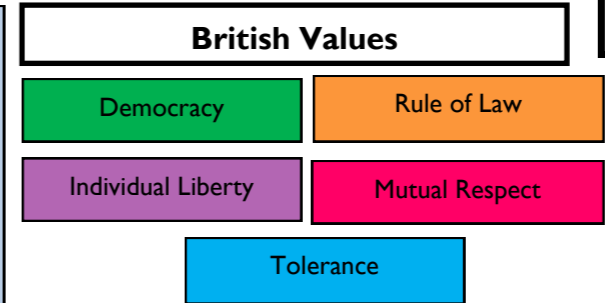


School Ethos: Growing Learners, Growing Leaders, Growing Citizens

Cultural Capital
Local & Global; Citizenship
& EHOM

Intent

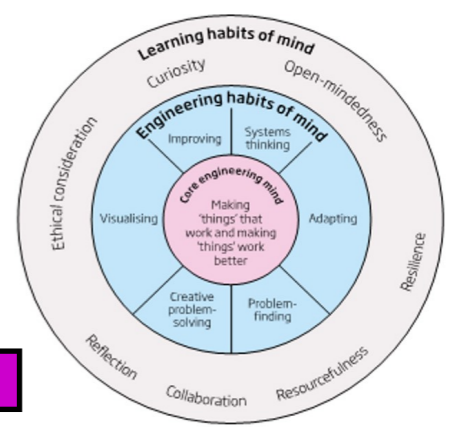
Aims: Our intention is that all pupils will have opportunities to experience success. Our **school expectations, Gosport Futures and curriculum principles** are embedded within our curriculum and our teaching reflects the needs of the individual learner, providing all pupils opportunities to shine. Our curriculum is broad, balanced and relevant - offering mastery and challenge to all. The aim of the curriculum within the GFM Primary Phase is to provide learners with the skills and knowledge to develop as successful learners with high aspirations who know how to make a positive contribution to their local and wider communities. Children's spiritual, moral, social and cultural (SMSC) understanding alongside the development of **British Values** is central to our intent.



Curriculum principles: enrichment and equity; engaging and high quality outcomes; skills based with opportunities to deepen learning; links with our place in the world; developing identity

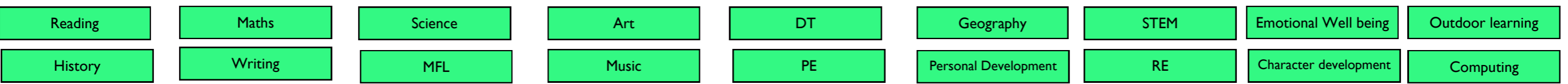
Gosport Futures: staying positive; problem solving; aiming high; creativity; teamwork; leadership; speaking; listening

SMSC



Implementation

The curriculum is implemented in such a way that purposeful learning opportunities are created for each and every Gomer child. We take into account the diversity of our children to carefully plan lessons which meet individual needs, ensuring equity and inclusion for all. At Rowner Junior, distributive leadership is embedded, ensuring subjects are planned carefully securing both continuity and progression of skills and knowledge. Learning units are taught using a range of techniques to enable each individual to learn at an appropriate pace.



Collective worship: is an opportunity to develop our pupils Social, Moral, Spiritual and Cultural development by considering broadly Christian themes such as hope, truth and love. Pupils are provided with the chance to pause as a community to reflect, respond and revere these religious values and consider how these link to ourselves and British Values.

Reading is at the centre of everything we do, high quality experiences lead to a love of reading and an improved understanding to text and the wider curriculum.

Pupil Voice: Pupils are actively involved in school through class council, school council and sports council meetings. They organise events and shape the curriculum and experiences in school.

Supporting Roles: Educational Psychologist, ELSA, FEIPS worker, Therapy Dog, Ready to Learn Team, Sports Coaches

Clubs: field gun, multi sports, art and craft, Dance Live! Homework, Lego, fun fitness, choir

Sports (accessible to wheelchair users): * Athletics, tag rugby, netball, badminton, football, hockey, swimming (in every year), tennis, rounders, benchball.

Outside agencies: CAMHS Primary Behaviour Service Children's Services School Nurse PCSO Heathfield Outreach Waterloo Outreach

Special Events: Christmas extravaganza, sharing events each team, leavers assembly, RUFF events, whole school

Needs of Pupils: wide ranging and diverse across the school with primary needs frequently SEMH

Enrichment Visits: Butser Farm, InTech, Harry Potter Studios, Search Museum, Fisborne Palace, Dockyard, Mary Rose Museum, Marwell, Jurassic Coast

Resources: * Far ranging Technology * On-line Home Learning * dedicated learning spaces *

Residential & Off-site visits:
Y3: lateover Y4: 1 night Spinnaker Tower
Y5—2 night residential Y6: Jurassic Coast

Community Links: Gosport STEM Centre * GFM Music Department * Gosportarians * HMS Sultan * Portsmouth University * Rotary * St. Vincent's College * Autism Hampshire * Barnardo's

Interventions: precision teaching first class number phonics intervention language links speech and language FSIPs ELSA bereavement volcano in my tummy therapeutic story writing Lego therapy The Hive

Impact

Standards - ALL children make expected or better than expected progress and attainment and have targets matching their individual needs. Formative and summative assessment and data is frequently analysed to inform next steps in learning.

Wellbeing - ALL learners have the vocabulary and skills to express their thoughts and feelings. They are able to co and self regulate because they can talk about how they are feeling and why.

Personal development - ALL learners develop their character skills, growing as members of the school and local community. Learners are happy and positive in school.

Lifelong learners—Learners are ready for their next steps of learning, having been engaged and motivated to learn more. Learners read widely and enjoy being read to.

Learning journeys—Learners take pride in their learning. Progress is evident across units of learning and learners are encourage to remember more, do more and know more.

