportunities for children to delve deeper into their learning, building on skills progressively each year
- that responds to findings from pupil feedback and school data to ensure it is bespoke to their needs and reflects the constantly changing world, locally and globally
- that helps children to know how to live healthy lifestyles – both physically and mentally

- where spiritual, moral, social and cultural experiences are embedded in all that we do, which will equip children to face the future respectfully, honestly and responsibly.

Curriculum Implementation

Our Curriculum has a knowledge and skills led approach. Through the planning of carefully sequenced learning journeys we aim to deliver high quality lessons that enable our pupils to learn more, know more and remember more within creative and exciting contexts. We endeavour to link subjects, where appropriate, so that learning experiences are complimentary, real and relevant, promote progression and enhance the statutory requirements of the National Curriculum. Topics are enriched through the use of quality and varied texts and in so doing develop pupils' reading skills and reading for pleasure. Our curriculum is further supplemented through the provision of engaging, valuable Educational Visits and by welcoming visitors to the school to support creative learning experiences for all our pupils. We also, whenever appropriate, endeavour to make use of our outside spaces to inspire learning. RE, Music, PSHE, Computing and PE lessons are planned from pre-prepared schemes, following whole school progression frameworks and aligned with other subjects where possible to enable complementary learning experiences.

The Thames View Learning Journey



English

Reading

Reading is explicitly taught through quality texts and other stimuli that inspire and engage the children. We approach the teaching of reading through daily whole class reading sessions across the week. We use Reading Vipers (Vocabulary, Inference, Prediction, Explanation, Retrieval, and Sequencing/Summarising) recorded in reading journals. More reading is embedded within the daily English lesson and across the curriculum.

Writing

We take children through a writer's journey in order to improve them as writers. Firstly, children are exposed to a particular genre where they learn about particular key features and techniques, being exposed to what a good one looks like as an example. Next, children are given a purposeful and exciting writing stimulus which promotes and encourages creativity. They explore and record their ideas through drafting, editing and proofreading, honing their skills through focussed teacher feedback. Finally, children present their completed work and are challenged to compose their own independent piece of writing based on their studied genre. Throughout the process, spelling (promoted through the Spelling Shed scheme), punctuation and grammar weave into written work, ensuring that skills are recapped and reinforced to embed and instil deeper understanding.

'Star Writers' from each class are recognised on weekly basis during celebration assemblies and children are encouraged make progress with their handwriting skills in order to gain a 'pen licence'.

Maths

We are passionate about the developments children make in mathematics. Children in all year groups are introduced to new concepts by exploring hands-on resources before moving to pictorial and abstract levels of questioning. We aim for a balance between mathematical fluency (arithmetic), reasoning and problem solving in order to ensure that our children are able to apply the skills that they learn in the classroom to everyday life. Children are also given opportunities to apply their learning in mathematics during enterprise projects and STEM weeks, periodically placed throughout the academic year. We promote the development of children's multiplication fluency and speed by using the Times Tables Rock Stars. Children in Years two to six have the opportunity to practice set times tables, both in class and at home, with their progress recognised on a weekly basis. By creating a rich and exciting Mastery approach to the mathematical curriculum, we aim to create budding mathematicians, who have deep, secure understanding of number and enthusiasm to tackle a range of problems in order for them to become life-long mathematicians.

Physical and mental health and well-being

The promotion of understanding and managing pupils' emotional health and well-being is important to us at Thames View and is threaded into many elements of the learning week

and our school values are promoted in weekly assemblies. An emotional health and well-being focus is set in the school council meetings which meet regularly to reflect on what is going well in school to support pupils and develop ideas for further help. We aim to respond to how pupils want to support their own social and emotional development through school and encourage children to talk to a trusted adult if they have any worries. A number of children have the opportunity to access 'Listening Ear' sessions provided by one of our Teaching Assistants. We promote healthy life styles through the following:

- Children are given opportunities to complete the 'Daily Mile'
- The school promotes healthy eating through healthy snacks
- A well-designed P.E curriculum that leads to children developing excellent skills and competition in a range of local tournaments
- Sports coaches ensure that all children are encouraged to be more active through excellent coaching in P.E sessions and after school clubs
- Play leaders organise games and model good behaviour to younger children in the KS1 playground at lunch time
- Peer mediators support the Midday Meal Supervisors in offering structured playtime games and social skills support for peers who experience playtime difficulties in the KS2 playground.
- Daily collective worship takes different forms across the school and gives children the opportunity to reflect on their thoughts and feelings, and discuss where appropriate.

Music enrichment

Every child has an opportunity to learn a musical instrument by the time they leave the school. The school offers a range of enrichment opportunities in music, including recorder, guitar, ukulele and choir.

The children enjoy singing in assemblies and take part in quality year group performances (for example at Christmas.) Children enjoy visiting musical events and activities ran by Medway Music Association and the Medway Teaching Alliance and we are constantly looking for new and innovative ways to enrich their music experience.

Within the classroom, teachers seek to include Music within Topic learning, where there are natural links. Key music skills related to the curriculum are also delivered through the 'Charanga' syllabus.

House points

At Thames View, we place great importance on improving the children's learning skills. Children are rewarded in class with house points for displaying a range of different qualities that we have identified as key to becoming a successful learner and citizen. Children demonstrating these skills are awarded house points and/or certificates in weekly celebration assemblies.

Curriculum Impact

First and foremost, we want to instil in our children a love of learning and an understanding that the learning is part of a journey they are on. We want them to feel safe, to express and celebrate their learning achievements and recognise their own personal and academic growth.

How we know we are successful in this is through:

- Teacher assessment
- Formative – through ongoing questioning, dialogue, verbal and written feedback, informal quizzes, practical tasks, day to day work, reasoning.
- Summative – Moment in time assessments, end of topic learning assessments, moderated writing assessments.
- Learner Voice – pupil questionnaires, self and peer assessment, school council, learning dialogue in the classroom that encourages self-evaluation.
- Parental Feedback – parent questionnaires, parent forums, ‘exciting endings’ parent sharing afternoons, parent/teacher meetings, PTA.
- Data Analysis – internal with SLT, subject leadership, pupil progress meetings, governors, Primary Improvement Lead (MAT), external data (SATS).
- Quality Assurance – 360 ° monitoring, lesson visits, drop ins, learning walks, book looks
- Positive Attitudes to Learning through Building Learning Power– children engaged and inspired by their learning, posing own enquiry questions, taking initiative, co-constructing the learning pathway
- Respect – visibly demonstrated throughout the school environment, their work, interactions, moral responsibility, spirituality.
- Participating in Community – proudly representing their school through Medway Youth Games, School Council, intergenerational events, sports tournaments, Eco Schools, community events, invited guests.
- Case Studies – to measure the academic, personal, social and emotional progress of our most vulnerable children through case studies.

The impact of what we do and what the children achieve cannot always be measured in data sets and numbers so we always try to look holistically at the whole child. We consider our children as individuals who are facing future challenges and ultimately leave Thames View ‘ready’, having enjoyed and embraced their learning experiences along the way.