



Priory
Primary School

Prospectus
2025-26



Welcome

Priory Primary School is a large, two/three-form entry primary school situated a short distance from Dudley town centre. We educate approximately 600 pupils, ranging from our youngest pupils in our provision for two year olds (Time for Twos) all the way through to our 11 year olds in year 6.

We pride ourselves on being a welcoming and friendly school where staff create a positive ethos for our pupils and their families. Together, we are committed to securing improved personal and academic outcomes across the school through a well-planned and sequenced curriculum; high quality teaching; a range of enrichment activities and ensuring children have the foundations for learning through a strong safeguarding culture.

Our children embody our school principles of **'Be Ready, Be Respectful, Be Safe'**

Priory Primary School is proud to be part of Hales Valley Multi-Academy Trust. Our Trust is an all-primary academy trust, based in Dudley, West Midlands. We became part of Hales Valley Multi-Academy Trust in December 2017. All of our schools are very different, ensuring that there is an exciting and vibrant mix across our Trust, and collectively we strive for 'Success for All'. Further information can be found on the trust website: www.halesvalleytrust.org.uk

Our family of schools is bound together by:

- A commitment towards the common vision through shared values and core principles
- A board of Directors that is committed to developing and strengthening a culture of collaboration
- A board of Directors that adheres to the legal responsibilities towards inspiring individual excellence for all learners across the Trust.

We hope the information within this prospectus is both useful and interesting and that it gives you an insight into what a life is like at Priory Primary.

You can find out more about Priory Primary on our website:

www.priory.dudley.sch.uk

If you have any further questions regarding the content of this prospectus, please do not hesitate to be in contact with us.

We look forward to working with you to ensure your child has a successful start to their education here at Priory Primary School

Mr K. Daley
Executive Headteacher
Priory Primary School

Admissions

Prior to submitting an application, all parents are given the opportunity to make an appointment to visit the school. Open mornings and afternoons are arranged for this purpose. Parents are welcomed and shown around by the Headteacher or a senior leader. The school admission number is 60 for Reception.

Hales Valley Trust Admissions Policy

As part of Hales Valley Trust, Priory Primary School follows the Hales Valley Admissions Policy. All preferences, regardless of ranking, will be assessed against the published criteria on our website.

Organisation

Our School is divided into three areas – The Early Years Foundation Stage (Time for Twos, Nursery and Reception), Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3 – 6).

Early Years Foundation Stage

Time for Twos, Nursery and the Reception children from age 2 to 5 are in our Early Years Foundation Stage. In addition to internal assessment, at the end of the reception year, children are assessed according to the Early Years Foundation Stage Profile and this is reported to parents.

Key Stage 1

This key stage covers Year 1 and Year 2, ages 5 to 7. In addition to internal assessment, children in Year 1 take a Phonics Screening Check in the Summer Term which is repeated in Year 2 if the threshold mark is not obtained. At the end of this key stage the children will be assessed by their teacher against national standards.

Key Stage 2

This stage covers Years 3, 4, 5 and 6, ages 7 to 11. The children in Year 4 take a national multiplication times table check in the Summer Term. At the end of this key stage the children will be assessed by their teacher but will also take formal national tests (Key Stage 2 SATs). The results of these will again be available to you in the Summer Term.

Arriving and leaving school

Children should not be on the premises until five minutes before the start of school. The gates on Cedar and Limes Road will open from 8:30am. At 8:40am (Reception pupils) or 8.45am (Pupils in Year 1-6), children can enter school via their designated doors, where they will be greeted by a member of staff. If you have a message to pass on, then you can speak to the member of staff on duty at the door or come to the main school office. All children should be collected at the same designated door at 3.10pm (Reception pupils) or 3.15pm (Pupils in Year 1-6).

Arriving Late

Any child arriving after 9:00am will need to enter via the school office where a parent/carer must sign their child in. Please refer to our attendance policy for further information.

Absence - What can you do to help?

At Priory Primary School, we place a large value on children attending school each and every day. Simply put, pupils not in school for any reason are not learning and therefore this impacts upon pupil outcomes. Please ensure your child arrives at school on time every day.

