

Work Skills in the Curriculum – How we prepare our pupils for life beyond Gorsemoor

Literacy skills

The set of skills which allow an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful. Includes: communication skills such as presenting, speaking and listening.

At Gorsemoor, we have an agreed culture that no child will leave us without the ability to read and write.

Through phonics, English and whole class reading lessons, all children are taught to read and write from Reception. Our reading and writing journeys for each year group consist of a range of texts from authors who promote inclusivity, giving our children both breadth and depth, allowing them to explore language, themes, characters and a range of social contexts.

We pride ourselves on being a vocabulary rich school, with regular staff CPD meetings promoting the importance of vocabulary. Vocabulary is identified in every lesson, in floor books, working walls, medium term planning and long term planning. Vocabulary is part of our reading VIPERS and is heavily promoted for children through our 'Theo Thesaurus Thinking'. Speaking interventions are in place for our younger children with identified needs, ensuring that no child is left behind.

At Gorsemoor we have a variety of opportunities for children to develop their presentation and speaking skills. We promote the use of different oracy skills in lessons by giving children different roles in the classroom during group tasks. Some group activities completed this year include:

Year 1 - video about plastic in the ocean.

Year 2 - panda facts presentation

Year 3 - water workshop presentation

Year 5 - eBook creator about space

Whole school 'curiosity' activity. As a class, all children were asked to research and find out about a topic that interests them.

Children at Gorsemoor consistently develop their listening skills through a range of teaching and learning opportunities. For example, during our 'Ready, Steady, Grow' sessions, children complete activities that actively encourages them to listen to each other's thoughts and feelings about a particular topic. During assemblies, children learn about and listen to a range of opinions about current and past events, and are able to form their own opinions about a matter. During PSHE lessons, through the British Value of 'tolerance' and our school value of 'respect' children are encouraged to listen to all views and understand that other children may have different points of view, and that is important to understand as we grow.

Numeracy skills

Developing a confidence and competence in using number that allows individuals to solve problems, interpret and analyse information, make informed decisions, function responsibly in everyday life and contribute effectively to society.

Numeracy skills at Gorsemoor start in the Early Years. Children in nursery and reception are taught about the magic of number and the importance that number has to our own lives, E.g. knowing their birthday, what house number they live at, numbers in songs and rhymes. As our pupils move up through the school, all maths lessons are given real life context, where they are able to see how their knowledge of number, shape, space and measure can be used in the outside world. For example, in Year 2 when teaching our lessons on fractions, children were shown a list of ingredients that included measures such as a half, quarter and three-quarters, and we discussed the importance of measuring ingredients correctly when cooking and baking.

Our progressive numeracy curriculum ensures all children follow a clear sequence of learning. All staff understand what prior learning their children have been taught, and are able to plan effective lessons in order to consolidate and move their learning forward. Staff are encouraged to and consistently use a range of concrete, pictorial and abstract questioning to ensure learning is accessible and inclusive for all pupils. 'Dig Deeps' are used at the start of every lesson to support children embedding facts into their long-term memory, which improves recall for later learning. For example, in Year 3, children are regularly questioned on their 3 and 4 x table facts, ensuring that they can quickly recall these facts within other maths topics. As well as developing pupils' fluency within numeracy, reasoning and problem-solving questions are evident in all maths lessons at Gorsemoor. From EYFS through to Year 6, children to apply their knowledge by using their mathematical knowledge to explain the answer to a question. This is done progressively through school, starting with verbal answers in the younger year groups, to detailed written explanations further up school.

Our financial curriculum ensures that lessons around money are not just taught exclusively in maths lessons, but are taught as explicit lessons through our PSHE curriculum. Our progressive financial curriculum ensures that our children understand how to manage money, become a critical consumer, manage risks and emotions associated with money and understand the role that money plays in our lives. Outside of lessons, pupils have a range of opportunities to see money used around school, for example: during the KS2 Enterprise scheme where pupils are able to spend money on items such as ice lollies and toys, through charity events such as purchasing items for Remembrance and raising money for various causes, and whole-school events such as school discos and school fayres.

