

Samarès School Curriculum

Our curriculum is designed to promote oracy, emotional regulation and positive mental health – equipping children with the skills and understanding to develop as responsible global citizens. We aim to enrich our curriculum with memorable experiences and opportunities to raise aspirations and broaden horizons. Our balanced curriculum focuses on the skills, knowledge and understanding of the requirements of the Jersey Curriculum and aims for pupils to achieve excellent progress and outcomes. During their time at Samarès School, all pupils will have enriching and memorable learning experiences which inspire children and help to develop aspiration and ambition. These opportunities will enable all children to experience what is unique to living in Jersey, and to give children a broad, positive and memorable experience of school.

Aims – what are we trying to achieve?			
High Expectations and Aspirations	Reading	Mental Health and Well-being	Inclusion – SEND, EAL/MLL, JP, vulnerable groups
All children are expected and able to make progress from their varied starting points. A ‘low threshold, high ceiling’ approach is followed where all pupils can achieve. We have high expectations through positive interactions and relationships between staff, children, parents and our community. We encourage all of our pupils to aim high and demonstrate our core value of determination.	Reading unlocks concepts, knowledge & skills in the curriculum and can inspire, challenge, expand vocabulary, develop empathy and build connections. All children are readers – equipped with the knowledge and skills to be fluent in reading and develop a love of books.	Mental health and well-being underpin the curriculum; we support children to understand, recognise and regulate their emotions and offer individual support to children and families where needed. We develop and value the importance of relationships, and provide a safe and nurturing environment where all children can thrive.	The needs of all children are supported and catered for in an individualized and holistic approach. Where necessary, additional support or resourcing is put in place to ensure there is equal access to the curriculum for all. We have high expectations for all pupils to achieve.
Curriculum	Cultural Capital	Oracy / Vocabulary	Responsible Citizens
All children will have full entitlement to the knowledge, understanding and skills set out in the Jersey Curriculum. Our curriculum is designed to be relevant, engaging and purposeful to the children of Samares School.	The curriculum will introduce children to inspirational figures and engaging real life opportunities which enrich their lives and experience of school, with a view to broadening horizons and developing aspirations. We believe in creating memorable, experience-rich opportunities for all children.	We have an oracy and vocabulary rich environment. Children will be given opportunities to practice and develop their skills in all strands of oracy (physical, linguistic, cognitive, social and emotional) with Voice21 embedded across the curriculum.	All children will become responsible citizens who contribute positively to local, island and global communities – our core value of Respect is developed through this.

How are we going to achieve our aims?

How are we going to achieve our aims?		
Curriculum	Reading across the curriculum	Oracy and Vocabulary
All elements of the Jersey Curriculum are taught. We ensure a progressive blend of knowledge, understanding and skills is taught so children can build on their prior knowledge and skills with confidence. Our curriculum supports the uniqueness and importance of Jersey's heritage and locality. Our curriculum is enriched with a wide range of experiences which aim to inspire and broaden horizons.	High quality books often act as a hook for children in their learning. High quality texts are used across the curriculum to engage, inspire, introduce new concepts, celebrate diversity, introduce new vocabulary, cement their understanding, and to place learning in real life contexts. We use the Hampshire Text Driver approach to help deliver on this aim. We also use ECOF, Reading Recovery, and teach phonics through Read Write Inc to help children get off to the best possible start with their reading.	Samarès is a Voice21 School. Oracy is expected in all lessons with the explicit teaching of vocabulary. The Voice21 Oracy Framework should be reflected in planning and provision and follow the training and pedagogical approach that Voice21 training gives all staff. Oracy beyond the classroom is also important and this is deliberately planned for and sequenced throughout the school. Our approach to many elements of our curriculum has oracy embedded – Zones of regulation, RWInc, Peer mediation, and our approach to teaching. Early language development is extremely important, and our work with oracy begins at Pathways.
Inclusion/vulnerable groups		Assessment/monitoring
Knowing our children's individual strengths and needs enables us to plan effectively for all pupils to help them fulfill their potential and be successful learners – regardless of their starting points. The SEN Policy and Code of Practice, Languages Policy and Jersey Premium Policy are followed and support decision making and strategy to ensure quality provision is in place. Regular training, mentoring and coaching for staff supports provision, and close working relationships with relevant external agencies ensure recommendations to support the needs of all pupils are embedded. Our policies and strategy documents outline our plans to ensure all children are able to get the very best from their education.		Assessment is an important part of the curriculum and is used to ensure that the progress and achievement of all pupils is tracked, monitored and planned for to ensure all pupils can fulfill their potential. Assessment informs teachers planning, next steps and actions in class – with a range of Assessment for Learning strategies used to help check for understanding and learning. Robust monitoring of quality of work, planning and pupil outcomes is achieved through our monitoring cycle, targeted SLT meetings, Pupil Progress meetings and SEN meetings.
School environment	Community and Cultural Capital	
We have high aspirations for our pupils and our school environment will reflect this through high quality displays, resources and a sense of belonging and pride that pupils and parents can see and experience in the physical environment of the school.	We are committed to working closely with parents and involve them in every element of school life – working in partnership with parents is proven to be a crucial factor in supporting and enabling children to be successful, safe and happy. We keep parents informed about a variety of welfare issues through a monthly welfare letter, and signpost parents to a variety of support agencies, as well as hosting events at school to support their understanding of a variety of issues. Samarès school is at the heart of the community, and our involvement within it, and for it, is therefore extremely important. We hold a range of events throughout the year which enable parents to be invited in school to ensure they feel part of the school and their child's journey. We also want to serve our local community – and	