Make sure your child understands that you do not approve of them missing school and be on the alert for any particular reasons for non-attendance, such as friendship issues or problems with school work, please discuss these with us as early as possible and we will be able to support you

If you think you might need to take your child out of school, discuss the reasons with the school as early as possible. Holidays in term time will not be authorised unless exceptional circumstances apply and fines will be issued.

If your child is ill or absent for any other reason, contact the school on the first day of absence – you can either phone the school on **01384 816 845** or inform us via **ParentMail**. For further details, please see our absence policy.

Uniform

At Priory Primary School, we pride ourselves on looking smart and being an active member of our school community by wearing our school uniform. We recommend all children have at least one jumper which includes the school logo. Wearing the Priory Primary School uniform promotes a sense of community within the school and allows children to demonstrate their pride in their school both within school and when they are out in the local community.

Summer Uniform from Easter until October half term:

- Blue gingham pinafore dress or grey or black shorts/trousers and white polo shirt;
- Navy sweatshirt/cardigan (no hoodies);
- Black sensible plain shoes (no trainers or coloured logos);

Winter Uniform from October half term until Easter:

- White polo shirt
- Navy sweatshirt/cardigan (no hoodies)
- Black or grey trousers/skirt
- Black sensible plain shoes (no trainers or coloured logos)

PE Kit – children are welcome to come into school in their PE kits on their PE days

- White t-shirt/polo
- Plain black/navy tracksuit (no logos please) – black/navy shorts are welcomed in the summer
- Black pumps and/or trainers

Swimming Kit – We currently attend swimming during Year 4. Children will need:

- Swimming trunks/full swimming costume (no bikinis)
- Swimming cap for long hair
- Towel
- Goggles allowed but only if accompanied by a letter from the child's parent which states that the parent wants their child to wear them

Jewellery/Headwear

In line with Dudley Local Authority's Health and Safety Policy, we do not allow children to wear jewellery in school (except for a pair of small ear studs and watches). No body piercings are allowed. All studs and jewellery must be removed on PE days either before they come to school or by the child themselves – staff cannot remove jewellery nor can pierced ears be covered by plasters in order to take part in PE. We therefore strongly recommend that ears are pierced at the start of the summer school holidays to allow

appropriate healing time. We do not allow hats, caps, large 'Jo-Jo' hair bows or headbands with ears on to be worn during class time or inside school buildings, except for religious or medical reasons.

Labelling

Please ensure that all clothing is clearly labelled with your child's name. This is very important as uniform items look similar and can easily be confused with another child's clothing. The school cannot accept responsibility for any lost items and if they are named they are easily returned if lost.

Where to buy uniform

To ensure that uniform is cost effective for our families, our uniform is available to buy from most major supermarkets. Our personalised, logoed uniform is available to purchase from www.myclothing.com

Hair and nails

Hair styles must be appropriate to learning in the primary school classroom. Extreme haircuts/styles and colours are not allowed this includes: lines shaved into the hair, bleached hair and mohicans. Long hair should be tied back particularly for PE lessons. Staff are not permitted to do this and parents/carers of young children should do this before they come to school.

Nail polish and make-up or temporary tattoos are also not allowed.

Communication

Parental communication is vital to ensure that you know what is going on and when; you are actively involved in the life of the school; and you can effectively support your child's learning at home.

We ensure effective communication with parents in a variety of different ways:

- Daily presence of senior leaders before and after school on the playground
- Pastoral staff are available on the playground before school
- Class teacher's presence on the playground at the end of the school day
- Half-termly newsletters – The Priory Post
- Junior Leadership Team Journals
- Adhoc Parentmail messages
- Parents' Evening Consultations
- Open events and workshops
- Celebration activities

Effective communication is a two-way process, we pride ourselves on having an open-door policy where staff are welcoming and approachable. If you have any questions or queries, please speak to any member of staff who will be happy to signpost you to the relevant member of staff.

If you cannot visit the school in person, please call us on 01384 816845 or email us at info@priory.dudley.sch.uk

Magic Breakfast

We offer a free breakfast in partnership with Magic Breakfast.

Bagels are available daily from 8.35am on the main playground. Children can collect before or upon arrival to school. There is no charge for this.