Furthermore, outside of maths lessons, children are exposed to maths throughout other subjects such as science, DT, art, Spanish, history, geography, RE, computing and character. During these lessons, children are encouraged to use their mathematical knowledge to help them analyse data (for example, in Year 1 pupils are asked to create simple tables in computing and science after a mini-beast hunt), to measure and understand ratio (in KS2 art and DT lessons, pupils need to measure materials and understand ratio when mixing colour), interpret number in societal contexts (in history and geography lessons, children are expected to read large numbers and percentages such as reading important dates and population counts).

Thinking skills

The ability to remember, recall and locate information. Understand information presented to us by summarising, describing and explaining. Apply what we know to different contexts. Analyse information to look for relationships within learning. Evaluate by making informed judgements based on the facts we are given. Creating by generating new ideas through designing, creative writing, planning, reconstructing, inventing, producing and composing.

'Dig Deeps' are used consistently across school in most subjects to ensure that knowledge is embedded into our pupil's long term memory. For example, during a recent learning walk in a Year 4 history lesson, at the beginning of the lesson children were asked to recall facts about the Great Fire of London (a topic they had studied in Year 2). Due to the consistency of Dig Deeps, children were able to successfully recall important facts and key events, and place this event on a history time line.

In Art and DT lesson, pupils learn about different artists and architects (in focus) and begin to understand how society may have impacted an artist's work. For example, in Year 1, children learnt about the artist Alma Thomas, how despite living in a segregated society growing up, she wanted to create colourful artwork that inspired people from all backgrounds, and how she chose to see the beauty in the world rather than focus on the negatives. When children evaluate their own work, they are asked to discuss what inspired their designs and explain how it is different or similar to their artist in focus.

During science lessons children are taught how to input, locate and interpret data to inform their evaluation of an experiment. For example, In Year 5, children completed an experiment based on Darwin's Finches, whereby they tested different shapes and sizes of bird's beaks in order to ascertain which collected seeds the best. During the experiment, children took turns to record the data and ensured that a fair test was carried out. At the end of the experiment, all groups collated their data and evaluated which style of beak worked best

During English lessons, children are encouraged to independently use their thinking skills when completing their independent write at the end of a unit. When planning and composing their writing, pupils choose which layout, punctuation and vocabulary will be appropriate for a task. For example, when writing a list of instructions, children in Year 2 understood that an informal yet direct tone is needed through the use of contractions and imperative verbs, in order to communicate effectively with their audience. Equally, In whole class reading lessons, from KS1 children are able to read and analyse texts, and order sequences of events to demonstrate their understanding. In KS2, children are able to summarise texts, glean information and use facts within their double-page spreads. Lots of our reading units also encourage children to compare texts by looking for similarities and differences between them.

Throughout our curriculum, children are encouraged to look for relationships within their learning. For example, our character curriculum actively encourages children to make links between the character virtues, school values and British values. In KS1 during our topic of 'Independence', when learning about important historical figures such as Martin Luther King Jr., children were able to identify links between the importance of having integrity, resilience, tolerance and mutual respect. Children are able to discuss how our values and virtues link intrinsically with each other and are not mutually exclusive.

Working with others and Leadership

Skills in working with others and leadership may include planning and carrying out projects in small groups, sharing tasks and responsibilities, and being ready and willing to learn from and with others as well as on their own.

Here at Gorsemoor, working with others is promoted heavily through everything we do. From our school motto 'growing together hand in hand', our character curriculum, our school values and British values, the importance of being able to work effectively alongside others is paramount. Our virtues of Global and Local, Inclusivity, Independence, Aspiration, Creativity and Integrity, run heavily alongside our school values of Nurturing, Respectful, Collaborative, Resilient and Welcoming. We share a common set of values that guide our approaches, relationships, policies and behaviour. Our values underpin every decision that we make in our school.

Our pupils are nurturing. From their very first day at school, our pupils are strongly encouraged to be kind to one another and show tolerance. By teaching them the key skills of speaking and listening, our pupils are able to work together safely which gives them all an equal opportunity to succeed. For example, with our littlest learners in EYFS, there is a strong emphasis placed on turn-taking, circle time activities, teacher-modelled play and conflict resolution. This means that during independent and group activities, children early on are developing the skills they need to work well with others.

Our pupils are collaborative.