<p>This will also be reflected in outdoor environment through carefully designed lunch and break times, outdoor learning spaces and a designated forest school area. OPAL (Outdoor Play and Learning) delivers a planned play curriculum which develops an environment that is enabling, enjoyable and develops our values of respect, engagement and collaboration.</p>	<p>opportunities to do this are planned for through charity fundraising, beach cleans, visits and participation in events.</p> <p>Jersey is a unique place and we firmly believe that all children should experience a wide variety of what the island has to offer, as well as learning about the past, present and future of the island through our curriculum.</p> <p>‘100 things to do before you leave Samarès’ maps out a vast range of experiences we believe all children should have before they finish primary school – all of which give memorable, enriched experiences to all our pupils – broadening horizons and ensuring they have positive, happy memories of their time at school.</p> <p>Trips and visitors are a key part of our cultural capital and high quality experiences for pupils to learn about music, arts, heritage and island life are an important part of our offer.</p>
--	--

<p>Health, Well-being and Personal Development</p>	<p>CPD</p>
--	------------

<p>A full time well-being coordinator is in post who strategically develops our well-being provision as well as delivering sessions to children and classes. We liaise closely with external agencies who help support children and families where additional advice and support is sometimes needed.</p> <p>Outdoor Play and Learning (OPAL) is used at break and lunchtimes to ensure our play is purposeful, safe, and a rich learning environment where children can learn, explore and gain all the benefits from a specifically designed play-based approach.</p> <p>Jigsaw is our whole school PSHE approach which aims to prepare children for life, helping them really know, value and understand who they are, and how they can relate to others in our ever-changing world.</p> <p>Physical Literacy is an important part of being healthy – our links with Jersey Sport and planned physical literacy interventions in school help promote a fit and active lifestyle. This is complemented by our partnership with Caring Cooks who provide healthy hot food, and cooking lessons to all children.</p> <p>Zones of Regulation is a whole school approach to teaching children self regulation and how to manage their feelings and emotions – this is an important part of our behaviour curriculum which is also supported by our behaviour policy, Peer Mediation programme, OPAL, Jigsaw and staff training.</p>	<p>Staff CPD is reflective of the needs of both staff and pupils and this is an important way of meeting the aims of our school. Termly schedules of CPD are planned for and flexible CPD hours are recorded to ensure all staff have their professional development needs met. We use accredited qualifications to support staff such– NASENCO, NPQ courses and Chartered College of Teaching. We ensure that training is aligned to our school improvement aims, and the time allocated to CPD is fully utilized to ensure staff are equipped with the skills, knowledge and understanding required. Training for key areas such as safeguarding, behaviour, curriculum, pedagogy and statutory compliance are mapped out across the year and recorded.</p>
---	---

How will we know if we have achieved our aims?

Pupil Voice	Evidence in knowledge	Outcomes	Impact monitored and measured through
<p>Children are enthusiastic about their learning; they are able to talk about the content they have studied. They are able to share their own questions about the world they live in. Children are confident to talk about their previous learning and learning across their current and previous year groups. Children are able to talk about memorable experiences they have had at school</p>	<p>Work is recorded in books, displays or through multimedia. High quality work is shared, displayed and celebrated across the school and with parents.</p>	<p>Children understand and regulate their emotions and have high levels of well-being and involvement.</p> <p>Children are interested and engaged in their learning.</p>	<p>Triangulation of outcomes to include:</p> <ul style="list-style-type: none"> - Pupil voice, - assessment data, - planning, - monitoring of books, - learning walks, - discussions with staff and parent feedback, - external advisor feedback, - Jersey Schools Review Framework, - external accreditation. - SEF and SIP documentation
	<p>Evidence in skills</p> <p>Children become increasingly confident in the skills required in each subject. Children are able to understand and correctly utilise subject specific vocabulary. They can use these skills to enhance but also unlock new knowledge.</p>	<p>Children make good progress from their individualised starting points.</p> <p>Children will continue to develop their natural curiosity for the world around them.</p> <p>All children will have access to knowledge and skills that will prepare them for life.</p>	