For more information please see <https://www.magicbreakfast.com/>

School Meals

Children in Reception, Year 1 and Year 2 receive a free hot meal and we encourage them to take up the offer. School dinners for KS2 currently cost £2.65 including a drink, if required. Ordering and payment for school meals must be completed through ParentMail.

If you think that you may be entitled to free school meals or would like further information regarding free school meals you can contact Benefit Services by:

- Telephone – 01384 814988;
- Email – freeschoolmeals.benefits@dudley.gov.uk
- Visit in person - Dudley Council Plus, Castle Street, Dudley - between 8.00am and 6.00pm Monday to Friday, 9.00am and 12 noon Saturday.

To claim Free School Meals you need to receive Child Benefit and either:

- Income Support
- Job Seekers Allowance – Income Based
- Employment and Support Allowance – Income Related
- Pension Credit Guaranteed
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit (with no Working Tax Credit unless you receive this for 4 weeks after starting work) and an annual gross income of £16,190 or less.

The school can gain additional funding for children in receipt of free school meals and therefore if you are eligible, your application will support your child even if you do not wish to take up your entitlement.

Lunchtimes

Children may bring their own packed lunch. Food containers should be clearly marked with the child's name and class. As a health promoting school could we please ask for your co – operation in not giving your child fizzy drinks or sweets to bring into school. Glass bottles and cans should not be brought into school for safety reasons.

At lunchtimes, children on the school site cared for by a team of dinner supervisors and members of our pastoral team. A trained first aider is always present as well as sports coaches to lead structured games and activities.

Water bottles

To ensure that children are in the best physical state to learn, children can bring a water bottle to school to access within their classrooms. This should be named and only contain water – squash and fruit juices are not accepted within the classroom. No-added-sugar squash is available at lunchtime and you are welcome to give your child a drink or squash or juice within their packed lunch.

Safeguarding and Pastoral Care

Priory Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this passion and commitment.

Safeguarding

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:

- Protecting children from abuse and maltreatment;
- Preventing harm to children's health or development;
- Ensuring children grow up with the provision of safe and effective care;
- Taking action to enable all children and young people to have the best outcomes.

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

Please see the most recent Child Protection Policy in the 'Policies' section of the website.

Pastoral Care

At Priory Primary School our aim is to provide the highest quality pastoral care throughout the school. All staff work together to help pupils at Priory Primary School achieve their best educationally, socially and emotionally.

All staff members at Priory Primary School are committed to supporting the emotional health and well-being of all our children and their families. We are happy to speak to pupils and parents/carers about any concerns they may have.

Our children are encouraged to make the most of their time at Priory Primary School, so every effort is made to remove barriers to successful learning and to equip young people with the confidence and skills to be enthusiastic learners and effective members of the community.

Key Safeguarding Staff

Designated Safeguarding Leads (DSL) for Priory Primary School are:

- Mrs K Carver, Assistant Headteacher & Lead DSL
- Mr K Daley, Headteacher – Additional DSL
- Mr J Griffiths, Deputy Head – Additional DSL
- Mrs R Churchman, Assistant Headteacher – Additional DSL
- Mr G Godfrey, Assistant Headteacher – Additional DSL

Special Educational Needs and Disability (SEND)

All children are welcomed and included at Priory Primary School. We value each individual and believe that the purpose of education is to challenge all children to achieve their fullest intellectual, social, emotional, physical, spiritual, cultural and moral development.

We endeavour to achieve inclusion of all children (including all learners who may or may not have SEND) and meet their individual needs. Teachers provide differentiated learning opportunities and materials

appropriate to children's abilities, needs and interests. This ensures that all children have full access to the school curriculum and all other opportunities.

We liaise with a range of agencies to provide the most specialist advice on offer for your children.

SEND Information Report

The SEND Information Report outlines the provision we are able to offer at Priory Primary School to effectively support our pupils with SEND. This ensures that every pupil is able to access learning at their personal level and facilitates academic progress, the development of life skills and positive emotional well-being for their future lives. In addition, it outlines the agencies that we work with to ensure we have access to a range of specialist professionals to deliver the most effective provision for our pupils. Provision may change and develop over time as we respond to the pupils we have in our school.