Effective teamwork drives the school forward and at Gorsemoor there are daily opportunities for teamwork. Our pupils recognise when they will do best by working with others, and when they need to work on their own. Opportunities for collaboration present themselves through partner work and group challenges in lessons, through our pupil leadership teams, through sporting events and through school competitions. By working with others, our children are able to share tasks, learn from each other, take responsibility and understand that there may be multiple ways of working that can achieve a desired goal. Our school value of collaboration is heavily promoted throughout school life, as well as our character virtue of independence. These values/virtues are not mutually exclusive, as by our Gorsemoor definition, being independent also means knowing when to ask for help when needed. Our pupils are always encouraged to seek help when it is needed and are consistently reminded of their trusted adults in and out of school.

Our pupils are respectful.

Respect is imperative for our pupils to be able to work together effectively and lies at the heart of our behaviour policy. It is consistently modelled and expected at all times. All members of our school community take pride in our school and what it represents.

Our pupils look after and respect each other and understand that we have a responsibility to challenge any behaviour that undermines what we stand for. Bullying is never tolerated. Through our character virtue of inclusivity and our British value of tolerance, our pupils are encouraged to promote awareness, understanding and respect in our world. We teach our pupils to put themselves in other people's shoes, and that by hearing different perspectives, they can

	<p>enrich their own learning and understanding. At Gorsemoor, we aim to provide an education which is sensitive to individual needs and accessible to all children. We value diversity, tackle discrimination and promote equality and we believe passionately in the importance of inclusion and equality for all children and adults, and strive to ensure these values are interwoven in our daily practises. Our work around respect is evidenced heavily in our floor books, through pupil behaviour and rewards.</p> <p>Also, as proud members of our local community, our pupils show respect by fostering good relationships with people who visit our school. For example, we have very strong links with Reverend Ann from St. John’s Church, Alma Court Care Home and our local Parish Council. We continually promote the importance of our place in our community, something which our pupil leaders have thoroughly enjoyed being a part of over the last few years.</p>
<p>Health and well-being</p> <p>Health promotion is not just about encouraging children and young people to eat well and to exercise; it encompasses a much broader holistic approach. At the heart of health and wellbeing is the capacity to form and sustain good personal, social and working relationships, have good self-esteem and confidence and show resilience when faced with personal challenges.</p>	<p><u>Our pupils are resilient.</u></p> <p>We teach our pupils that mistakes are a purposeful tool for learning and growing and that part of being resilient is recognising that there will be times when things get tough. Resilience ensures that both as leaders and collaborators, our pupils are ready to face challenges in the wider world. Through our character virtue of integrity, pupils are taught to know their own selves and have courage in their convictions and beliefs. We empower our pupils to assert their own views respectfully, and ensure that they know how to stand up for themselves in times of adversity. Resilience can be seen throughout Gorsemoor, from children being able to not give up in lessons when learning becomes tricky, to our PSHE curriculum when discussing e-safety, to our work around inclusivity and the importance of not being a bystander in challenging situations. We are equally committed to promoting positive mental health and well-being for all at Gorsemoor and therefore, through our PSHE curriculum, nurture provision and wellbeing teams, we aim to help our children and staff develop the capacity to work through difficult times.</p> <p><u>Our pupils are happy.</u></p> <p>Through our character curriculum, we define ‘happiness’ as more than just a fleeting feeling or moment. True happiness is contentment within our lives, and that is what we strive for, for our pupils. Pupil well-being is at the forefront of everything we do as we know our pupils learn best when they feel good about themselves. At Gorsemoor we create the right environment for learning so that we are happy, safe and secure. We recognise that caring about each other will lead to a positive learning environment. In our school, we see smiling faces, purposeful classrooms, pupils, parents and staff talking and listening to each other, good manners, a warm welcome to visitors and confident pupils and staff who believe we all have the potential to succeed. Whether through academic performance, sporting achievement, participation in expressive arts, leading the way in technologies, charity work or citizenship, we value and celebrate all success.</p>

