



Hesketh-with-Beconsall All Saints Church of England Primary School

'What you are is God's gift to you, what you become is your gift to God.'

School Improvement Newsletter - Issue 3

Dear Parents & Carers,

Welcome to the third issue of our School Improvement Newsletter with an update on the Wider Curriculum and plans for September.

'Those who are planted in the house of the LORD shall flourish in the courts of our God.' Psalm 92:13

There will be a special edition of the School Improvement Newsletter next week, deviating from the fortnightly communication, to give parents and carers an update regarding Academisation and confirm any outstanding information for September.

Thank you for your continued support.

Kind regards,

RS Ainsworth

Associate Headteacher

Wider Curriculum Update

We have been reviewing the wider curriculum so that there are suitably aspirational and well-ordered schemes in use that:

- enable pupils to build up a secure body of knowledge over time.
- support teachers in delivering quality first teaching and learning.
- allow subject leads to effectively monitor the impact of the curriculum.
- ensure that children are ready for the next stage of their education.

"Research and inspection evidence suggests that one of the most important factors in how effectively the curriculum is taught and assessed is that Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching."

Ofsted Inspection handbook 2019 – section 183 Quality of Education

As a result of this review, we have deliberately chosen to use schemes that support the professional development of staff, are ambitious for children and reflect the distinctive nature of our church school.

In this edition we will be focusing on the curriculum schemes for Religious Education (RE), Personal, Social and Health Education (PSHE), Music and Computing.



Religious Education (RE)

In RE we will continue to use the Blackburn Diocesan Scheme of Work 'Questful RE'.

"No other aspect of school life can ensure better than RE that school is experienced by staff and students alike not as a fact factory but as a laboratory for learning the values and virtues, attitudes and aptitudes which make for the wholeness of body, mind and spirit," Saxbee 2013

So, what is Questful RE?



Questful RE embraces the explicit teaching of Christian concepts and God's big salvation story, and the intention is that the content of the syllabus will give pupils a deeper understanding of Christianity. In addition, pupils explore all major world faiths and discuss world views where appropriate. Whoever we are, wherever we live, whether we are a person of faith or not, we all have a view on the

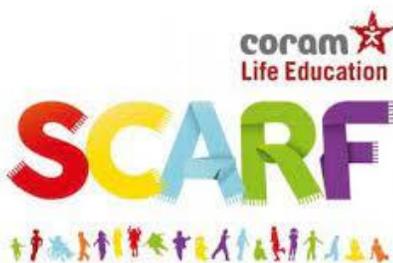
world. Nobody stands nowhere.

Quality RE has the potential, more than any other subject, to have the most powerful and lasting effect on the child's heart and mind. It is a subject that combines academic rigour with the development of the character and spirit of the child. RE provides opportunities for spiritual development and personal reflection. The curriculum content of Questful RE is a balance of the three essential disciplines of quality RE: Theology, Philosophy and Social Science. This means pupils will look at concepts through a theological lens, exploring what people of faith believe. Alongside this, pupils will explore questions and answers raised in relation to the lived reality and impact of religion and world views on people's lives. They will also think like philosophers and be equipped with the skills that will enable them to make sense of life's experiences.

Questful RE prepares children for citizenship in today's diverse society. It enables them to develop sensitivity to, and respect for others. Through authentic encounters with living faith communities, pupils will develop diversity dexterity and be equipped with the ability to hold an informed conversation about religious beliefs and practices.

As a school we believe that the teaching of RE is both a huge responsibility and a privilege.

Personal, Social and Health Education (PSHE)



This week each class has enjoyed a session with Steve, an facilitator from Coram Life Education. Part of this visit is to launch our new September 2023 PSHE Curriculum **SCARF: SAFETY CARING ACHIEVEMENT RESILIENCE FRIENDSHIP** This is a whole-school approach which promotes positive behaviour, mental health, wellbeing, resilience, and achievement.