The information required to be included in this SEND Information Report is stated in the Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN Information Report.

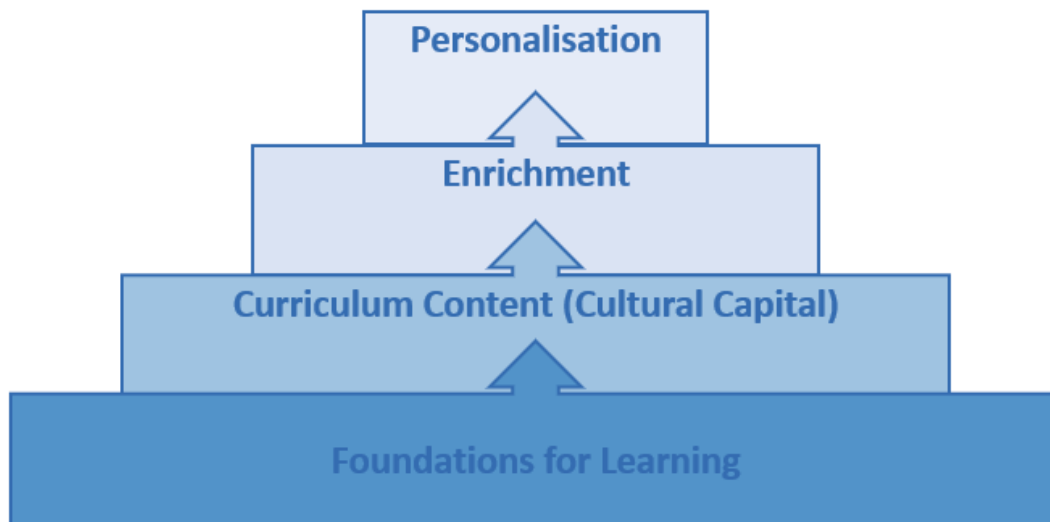
Please see our website for our SEND policy and SEND Information Report

Our Curriculum

At Priory Primary School we strongly believe that it is our responsibility to provide our pupils with the knowledge, skills and understanding in order to develop:

- Successful learners, who:
 - Have the essential foundations required to be successful:
 - High level of attendance and 'ready' to learn
 - Effective communication skills
 - Able to identify and solve problems
 - Have enquiring minds and are creative and resourceful
 - Are aspirational and motivated to achieve the best that they can be
 - Work well independently and as part of a team
 - Attain the expected levels in core areas of reading, writing and maths
- Responsible Citizens, who:
 - 'Respect' others, act with integrity and distinguish right from wrong
 - Are proud members of the school and local community and contribute positively
 - Understand and tolerate different beliefs and cultures
 - Discuss, debate and evaluate complex issues and develop informed opinions
- Confident and resilient individuals, who:
 - Have a sense of self-worth and personal identity
 - Become increasingly independent, are able to take the initiative and organise themselves
 - Make healthy lifestyle choices
 - Take managed risks and know how to keep 'safe'
 - Recognise their talents and have ambition
 - Are willing to try new things and make the most of opportunities

Our curriculum is designed to facilitate academic success and personal growth. We do this through our model of securing success:



We aim to:

- Provide children with strong foundations for learning through:
 - A culture of safeguarding
 - Effective pastoral support
 - Engagement with parents that supports pupil wellbeing and academic progress
 - Providing a safe environment
 - Developing the wider personal skills need for educational success
 - Supportive pupil centred behaviour processes
- Ensure children have access to a broad and balanced curriculum, meeting the expectations of the National Curriculum, which is coherently planned and well sequenced towards cumulatively sufficient knowledge and skills for future learning
- Enrich our curriculum, providing our children with a variety of rich learning experiences and the opportunity to explore their own interests
- Meet the personal and academic needs of every child
- Achieve our aims through a positive and caring ethos, embodied by passionate members of staff

Curriculum Implementation – EYFS

The Early Years Foundation Stage (EYFS) consists of 7 areas of learning, divided into 3 'prime areas' and 4 'specific areas'.

The prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional development.

