



## Recommended Class Sizes and Organisation



As we are a small school, each year we decide how to group the children in classes that best suits their needs. Usually, children are kept together in year groups but we are also able to meet individual learning needs by providing the opportunity for children to work in a higher or lower ability group. We aim to keep our classes small, as then the children have more space, resources, and teacher's time to help them learn. In line with many other small schools we have mixed year group classes as follows:

Bumblebees	Reception and Preschool	Early Years
Ladybirds	Year 1 and 2	Key Stage 1
Hornets	Year 3 and 4	Key Stage 2
Dragonflies	Year 5 and 6	Key Stage 2

Government rules set the limit in infant classes at 30, with the Local Authority recommending the same limit in the Key Stage 2 classes. Our admission number is set at 11 per year group and so we are able to keep our classes small. From time to time we may be asked to take children even though we are at this limit, due to many different reasons such as closeness to school, siblings and special educational needs.

### **The Foundation Stage**

This year we opened our new Early Years' provision: Bumblebees Class. The Reception and preschool children are taught through the Early Years curriculum. We take children the term in which they turn three years of age. The Local Authority allocate Reception places so, although we would love to welcome all of our preschool to Soudley School, attending the preschool is not a guarantee of your child having a place here.

## Transition to school

With our own EYFS class, we can enable a smooth transition from preschool to Reception year.

For children from other settings, we liaise closely with the preschool and with parents/carers to ensure that the transition to Soudley runs as smoothly as possible. In the summer months, any pre-school children whose parents have been given a place at Soudley School are invited to attend Bumblebees class for several sessions in the term before they start. This is to help the pre-school children become familiar with the school building and routines, and to make sure that the children feel as comfortable as possible when they start school in September.

Time is given for the parents of children about to start in Bumblebees to meet their teacher and to enable the parents or carers to share any valuable information regarding the children's abilities and needs. This also helps to build a positive relationship right from the start between the parents and school - this relationship is vital.

## The Early Years Foundation Stage Curriculum

In Reception, education is very much focused on children learning through play - both indoors and out. The children experience activities under three Prime areas of learning development:

- Communication and language
- Physical development
- Personal, Social and Emotional development

These are taught in conjunction with four Specific areas of learning development:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



The children have experience of "messy" activities - such as sand and water play, painting, gluing and modelling, as well as role play, construction, music, and computer activities.

We follow a creative topic-approach to the curriculum, and you will be informed of areas of learning each term. Children's own interests feed into the planning process, with opportunities to be creative and extend

their own learning.

## Key Stage 1 Children in Ladybirds



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The Year 1 and 2 pupils are taught together.

Pupils follow the new national curriculum objectives taught through a topic based creative curriculum. Termly information on the website and Facebook page will inform you of your child's curriculum at the beginning of each term.

All children are encouraged to support each other at break times, and at lunch times. Older children are supportive and caring toward the younger, and this is fostered and developed through a buddy scheme for new starters, and through initiatives such as shared reading times.

## Key Stage 2 in Hornets and Dragonflies



The children from Key Stage 2 are often entrusted with special jobs, such as setting up the hall for assemblies, managing music assemblies and compost collecting. They volunteer to run lunchtime clubs and help with the play equipment. They are 'buddies' for the new EYFS pupils, helping them during their first

weeks in the playground and hall. This all helps the children to develop their sense of responsibility, identity and community within the school.

All children have access to the library and computing facilities. All classes have the support of qualified teaching assistants.

## THE SCHOOL CURRICULUM

### Key Stage 1 and 2 Curriculum (years 1 – 6)

From September 2014, a new National Curriculum came into place. This sets national expectations for the progress and achievements in learning.

The school upholds the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those from different beliefs and faiths

through all that it does and teaches children to respect each other. Soudley School is a Rights Respecting School.

We have chosen to use the Cornerstones Curriculum as the basis for our cross curricular work. Because Soudley School has a unique locality, we have also planned carefully to ensure that the heritage, environment and community members of Soudley contribute significantly to enriching and supporting teaching and learning in the curriculum. Alongside the locality as a driver for our curriculum we also focus on Global Learning in our termly work. Through GL we aim to ensure our children grow up with an awareness of other cultures, mindful of the communities beyond the village, develop a sense of social justice, understand their Rights and Responsibilities are aware of fundamental British values and have a sense that they are able to make a difference to people and places in the wider world.

