

School Aims

At Kirkby Fleetham School we strive to

- **provide a secure and welcoming community in which each person is valued.**
- **give equal opportunities for all through the delivery of inspiring and carefully structured learning experiences of the highest quality. This will be in the context of Christian belief, values and practice, whilst appreciating the diversity and richness of other cultures.**
- **be an integral part of our local community and parish and work in partnership with both.**
- **develop all pupils so that they are fully prepared for their next stage of education and the challenges of the wider world.**

In order to achieve this vision, we aim to:

- **help individuals to foster respect for themselves, their environment and towards each other, developing tolerance towards people of different religion, race, gender or age, within an environment in which bullying and racism are unacceptable;**
- **produce happy, polite, caring, helpful and well-behaved pupils;**
- **enable each child to reach his or her full potential (intellectually, physically, spiritually, emotionally and socially) acquiring the skills needed to live happy, useful and fulfilled lives;**
- **offer a broad, enriched curriculum, where children are excited by their own learning and develop their individual talents and interests through independence and enquiry;**
- **provide a safe, caring and friendly place for pupils to learn in;**
- **help pupils develop positive relationships/interpersonal skills;**
- **develop a sense of belonging;**
- **provide structure and stability for all pupils.**

Children's Aims:

- **Work hard, play hard and try my best in everything I do.**
- **Listen carefully and follow instructions from all adults.**
- **Treat others in the way I would like to be treated myself.**
- **Behave well and have a good attitude to my work.**
- **Only bring healthy snacks for lunchtime.**
- **Take care of the school building and grounds.**
- **Take care of my belongings and those of other people.**
- **Enjoy school and aim high.**

School Curriculum

FOREST SCHOOL

There is increasing evidence that learning outdoors is highly beneficial to a child's education; the outdoor environment, fresh air and physical activity has a positive impact on health, co-ordination and balance as well as problem solving and teamwork and co-operation. We have been fortunate to have been given permission to use an area of woodland near the school to carry out a Forest School programme. Our Forest School is an opportunity for each child to experience outdoor learning in a forest environment in a safe, secure and hands-on way. KS1 pupils take part in Forest School sessions every fortnight throughout the year and KS2 pupils use the Forest regularly to enhance and broaden their curriculum. Activities are often linked to the curriculum, encouraging pupils to explore the plants and animals within the forest environment and use real hand tools to create objects from natural materials. Pupils are taught how to light a campfire to make a drink or snack. We have found the development of trust and team working within each session enhances children's social abilities, language and communications skills and serves to build respect for each other and the natural environment. All weather clothing is supplied by school for every pupil. Parents are asked to supply Wellingtons or walking boots.

FOUNDATION STAGE

We follow the Early Years Foundation Stage curriculum, which is assessed in accordance with the Foundation Stage Profile and reported to the Local Authority at the end of the Upper Foundation Stage (the year in which the child becomes 5).

This curriculum is organised under six areas of learning which we combine with the KS1 curriculum wherever possible, as in practice the Foundation Stage children are part of the Infant Class with Years 1 & 2. They sometimes join in with the KS1 children and work in a group with their peers following a theme based curriculum as well as improving Literacy and Numeracy skills at their own level. There is Teaching Assistant support in Class1 for each morning session and three afternoons.

THE CURRICULUM

Please look at the photographs on our website www.kirkbyfleetham.n-yorks.sch.uk to get a flavour of our broad curriculum.

Just as you regard your child as an individual, so it is our aim to educate the children in our school as individuals. By creating a caring, happy atmosphere we hope that each child will realise his/her fullest potential. We provide an environment where the children have varied opportunities to use language effectively and imaginatively. This encourages them to develop curiosity and awareness of the world around them. We help the children to develop a respect and tolerance for people of different ages, races, cultures, beliefs and abilities.

Giving a child responsibility, at home and at school, will enable him/her to develop a caring attitude towards our school and the wider environment. Our school is part of the community and it is our firm belief that parents and families have the strongest influence in the child's life. We welcome this influence into our school to be shared and enjoyed by all.