The specific areas are:

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

Within our Time for Two's provision, we place a strong focus on the three prime areas of development which are all delivered through a play-based curriculum. We believe books and nursery rhymes lie at the very heart of a love of reading, and children have access to daily story-time and nursery rhyme time.

For children in nursery, there remains a focus on the three prime areas, however the specific areas also become a focus. Children have dedicated sessions with an adult to help them develop key learning.

Our reception classes offer a balance of a play-based approach to learning, along with structured lessons such as phonics and maths. We believe that strong relationships with parents are forged in the early years, and therefore we work closely together to support your child's learning whilst they are here with us.

For more information on what your child can expect from the EYFS, please follow this link: -

https://www.foundationyears.org.uk/files/2023/08/Revised_What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf

The educational programmes from the Early Years statutory framework sit at the heart of our curriculum. In the design of our curriculum, we also considered the following factors:

- Our curriculum intent - To foster:
 - successful learners
 - responsible citizens
 - confident and resilient individuals
- Our children's starting points
- The key knowledge (cultural capital) and skills we want the children to develop when they join us along their EYFS journey.
- Their 'readiness' for the next stage of their education

Along with the above factors, we place a high importance on the development of early language in the Early Years as we know this underpins every area of development. Our curriculum implementation overview and knowledge organisers can be accessed below.

For further information on half-termly learning requirements, please access our knowledge organisers which are available on our website.

Curriculum Implementation Phonics

At Priory Primary School, we are determined that our children will leave us as successful readers who love to read. In order to decode words, children are taught through a systematic phonic approach following Read, Write, Inc (RWI). Daily, discrete phonics sessions are a high priority in our school, with homogenous groupings in place across the school to promote the best outcomes for our pupils. In RWI lessons, we ensure we follow the core principles of the programme:-

1. Purpose - Each lesson has a purpose. The teacher will set the purpose at the beginning of the lesson so that the children know exactly what they will be learning.
2. Passion - We will be passionate about teaching phonics, so that children see that we value reading. We will prepare thoroughly.
3. Pace - We will teach at an effective pace and devote every moment of the phonics session to the teaching and learning of phonics. We will reduce the need for unnecessary teacher talk by using the silent signals.

4. Participation - We will ensure that every child participates throughout the phonics session, partner work is fundamental to learning. We will foster positive partner work.
5. Praise - Teachers will praise the children's effort throughout the phonics session.

During the RWI lessons, children will have access to reading material, appropriate to their stage within the programme, this could be ditties or books. The children read the ditty/book within their phonics session and then take the following reading material home: -

- A paper copy of book read within the phonics session.
- A 'Book Bag book' which directly links to the sounds and words within their RWI school book.

Furthermore, all children receive weekly virtual classroom videos, which are directly sent to their parents via Parent Mail. This is a way to consolidate the learning that has taken place during that week at school.

Curriculum Implementation - Reading

Fluency Programme (Year 2-6)

The fluency programme is for children who have completed systematic synthetic phonics (RWI) programme and are secure at reading the final level of books. It is not for children who still need phonics instruction. When children have graduated from RWI, we use the fluency initial assessments to check if our children are reading at the right level of speed and accuracy to benefit from the programme.

During fluency lessons, we want children to become readers who can bring the text alive in their minds and voices. We teach prosody in every fluency reading lesson. We know teaching prosody helps children to understand the text at a deeper level and connect to language – it makes the meaning of the words come alive for them as readers. The supportive teaching notes for each lesson help staff to teach prosody with a clear focus, so they and the children gain a repertoire of prosody practice. Each fluency lesson includes repeated reading, such as:

- echo reading
- rehearsed reading
- emotion reading
- marking up texts for reading with prosody.

Children can begin to read with prosody when they can think about what they are reading as they read. This happens at different times for children and can also be dependent on the text they are reading and the child's familiarity with its content. Prosody is assessed when we carry out the fluency assessments. For some children, this is not the right time to assess their growing prosody, which is why the fluency programme provides a prosody assessment, which can be used flexibly.

The fluency programme promotes comprehension through:

- the pre-read activities which support vocabulary
- the bonus materials throughout each book that give children more information about the world of the book to help them connect to it more
- teaching prosody so that way the text is spoken creates meaning
- chatting about the book in a dialogic way that gives children time to think and connect to what they have read
- clarifying any misconceptions.