Our timetable is structured to provide a broad and balanced education for our children. The mornings have a focus on Reading, Writing and Maths: these are sometimes taught as skills in their own right or as part of the cross curricular theme. We aim to maximise the opportunities for applying maths and English skills throughout the learning. As improving writing is part of our school development we use every opportunity to enable children to write for different audiences, to write at length and to improve their spelling, punctuation and grammar skills.

We use **Read Write Inc.** to enable the consistent and effective teaching of Reading.

We have our **144 Club** which encourages children to learn their times tables.

We run **Maths Passports** to encourage our children to learn their mental recall of number facts.

In addition to cross curricular **science**, we may also have pure science lessons, depending on the topic being covered.

The new curriculum states that KS2 pupils have an entitlement to be taught a **Modern Foreign Language** and, accordingly, French lessons are taught to Years 3 to 6 by an experienced language teacher.

At Soudley we have **Expertise Teaching** where teachers work with different classes using their specialist skills. Examples of this are Gymnastics, Global Learning, and Environmental Science.

**Our Creative Curriculum** incorporates knowledge and skills from other subject areas such as history, art and music. It begins with a theme for all pupils to explore. Our role as teachers is to give the pupils the skills to achieve in their work at a level that is appropriate to their year group, then guide and challenge them to improve and progress. Because we want our pupils to influence and engage with the



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learning, they are given the opportunity to discover, explore, generate questions and ideas from artefacts, visits and visitors and so direct the learning pathways.

**The Soudley Village Community** has a wonderful wealth of historical heritage and natural landscapes which we use fully to enrich our curriculum. The village is surrounded by woodlands, hosts a history museum and has a wealth of evidence of its industrial past and environmental future. The Soudley and Blakeney villages recently won the Peoples' Millions Lottery to fund the rebuilding of the old pathway alongside the brook that links them. The pupils played a key part in demonstrating the historical and environmental benefits and winning the public vote. The school has a Woodland Circle where Forest Schools take place each week. We use every opportunity for the pupils to learn through outdoor experiences and their community.

## **Religious Education and Collective Worship**

Religious Education is given to all pupils in accordance with Gloucestershire's Agreed Syllabus. This programme of learning is mainly Christian, but embraces other spiritual beliefs.

The children gather together each day for Collective Worship. Assemblies provide a strong moral foundation for our school community, where diversity and difference is valued.

Celebration Assemblies share children's talents both in and out of school. Parents and the local community share in these celebrations.

Parents have the right to withdraw their child from assembly for religious reasons. If you wish to exercise this right please notify the school. The policies on Collective Worship and Religious Education are available on request.

## **Personal, Social and Health Education**

PSHE is concerned with preparing each child for life with others in society.

Citizenship, multicultural education, healthy eating and tolerance for others are all elements which are taught through PSHE.

We use the **Jigsaw** structured program for teaching PSHE and the **Values** program for delivering our assemblies. Together with the School Council work, debating in English, Circle time plus other discussion opportunities our pupils learn about modern British Values of democracy, tolerance and respect.

The spiritual, moral, social and cultural development of each child is an essential part our school life; we are a Rights Respecting School and our ethos is to provide opportunities for children to learn to work together with others, make the 'right' choices, develop a sense of fascination and an understanding of the diversity in the world around them.

Sex Education is an important part of the PSHE syllabus, and is taught following Gloucestershire Authority guidelines, both through the PSHE curriculum, and others (such as science). Children may be withdrawn from any non-curricular discussions or lessons about sex education. This would require a letter explaining the reasons for this to be sent to the Head Teacher. Children may not be excused from any parts of the syllabus that are taught through Science. We recommend that all children take part fully, and would welcome concerned parents to come into school and discuss the issue and view the materials.

For PSHE the school splits into its 7 year groups which enables us to teach the curriculum content to the appropriate year group and work with smaller numbers. Consequently we are able to listen, take time and manage any issues that arise more easily.

### **Computing (ICT)**

The new curriculum emphasises computing as a key skill and our children learn to program from Reception upwards.

Each class has its own interactive whiteboard and computers, access to a shared laptop facility, recording equipment, digital microscopes and cameras.



The children also use computers with internet to research material for school work, as well as sending and receiving information. Pupils are taught e-safety and asked to agree to rules for internet use.