We aim to foster in our children an active interest in their learning. They are encouraged to organise themselves, and so gain self-discipline, through active learning by direct first hand experiences, using our immediate environment and visiting the wider environment when appropriate. Foremost in our school philosophy, learning should be an enjoyable experience. To this end, at Kirkby Fleetham we provide a rich, thematic curriculum of activities which are

creative, stimulating, rigorous and relevant. We feel that by structuring and enriching the curriculum in this way it will encourage all talents and interests of the children, extending their abilities through use of appropriate knowledge, skills, understanding, expertise and resources.

We also believe that first hand experience, through practical activities, the use of our extensive outdoor environment, regular planned visits and visitors with specific expertise, is invaluable in broadening children's understanding and knowledge. We provide opportunities for our children to plan, complete and review their work, to develop independent learning, self-discipline and collaboration skills. This is intended to raise each child's confidence, self-esteem and self-value. The school is committed to improving performance in the basic skills of literacy and numeracy. Through careful assessment and target setting, we plan for and expect continuous improvement throughout the school and provide additional support for pupils who underachieve in these key areas. We value establishing and ensuring equal opportunities for all children in all areas of school life.

ENGLISH

Speaking and Listening

Development of speaking and listening skills are given an extremely high priority in the school. We aim to develop the children's understanding of the spoken word and their capacity to express themselves effectively in a variety of speaking and listening activities. Children are given the opportunities to communicate using a style and response appropriate to their audience. Children are taught to listen carefully and with interest to what others have to say. The school also provides many opportunities for drama, both as a creative activity and as a vehicle for self-expression.

Reading

Our ultimate purpose is to foster a love of literature and a feeling for the richness of language that will last a lifetime. To this end, story and poetry occupy a central place in the curriculum. Reading has a high profile in our school and a variety of teaching methods are used to ensure early success. From the beginning children are encouraged to read 'real books' and we encourage our children to bring home books and share them with you on a daily basis. Children will learn to read accurately with understanding through:

- the experience of a wide variety of books and reading materials which are graded and matched to their abilities;
- a positive approach to literature, poetry, non-fiction and non-literary texts;
- the teaching of specific reading skills at appropriate stages;
- the teaching of skills specific to the retrieval of information;
- the challenge of analysing and discussing texts with others.

Writing

We aim to inspire children to enjoy the many varied writing opportunities we give them and to feel proud of what they produce. Importance is placed upon presentation, grammar and spelling, without limiting the child's natural spontaneity.

MATHEMATICS

At Kirkby Fleetham we use the National Numeracy Strategy, and the Primary Framework for Numeracy, to plan our programme of work. Care is taken to make the work challenging and suitable to each child's aptitudes and abilities. The importance of basic computational skills is recognised and the children are encouraged to apply these to real life situations. Mental

maths has a high priority and oral and mental skills are practised daily throughout the school.

During Key Stage 1 we aim to develop children's knowledge and understanding of mathematics through practical activity, exploration and discussion. Children learn to count, read, write and order, as well as calculate using, numbers to 100 and beyond. We help children develop a range of mental calculation skills and teach Shape, Space and Measure through practical activities. Children are taught mathematical language and are encouraged to use it in context. Planning for the Upper Foundation Stage is from the Early Years Foundation Stage Curriculum (2012).

During Key Stage 2 children learn to use the number system more confidently, as they move from counting reliably to calculating fluently with all four number operations. They are always shown how to tackle problems by using mental methods before using other approaches. They learn to discuss and present their methods and reasoning using a wider range of mathematical language, diagrams and charts.

SCIENCE

Through learning to explore, ask questions, collect evidence and investigate, children are encouraged to understand the world around them.

During Key Stage 2, children learn to apply their knowledge and understanding of scientific ideas in the following areas:

- Life Processes
- Humans and Other Animals
- Green Plants
- Living Things in the Environment
- Materials and their Properties
- Electricity
- Forces and Motion
- Light and Sound
- The Earth and Beyond

They begin to think about the positive and negative effects of scientific and technological developments on the environment. A large part of our science curriculum is practical where children are encouraged to observe, devise experiments and formulate hypotheses. Children are encouraged to talk about their work using scientific language, conventional diagrams, charts and graphs.