Whole Class Reading (Year 2 – 6)

Once our children are confident decoders, they will begin Whole Class Reading. At Priory, our children will be exposed to a variety of text types. Units will either last for two weeks or one week, depending on the text length. Our driver will be reciprocal reading. Children will be prompted to activate their prior knowledge through pre-planned activities and discussions before reading. During reading, children will implement the four main skills of reciprocal reading: predicting, clarifying, questioning and summarising. Using effective modelling, the teacher (the expert in the room) will prompt the children to consider the plausibility of their predictions and opinions, as well as engaging in discussions about different strategies that could be used to work out the definitions of unfamiliar words. In some cases, dictionaries may be used to add more to a definition or to refine understanding. We want our children to be curious readers who are thirsty for more knowledge. Questioning the texts and the ideas within will satisfy this and provide the teachers with an opportunity to assess understanding. Lastly, children will be expected to summarise key points in the short segment they have read. Throughout this process, children will become strategic readers, implementing these four different principles in order to facilitate and better their understanding. Teachers will use a range of reading approaches in their lessons. When appropriate or needed, a text might be read to the children. They might also be asked to read independently or teachers will use echo reading or choral reading to develop fluency and better intonation, potentially leading to inferences being created.

In addition to our driver of reciprocal reading, children will be exposed to lessons focusing on specific content domains. In these sessions, teachers will model the reading domain that is the focus before children apply this to an independent task. Finally, teachers will expose children to a comprehension (either based on the text they have been looking at or on an unseen text) in order for the children to showcase their understanding of these meaning-seeking strategies and so that teachers are able to assess and plan in next steps.

Reading for Pleasure

We recognise that children reading widely and for pleasure will help them to broaden their knowledge and gain a love of different text types. Because of this, our libraries are stocked with a range of Reading for Pleasure titles (that do not feature on AR). Children are encouraged to take home a gold or silver labelled book and an AR book to enjoy.

In addition to this, our classrooms feature book corners. In these, children will be able to read a wide variety of topic-related texts as well as texts they would enjoy reading as a class. We also know the value of exposure to comics, graphic novels and annuals and so these are prevalent in our reading corners.

Our use of the myOn and Sora reading platforms provide our pupils with access to over 500 reading titles that are additional to those books found in our school library. This ensures a greater range of reading opportunities and children can seek out and explore further titles from their favourite authors.

School Library

At Priory, we value reading highly and, because of this, we have three fantastically-equipped spaces in which children can select from a wide range of texts.

Our libraries are the heart of our school. They are centrally located and each year group visits weekly to change their books or just to browse. New books have already been purchased for KS1 and KS2 based around authors pupils have asked for, curriculum topics and books that address well-being, mental health and worldwide subjects. Books are arranged at each ZPD reading level so pupils can choose fiction, non-fiction and poetry texts that are always accessible to them.

We also encourage our children to attend local libraries. In Foundation Stage, children are taken to the library on visits to share texts and support their love of reading.

Wider reading opportunities

We strive to enrich our children's love and enjoyment of a range of texts. We value reading in the wider curriculum, and at different times in the school day.

Each class has a 15-minute story time session at the end of the day. In this, staff may share their key texts with the class purely for enjoyment. These texts are selected either by staff (who have a passion for the book and know the interests of their class) or by the children themselves after a class vote.

In addition to this, we always join in with World Book Day to encourage and inspire children to share their favourite books and authors as well as discover new authors. We also take part in the Dudley Book Quiz events to test and develop their reading skills, as well as author knowledge.

We want our children to aim high. Because of this, we have organised visits from authors such as Luke Temple to share his new books and discuss how he came to write exciting and engaging stories. The children are extremely enthusiastic about such events and look forward to them. Each term, we attend a regional Book Club event celebrating some of the country's popular authors – such as our recent visits to see Matt Lucas and Frank Cottrell-Boyce - ensure that reading and writing are both inspirational and aspirational skills for the future.

