

## Mission Statements

### **Curriculum**

Pupils are inspired to learn through an ethos of high individual achievement and inclusion. Our comprehensive and balanced curriculum delivers the requirements of the Early Years Goals and National Curriculum through relevance, strategic resourcing and creative differentiation. New ideas and pedagogy are embraced with zeal and relish. Our curriculum is a vivid and meaningful learning experience which is delivered with inspiration, imagination and innovation. It ensures that our pupils develop the necessary skills and are offered regular opportunities to extend their knowledge and understanding in preparation for the next steps in their learning journey.

### **English**

Pupils have a strong command of written and spoken language in order to convey effectively their thoughts, opinions, ideas and feelings with depth, clarity and meaning.

Reading is at the heart of the Literacy experience of our pupils. They learn rapidly to read fluently and accurately. Once proficiency is attained, pupils support their learning through the exploration of literature: how authors communicate ideas and how knowledge is imparted and expanded through the written word.

We recognise the requirement of all pupils to have a solid foundation of core literacy skills, including a developmental understanding of the grammatical structures of the English Language, in order to achieve success in all subject areas. English classes are fun and enjoyable journeys of discovery which offer high quality 'talk', develop a love of literature and writing, and explore and embed key skills.

### **Maths**

Pupils are fearless mathematicians and approach maths with confidence and determination. Maths inspires them, thrills them and makes them feel proud.

Through dynamic, knowledgeable and ambitious teaching, pupils are courageous mathematical risktakers, irrespective of their academic ability. Independence and resilience are nurtured and celebrated constantly during their time at the school.

Pupils attain mastery of crucial skills at every stage and leave Cyril Jackson as accomplished mathematicians. They grow up feeling confident to embrace Maths in their everyday life and have a love of Maths that will abide throughout their lives.

### **Science**

Pupils are fascinated about the world around them and their place within it; deriving fulfilment from a profounder understanding of themselves. They are excited as they look, describe, ask, find out, record and explain. Pupils confidently undertake a range of scientific investigations and can name and research key scientists.

Curiosity is encouraged through regular exposure to hands-on experiences and cross-curricular learning. Lateral thinking is cultivated through high quality teaching which responds to pupil interests and links to themes applied to English, Maths, ICT and Humanities.

## **History**

Pupils are analytical historical researchers. They have a rounded knowledge of the world that came before and the one they see around them, shaped through their own curiosity, life experiences and heritage.

Pupils question rather than merely accepting what has gone before. They have the skills needed to distinguish fact from fiction and the self-belief to form their own, informed opinions on historical events.

Pupils learn in an environment where they use evidence to debate their views confidently and where the past is brought to life through cross-curricular links with art, music and ICT.

## **Geography**

Pupils are inspired to have a life-long curiosity and fascination of the world and its people, and to acquire a deep knowledge of diverse places, communities and environments.

Pupils are empowered to interpret and communicate geographical information with accuracy and confidence.

Pupils are encouraged to question rather than simply believe. They use their geographical knowledge and skills to discuss their ideas with self-assurance, with in an environment of respect and understanding.

## **ICT and Computing**

Pupils are confident, adept and safe users of ICT. They recognise the potential of current and future technologies to problem solve, engage with the world, enhance their cross-curricular learning and to create a range of media. They are critical users of the Internet and understand the advantages and disadvantages of using technology when self-directed.

Pupils are producers as well as users. Through high quality teaching and excellent provision, we aim to take learning beyond the realms of what is possible without computers. Pupils develop an understanding and skill for programing and debugging to achieve desired outcomes.

Developments are harnessed to maximise support. Parents are engaged through a range of communication channels and platforms which share real-time learning and encourage understanding to empower support.

## **PE**

Pupils are inspired to succeed and become physically confident. They can select and apply different skills to a range of everyday activities.

Through competitive games/activities, pupils demonstrate values which contribute to good sportsmanship – fairness, respect, determination and courage – and endeavour to apply them across all aspects of their current and future lives.

Pupils enjoy participating in physical activity and make healthy lifestyle choices. They understand the importance of leading active, health-promoting lives for long-term benefit.

## **Art and Design**

Pupils demonstrate creativity and innovation through a good understanding of art and design. They are critical viewers of art; able to discuss artworks with confidence and insight.

Pupils draw on a continually maturing range of skills and techniques which they apply to varying media. By taking inspiration from a wide array of artists, pupils present their work imaginatively and with care. Pupils have a love and passion for art with an awareness of the range of galleries and exhibitions they can visit.

## **Design and Technology**

Pupils have the skills and knowledge to use different technologies confidently and a range of tools and equipment to produce their ideas safely.

Pupils think creatively and plan carefully in their designing and making process. They use what they know, and take inspiration from others, to produce purposeful products.

## **Music**

Pupils are passionate musicians and achieve their full creative potential. Through 'CAP' (composition, audition and performance), they relish the opportunity to demonstrate their musical talents.

Pupils develop their creative ideas through exposure to live music performances and from their own composition. They perform and reflect on their musical development through peer, phase and school assemblies.

High quality music teaching embeds a life-long love of music. Our dedicated and passionate music tutors (sourced through THAMES) provide excellent professional development opportunities for staff which ensures pupils achieve their musical potential, irrespective of ability.

## **MFL**

MFL Pupils are confident linguists who recognise the importance of MFL as a vital skill for further education and future employment. Pupils appreciate that it enables opportunities for greater insight and communication with other cultures, whilst also allowing deeper understanding of our own.

Pupils in all year groups greet each other and complete registers using a variety of languages, which reflect our society. French language skills are enhanced through weekly oral and interactive activities, based on the I-languages scheme (for Years 3-6).

## **PSHE**

Pupils have the knowledge, understanding, attitudes, values and skills needed to reach their potential as individuals and within our community. They are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and communities. In so doing, pupils learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

Pupils reflect on their experiences and understand how they are developing personally and socially; tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils learn to understand and respect our common humanity, diversity and differences so that they can form the effective, fulfilling relationships that are an essential part of life and learning.

## **Citizenship**

Pupils have social and moral responsibility for developing self-confidence and shared and ethical responsibility both in and beyond the classroom, to those in authority and towards each other.

Through community involvement, pupils are immersed in the life and concerns of the neighbourhood and community, including learning through community involvement and service.

Pupils have political literacy in order to learn about institutions, issues, problems and practices of our democracy and how individuals can make a difference locally, regionally and nationally.