HISTORY

During Key Stage 1 children learn about significant men, women and children and events from the past. They learn how the past is different from the present.

At Key Stage 2, children are given opportunities to study the following periods of history - Romans, Anglo-Saxons and Vikings, Tudors, Britain since 1930, Ancient Greeks and the Ancient Egyptians as well as aspects of Local History. Visits to local shops, businesses, museums, historical sites etc provide exciting starting points for children to begin to understand more about the past and the world in which we live.

GEOGRAPHY

During Key Stage 1 children investigate their local area and a contrasting locality, they also begin to learn about the wider world, they learn to use geographical skills and resources, such as maps and photographs.

During Key Stage 2 children are taught to make links between different places in the world. They find out how people affect their environment and how they are affected by it. They learn to use atlases, aerial photographs and ask geographical questions.

DESIGN AND TECHNOLOGY

Technology is a subject which requires pupils to apply knowledge and skills to solve practical problems. Technology is divided into two areas: Design Technology, and Information and Communication Technology.

Design Technology

All children are given opportunities to take part in designing and making activities; by the time they leave the primary stage, they will have experienced using a wide range of materials, tools and practised an equally wide range of skills. Activities will often relate to other subject areas such as Mathematics, Science, History and Geography. Children will learn to identify needs, to plan and evaluate their work, and to use materials and tools effectively.

Information Technology

Computers and ipads are accessible to all children at Kirkby Fleetham School and used in a variety of ways to support work across the curriculum, for example to develop language skills through word processing, to reinforce mathematical and scientific concepts, to develop art and design skills, and to apply problem solving to simulations. We are very proud of both our hardware resourcing and our pupils' achievements in this subject

ART AND DESIGN

Art is a particular strength of the school. We provide an extensive and unusual range of materials with which children may explore and develop an appreciation of art. Equal emphasis is placed on both key skills and expressive content of these subjects. From Key Stage 1, children learn the more formal high-order skills, of colour mixing, colour values, proportion, and perspective, and Art appreciation, which enables them to express themselves in the rich variety of artwork they produce. Art education is structured throughout the school. The presentation and display of Art and Craft work is considered to be hugely important, both in its own right and as inspiration for work in other areas of the curriculum, particularly English. Special techniques are taught, through visits to areas of artistic excellence, by qualified staff and by local crafts people.

MUSIC

Music has a high profile in the school and the school is well stocked with musical instruments. We aim to develop critical appreciation of sound in terms of rhythm, pitch, melody and harmony, through a wide range of experiences; pupils have the opportunity to compose, perform and appraise music. They will use voice, as well as tuned and un-tuned instruments to rehearse and perform with others.

Children have the opportunity to receive instrumental tuition during school time and most children become proficient sight-readers of music. We are also able to arrange peripatetic music lessons in school at competitive prices. At present we have teachers of violin and cello coming into school once a week. Music groups often perform at various events throughout the year.

The school has an active choir that regularly takes part in local festivals with great success.

PHYSICAL EDUCATION

The school offers a wide range of PE activities. Over the year pupils explore different aspects of physical education - dance, movement, games and P.E. The school uses the village green during the summer months. We have fixed play equipment and a range of small equipment for team games and individual work.

We offer extra-curricular sporting activities throughout the year. School teams regularly participate in cluster sports tournaments and multi-sports activities.

SWIMMING

All pupils have the opportunity to attend swimming lessons at Northallerton Leisure Centre Friday mornings during the spring term. The children are taught in small groups, by qualified instructors. Older pupils provide a support network for younger pupils in transit and at the pool, along with parent volunteers. The school asks parents for a voluntary contribution of £15 per child towards the termly swimming costs.

RELIGIOUS EDUCATION

Religious Education is an essential part of our school's curriculum, in that it contributes to a pupil's overall development, both individual and social.