At school, we hold two Book Fairs per year to encourage children and parents to discuss next and upcoming texts. This enables us to see trends in literature that we can use in lessons and to supplement our own libraries. What is raised from these Book Fairs is then used to buy more books for school.

Curriculum Implementation – English – Writing

At Priory, children are inspired by high-quality literature and a range of stimuli, which makes readers engage with and enjoy writing. Writing for a variety of purposes and audiences, the children apply progressively more complex skills to communicate ideas fluently and with interesting detail in a range of genres.

At Priory, we have based our teaching techniques and approach on 'The Write Stuff' by Jane Considine, to bring clarity to the mechanics of writing. The Write Stuff follows a method called sentence stacking, which refers to the fact that sentences are stacked together chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. Writing is centred on a high-quality text that captures the children's interest from the outset. The structure that is used to teach writing is a personalised approach based around best practice taken from The Write Stuff approach and exemplar units. The focus is placed on a love of story, enrichment and language development in order to create highly skilled writers. We believe that learning to write is a complex process and it is every child's entitlement.

To engage children in writing, we provide purposeful reasons to write where children learn to enjoy writing expressively, imaginatively and informatively for purpose. We make writing part of daily life, linked to play, fictional and real experiences. We encourage the children to develop personal voice, style, stamina and range as a writer as they progress through their school life. We understand that developing children as writers is so much more than asking them to remember grammatical constructions or tricky spellings.

We explicitly demonstrate writing and model the writer's thought process, as well as actively encouraging word collecting. Vocabulary is also 'taught not caught' through our demonstration writing and, therefore, the children will have a highly developed repertoire of words using meaning seeking strategies, which extend detail and description. Writing in our school is well-organised and structured, which includes a

variety of sentence structures. The children's excellent transcription skills ensure that their writing is well-presented and punctuated and spelled correctly using their knowledge of spelling patterns and rules. Throughout the writing process, our children will edit and redraft their work, responding to feedback from teachers and peers.

In EYFS, children will focus on the 9 ideas of writing (the FANTASTICs). This will be incorporated into role play areas, be prominent in Child Initiated Learning and also feature when children are writing or reading. In Year 1 and Year 2, children will continue to use the FANTASTICs to consider how a character might be feeling or how they want a reader to feel. In addition to this, they will begin to focus on the GRAMMARISTICs using the progression map. Children in Year 1 will focus on 3 strands of the rainbow to ensure that, by the time they reach Year 2, they are confident with writing simple sentences.

In Year 3, the children are then introduced to the BOOMTASTICS as well as a more in-depth look at more GRAMMARISTICs. The BOOMTASTICS are examples of figurative language. These are also progressive with only Year 6 experiencing the full writing rainbow.

Additionally, a progression of chunks ensures that stamina for writing is built over time. Children in Year 1 and Year 2 have shorter, two-week units that focus on constructing a clear beginning, middle and end. During Lower Key Stage 2, children are exposed to slightly longer units, covering up to 6 paragraphs in a narrative or a non-fiction piece. In Upper Key Stage 2, children will be expected to produce more writing and will therefore focus on 7 to 9 paragraphs per piece.

By enabling a child to become a writer we give them a voice, supporting them to communicate and providing them with a skill that is vital for all of their life.

Curriculum Implementation – Maths

We uphold and nurture the following underlying principles for the teaching and learning of mathematics in our school, aiming to ensure that all pupils:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual and procedural understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language, e.g. "Convince me that..." or "I know that...so..."
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. The Bar Model device is used throughout the school to support problem solving.

Children are taught through the Concrete → Pictorial → Abstract sequence. This ensures they gain a thorough understanding of the mathematical concepts/skills they are learning.