More than just a PSHE scheme of work, **SCARF** supports great learning every day. Staff training and confidence are vital to implementing an effective PSHE curriculum and contributes significantly to teachers' understanding of how the principles of effective PSHE education can have a positive impact across the whole school. With this in mind it isn't just the children who have enjoyed a session, the staff have also received a training session too.

Staff will also benefit from year-round support and guidance from Coram Life Education to ensure your children always access quality first teaching and learning within an ambitious and coherent scheme of work that supports their personal development.

SCARF also supports parents and carers on a range of issues:

<https://www.coramlifeeducation.org.uk/family-scarf>

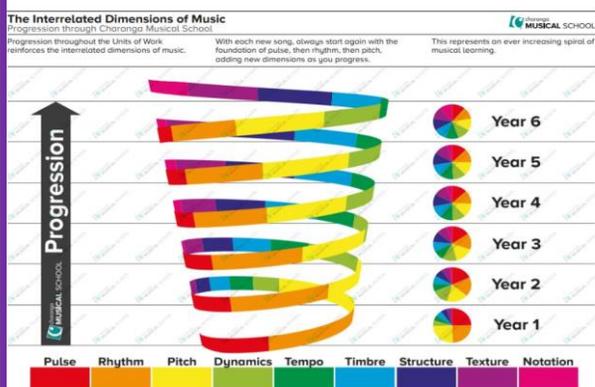
Music

"Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school." **DfE's Model Music Curriculum**

Music makes an important contribution to the life of every school and should be celebrated, promoted, and encouraged. It helps build pupils' self-esteem and self-discipline and leads to higher standards across the curriculum. Research clearly demonstrates the cognitive benefits that music gives young children, suggesting music can support the development of literacy, numeracy and listening skills. The Department for Education has stated that a high-quality music education can improve self-confidence, behaviour and social skills as well as improve academic achievement across the curriculum.

We have engaged and invested in an award-winning programme that provides high quality, consistent music education throughout school. **Charanga Musical School** is a world-leading music teaching and learning platform, which is recognised internationally as promoting a modern and vibrant class music programme across the whole school that supports all the requirements of the National Curriculum and underpins Ofsted's wish to see continuous genuine music making.

Charanga provides clear progression, and engaging resources to support every lesson. It adopts an integrated, practical, exploratory, and child-led approach to musical learning. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, musical activities and performing.



Learning progression

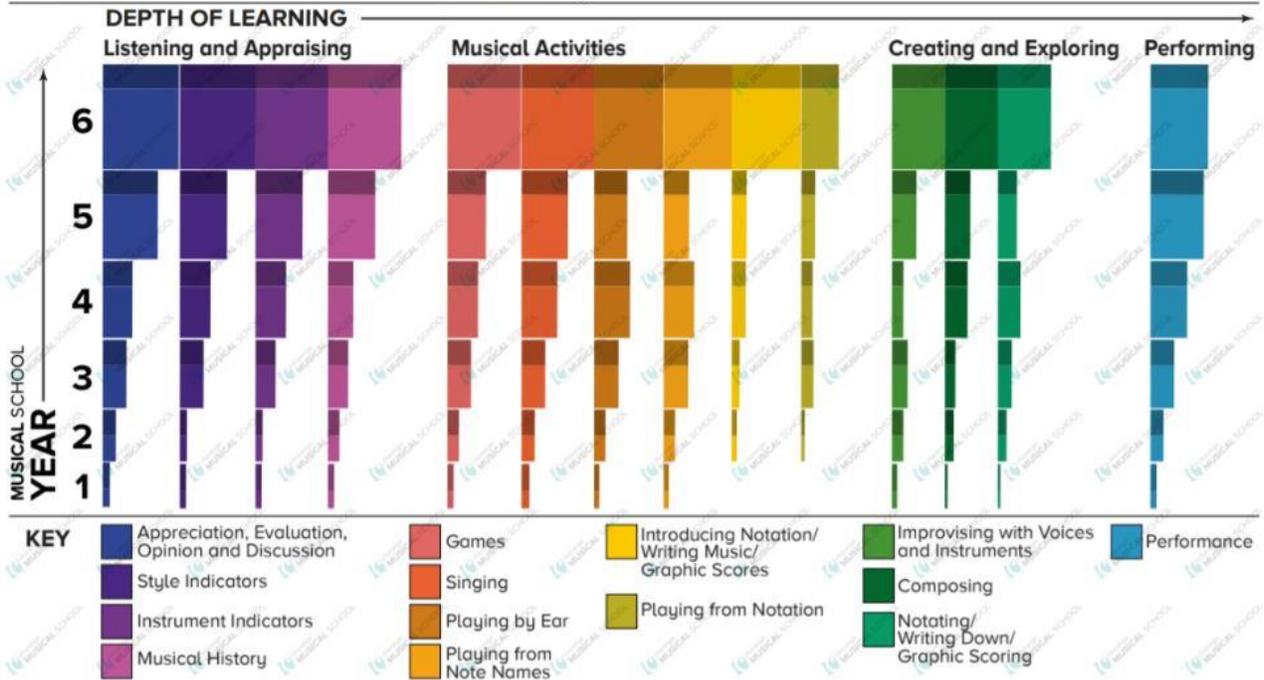
Depth of learning through Charanga Musical School