	<p><u>Self-esteem/confidence/courage</u></p> <p>Through our character curriculum, British values and school values, we ensure that we teach children the importance of having good self-esteem and confidence. For example, through our virtue of independence, children are taught about their feelings and things that are within their ‘circle of control’. We teach children how to be resilient through real-life stories about people who have overcome challenges such as Paralympian Claire Cashmore and through books such as ‘Perfectly Imperfect Stories’. Our pupils are also taught to have the courage to be independent with their thoughts and actions through stories such as ‘The Lion Inside’ (EYFS) and through real-life examples of famous people who changed the world, such as Malala Yousafzai.</p> <p>Equally, each half term through our ‘Ready, Steady, Grow’ challenges, all classes spend a morning taking part in activities based around self-esteem. For example, in Summer 2, our activities were based around the difference between optimism and pessimism. Children sorted through scenario cards and discussed ways in which they could be more optimistic in real life. This linked wonderfully with our character virtue of aspiration, where children were encouraged to think about and discuss their dreams for the future and how they could work hard to reach them.</p>
<p>Enterprise and employability</p> <p>At the heart of enterprise in education are young learners who have a knowledge and practical understanding of the world of work and the skills required to be ‘employable’.</p>	<p><u>Attendance and Punctuality</u></p> <p>In school we promote the importance of attendance and punctuality. Through our attendance policy and friendly reminders to parents, we have the highest expectations for our pupils. Equally, punctuality within school time is equally important, and pupils understand the importance of being punctual after transition times such as break and lunch and to re-enter the classroom ready to learn.</p> <p><u>Being reliable</u></p> <p>Through our Ready, Steady, Grow sessions, children have been taught the meaning of being dependable and reliable. During the ‘Dependable Bees’ activity, pupils discussed who we might rely on, who relies on us, and then how we can be dependable in our every day lives. In Year 6, some examples of being reliable were: “I help my parents with jobs around the house.” “Sticking up for my friends.” “Get on with my work at school.” “Turn up for football.”</p> <p><u>Hard-working</u></p> <p>We make it our mission to model the importance of working hard at Gorsemoor, and give out lots of praise for pupils who demonstrate this attribute. Our behaviour policy is filled with lots of different ways children are rewarded for their hard work both in and out of school. For example, within our character curriculum, we purposely look out for ‘character sought’ opportunities – where children have gone above and beyond to demonstrate good character. E.g.</p>

our 'Sporting Stars' are celebrated each half term in our school newsletter, each half term teachers nominate a child in their year group as their 'character champion', Proud Posts are given out weekly to children in class for demonstrating character virtues and school values, and 'Star of the Day' is rewarded daily for children in class.

Having initiative

Through our virtue of independence, we encourage our children to have original thought, be creative and be adaptable to change. For example, in Early Years, we teach children from a very young age to think for themselves with their organisation skills. Children in reception know that when they come into school, they need to hand up their bags, put their water bottles away and begin their first challenge of the day. Equally, at Busy Bee time, children in reception are expected to find resources they need themselves during their play, rather than an adult handing what they need to them. This is then developed as our pupils move through school life, for example, in KS1, all children begin the school day with a 'morning challenge' and are expected to organise themselves for this. In KS2, when pupils come into school they are encouraged to look back at any previous work and respond to teacher feedback, as well as completing any challenges set by the class teacher. Pupils are aware of their expectations and use their initiative to make a purposeful start to the school day.

Meeting expectations

Expectations at Gorsemoor are very high for all aspects of school life, including lesson/work deadlines, behaviour expectations, attendance/punctuality, participation in lessons and wider school life, and their presentation (uniform). Staff work diligently to promote all of these values and through book looks, behaviour data, attendance data and the culture that is embedded in school, our pupils consistently demonstrate the high expectations that are expected of them.

Knowledge of work

Beyond the academic, we provide our children with knowledge and ideas of what their future may look like beyond primary school. Our financial curriculum discusses the importance of going to work to earn money, and that depending on your job, will depend on your salary. From Early Years, we promote different jobs in topics such as 'Are We Nearly There Yet?' where children learn about various roles in the emergency services. In KS1, we teach children about jobs and roles in our local community, and invite local community members into school to be interviewed by our pupils. In KS2, pupils are taught about jobs that are important for the day-to-day running of our country, such as banking and parliament. Teaching our pupils about different job roles encourages them to raise their aspirations for their future and gives them an understanding that they will need to pursue a vocation that encourages them to have a meaningful role in future Britain.