"Religious Education is concerned to help pupils develop an open, sensitive and reflective approach to understanding humankind's varied religious experience, practices, values and beliefs, and to help them relate these to fundamental questions of everyday life." [from North Yorkshire Agreed Syllabus]. Work in school is planned using the North Yorkshire Agreed Syllabus with the emphasis on Christianity. Under the terms of the 1989 Education Reform Act, withdrawal from R.E. lessons is permitted. Parents wishing to withdraw their child from R.E. must inform the Chair of Governors and alternative provision can be discussed and arranged.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

We aim to constantly develop pupils' confidence and responsibility, to help them make the most of their abilities. We also plan sessions aimed at preparing our children to play an active role in society, to understand how to lead healthy and safe lifestyles, and to develop good relationships and respect difference between people. These aims are met through class discussions and planned lessons, assemblies, and "one-off" events (such as Years 5 and 6 taking part in the annual Hambleton District's personal safety morning, "Crucial Crew").

SEX & RELATIONSHIPS EDUCATION

Young people need reassurance about their body image, behaviour and relationships with others. Central to this is the promotion of self-esteem. It is important for children to feel good about themselves. If they do, they are more likely to develop more non-exploitive and caring relationships and are less likely to be exploited by others.

Children in school will learn about themselves, their feelings, their bodies, how to take care of them and how they grow. They will learn about themselves and their relationships with their families and others. At all times the sex education is given in the context of the family and caring relationships. Children's more explicit questions are answered as they arise.

Children in Years 5 & 6 will receive a short series of lessons to prepare them for puberty in the summer term. Parents will be notified about these and will be given the opportunity to review materials to be used or withdraw their child as they see fit. Girls and boys will have a lesson about growing up. Girls will be given extra advice about menstruation and boys will be given the chance to discuss the lesson with a male teacher or the school nurse. Again parents will be informed of these lessons and are very welcome to attend.

MODERN FOREIGN LANGUAGES

All pupils are taught French weekly. The emphasis is on learning the spoken language in an active, fun way.

EXTRA –CURRICULAR ACTIVITIES

We recognise that the taught curriculum is only part of what makes us a successful school. We aim to enrich opportunity and broaden the horizons of our pupils by providing a wide range of extra curricular activities. These include regular visits to museums, localities and events linked to the curriculum, a residential visit to East Barnby and Robinwood outdoor centres, theatre visits, joint musical activities, cluster sports events, arts and music clubs.

HOMEWORK

FS children have a home/school book, which records what they need to do at home. This book helps communication and records observations about your child. We encourage parents to write in this book. KS1 children take home a reader and record card each day. Please use the record card to make comments about your child's reading. Class 1 children may be encouraged to find out more about their class topic, and may be able to bring useful artefacts and books from home to enrich the work in school. They are also encouraged to practise handwriting, learn spellings and play games involving numbers. Children who are having peripatetic music lessons should follow the practise timetable set by the teacher. KS2 children are expected to read regularly; learn weekly spellings; times tables, complete various written, mathematical or research tasks when set and practise their instruments;

ASSESSMENT AND REPORTING

This process is continuous throughout the children's education and is used to inform a teacher's planning. We want parents to be able to be fully aware of their own child's progress at every stage and celebrate their achievements. As well as teachers' ongoing assessment and reporting procedures, children sit Key Stage 2 National Tests in Year 6 (known as SATs). Teacher Assessment is reported to the LA at the end of year 2. Year 1 pupils complete an assessment test in year 1. Optional tests in Years 3, 4 and 5 are also used, at the same time as the statutory Year 6 ones (May). The infant class teacher will share the Foundation Stage Profile with parents of the Upper Foundation stage children in July. This shows progress throughout the year, which is collated and sent to the LA in July. You will receive a report on your child's progress in all areas of the curriculum each summer and have the opportunity to discuss the report with your child's teacher. Parents also have evening consultations in the Autumn and Spring terms, when they can discuss their child's achievements and targets with the teacher.

Foundation Profiles, copies of annual reports and SAT papers are kept in each child's confidential record folder. Under the Data Protection Act you may request to see your child's records.