National Curriculum 2014:

"...learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence..."

"Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory."

"Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression."



Through Charanga staff can access training to support them with the delivery of the music curriculum. In the new academic year children will also be able to access Charanga from home so they can continue their musical learning journey beyond the classroom.

Computing



In computing we are going to continue to use **Purple Mash** as our Scheme of Work as it provides the coverage for and is broad enough to meet the three required areas of the National Curriculum: Computer Science, Information Technology and Digital Literacy. It promotes positive online behaviours and provides a safe way for children to learn to email, blog and express themselves online.

What is Purple Mash?



Purple Mash is a comprehensive suite of online learning tools and content, designed for children aged 3 to 11. Purple Mash supports learning through its resources, games and creative tools, tailored to the school curriculum; everything from core subjects such as maths, reading, writing and phonics, to all the other topics learnt in school.

What is Mini Mash?



Mini Mash is a platform designed for little learners aged 3-5, where children can learn through play. Mini Mash, part of the wider learning platform of Purple Mash, is set out just like an early learning setting, mirroring the areas of learning which your child may be familiar with. All these different areas, as in a real-life setting, are linked to the key

areas of learning and development in Early Years.

Children are able to access Purple Mash from home so they can continue their computing learning journey beyond the classroom. Purple Mash also provides information for parents and carers on how you can support your child at home:

<https://www.2simple.com/purple-mash/purple-mash-parents/>

September

Governors would like to reassure parents and carers about September with regards to staffing; we do have the following staff leaving, for a variety of reasons personal to them: Mrs Gordon, Mr Hall, Mrs Taylor, Mrs Watt and of course Mrs Freeman who leaves our school to become Headteacher at St Joseph's, Wesham.

Governors with the support of DBE Services, Lancashire Local Authority and in collaboration with the Learning Together Trust have planned appointments for teaching vacancies, including the Leadership role, however we have to await the decision of the DfE Advisory Board who meet next week to announce these, hence the special edition of the School Improvement Newsletter next week to confirm outstanding arrangements.

We are able to release the EYFS, KS1 & Year 6 Class Teachers for September:

Nursery	Mrs C Woodfield	Year 1	Mrs H Priestman
Reception	Miss L Pickering	Year 2	Mrs L Higson
	Year 6	Mr B Maguire	

All children have taken part in informal transition events, and these will continue according to the needs of individuals over the coming week. Mrs Grills will remain in post as SENCo in September and works with all staff to ensure the transitional requirements of children with identified SEND or additional needs are met during periods of change such as this. School is blessed with its support staff as they know the children in their care well and with this in mind they will be deployed with wisdom to support both individuals and classes.

Thank you for your understanding and continued support at this time.

'Prepare your minds for action; be self-controlled; set your hope fully on the grace to be given you when Jesus Christ is revealed.' **1 Peter 1:13**

Coming in Issue 4... Academisation Update