Using the White Rose Maths Scheme, the philosophies embedded within as well as its programmes of study, we aim to develop:

- a positive attitude towards mathematics and an awareness of the fascination of mathematics;
- competence and confidence in mathematical knowledge, concepts and skills;
- an ability to solve problems, to reason, to think logically and to work systematically and accurately;

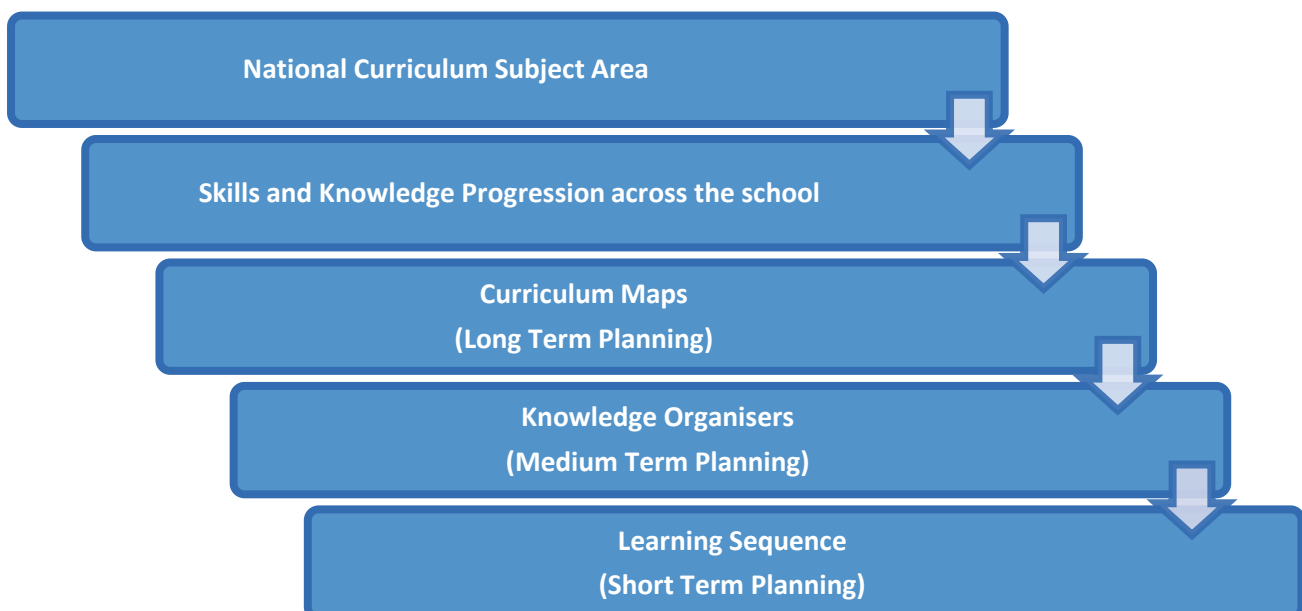
- initiative and an ability to work both independently and in cooperation with others;
- an ability to communicate mathematics and mathematically;
- an ability to use and apply mathematics across the curriculum and in real life;
- an understanding of mathematics through a process of enquiry and experiment.

The approach to the teaching of mathematics within the school is based on these key principles:

- A mathematics lesson every day;
- A clear focus on posing a problem through discover (e.g. 'How can we work this out?'), seeking a solution (e.g. investigating using manipulatives, diagrams, jottings...), teacher modelling, developing mathematical thinking, interactive oral work both with the whole class and with groups;
- An emphasis on fluency, reasoning, using and applying knowledge and skills and problem solving;
- Manipulatives are used to support concrete learning;
- Procedural and conceptual variation is recognised as necessary for mastery in learning;
- The 'Bar Model' is promoted and modelled by all staff as a vehicle to aid problem solving;
- Times tables and related facts are a focus through Rockstars and a dedicated extra session during the day.

Curriculum Implementation – Foundation Subjects

For each curriculum subject area, we have identified the progression of key skills and knowledge informed by the national curriculum (skills and knowledge progression documents). These skills and knowledge progression documents have been used to inform our subject curriculum maps. Links to prior knowledge, key vocabulary and essential knowledge and skills for each aspect of our curriculum maps are exemplified through our knowledge organisers. Knowledge organisers are used by staff in order to create short term sequences of learning.



Children's prior learning is listed in each unit plan to ensure teachers know what has been taught in previous years and how the new learning builds and links to this previous work. Understanding pupils' possible misconceptions about the theme being studied is also an important consideration that teachers must make to ensure, where at all possible, misconceptions are not allowed to form in a child's grasp of a concept, knowledge, understanding or skill.

Please visit our school website for further information about any of the content within this prospectus.

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