



# *Captain Cook Primary School*

## *Prospectus*

*September 2024*



# Foreword

Our school proudly bears the name of one of the greatest explorers and navigators ever to sail from British shores.

James Cook was born in Marton in Cleveland on 27<sup>th</sup> October 1728. He was christened in the local parish church of Saint Cuthbert, before moving to nearby Ayton in 1736.

After serving apprenticeships in Staithes and Whitby he joined The Royal Navy in 1755.

His three great voyages of discovery between 1768-1780 literally put The Pacific Ocean on the map.

We are proud to adopt the names of his ships 'Endeavour', 'Adventure', 'Resolution' and 'Discovery' as our school motto. What better qualities could we aim for than those of creating a thirst for knowledge and discovery of The World, hard work, endeavour and resolution in the face of difficulty?



Captain Cook Primary is part of the Lingfield Education Trust. Lingfield Education Trust is a strong trust of 11 schools proud to serve the North East Community. We have a proven track record of delivering improved outcomes for all of our children in an inclusive environment, where barriers to realising potential are overcome. We have a unique, and bespoke model of collaboration and networks that makes us a different MAT. It is both our strong foundations, established and effective schools improvement networks, and quality of central service support, which contribute to our successes.

Together we are committed to ensuring nothing should get in the way of a child fulfilling their full potential.



## *Facts & Figures*

School Address	Captain Cook Primary School Stokesley Road Marton Middlesbrough TS7 8DU
Telephone Number	01642 315254
Email address	ckcaptaincook@mcschools.org.uk
Web Site	<a href="http://www.captaincookprimary.co.uk">http://www.captaincookprimary.co.uk</a>
CEO	Mr N Blackburn
Head Teacher:	Mrs A Young
Chair of Governors	David Johnson
Number on Roll	380+ 64 (nursery)
CFL	Rob Brown Children, Families and Learning 2 <sup>nd</sup> Floor Civic Centre Middlesbrough TS1 2QQ

# The Staff

<b>Head Teacher</b>	Mrs A Young
<b>Deputy Head Teacher</b>	Mrs L Acheson
<b>SENDCO (Teacher)</b>	Miss C Martin
<b>Pastoral Lead</b>	Mrs R Lake

## **Teaching Staff**

### Foundation Stage

Mrs C Russell  
Mrs J McNeal  
Mrs Lupton  
Mrs Sample

### Key Stage 1

Mrs K Hamilton  
Miss H Mahmood  
Mrs S Thirsk  
Miss Y Parton

### Key Stage 2

Mrs C Harrison	Mr S Bell
Mrs B Biddle	Miss Holmes
Miss T Burgess	Miss E Wanless
Miss P Moore	Mr S Brown
Miss A Adams	

### Support Staff

Mrs J Instone	
Mrs J Lund	Mrs S Harris
Mrs L Mosley	Miss E Tompkins
Mrs D McConville	Mrs D Scott
Miss A Hodgkiss	Mrs J Leo
Miss F Tullock	Mrs J Oswell
Mrs E Robinson	Mrs J Bareham
Miss K Cummings	Mr M Cromack

<b>School Business Manager</b>	Ms J Cairns
<b>Administration Officer</b>	Mrs E Clay

<b>Caretaker</b>	Mr T Allen
<b>Cook</b>	Mrs D Hogg



# *The Governing Body*

Head Teacher	Mrs A Young
Chairperson	David Johnson
Co opted Governor	
Parent Governor	Jonathan Nertney Christopher Mawson
Staff Governor	Mrs S Thirsk
Clerk to Gov	Mrs S Richardson

The governors and the clerk can be contacted at the school address.

# The School Day

## Nursery

Morning sessions	08:30-11:30
Afternoon sessions	12:30-15:30
30 Hour	08:30-15:30

## Key Stage 1 (Lower School)

Doors open	08:40-08:45am
Registration	08:45am
Home Time	15:10pm

## Key Stage 2 (Upper School)

Doors open	08:45-8:50am
Registration	08:50am
Home Time	15:15pm

Nursery children and KS1 children receive fruit as part of the fruit and vegetable scheme

# School Uniform

The purpose of uniform is to ensure children are neatly presented in suitable clothing. We urge all parents to support this.

Parents are able to purchase school uniform in the colours red, grey and white. Orders can be made online at:

<http://studentuniform.co.uk/ccp083>

Please ensure ALL items of clothing are clearly labelled with your child's name.

Uniform comprises of:  
**White shirt or polo shirt**  
**Grey trousers or skirt**  
**Red sweatshirt, cardigan or jumper**  
**Black shoes**

Jewellery can be a safety hazard and we discourage the wearing of all items of jewellery other than watches. If children have pierced ears, only stud type earrings are suitable for school and these must be removed for PE. Any items of jewellery are the responsibility of the child.

## Clothing for PE

Children to come to school wearing their PE kit on days specified.

### Indoor Sessions

**PE shoes or bare feet**

**Black Shorts**

**Red T shirt**

### Outdoor Sessions

**Training shoes**

**Black Shorts or track suit bottoms**

**Red T shirt**

Hair must be tied back and jewellery must be removed for safety.

Children without appropriate clothing will not be allowed to participate in lessons.

# School Meals

## School Meals

We are very proud of the quality of our healthy school meals. These are eaten in the upper school hall where a cafeteria system operates. Hot meals are available as well as a salad bar facility. We are able to provide halal meals on request. Children may, if they wish, bring a packed lunch from home and will be supervised in the dining area.

Mid-day supervisory staff are employed to care for the children during the lunch break, their authority must be respected by the children and we ask parents to explain this to ensure lunch times are happy and orderly. Teaching staff are also available in school during this time should an emergency arise.

We reserve the right to exclude children from school at lunch time if their behaviour is a cause for concern or they do not show respect to supervisory staff.

## School Meals—Foundation and Key Stage 1

A free meal is available to all children from Reception to Year 2 through the universal free school meals scheme. Please ensure that office staff are still notified if your child wishes to switch from a school meal to a packed lunch.

We are no longer able to ascertain the number of children in Foundation Stage or Key Stage 1 that the school are able to claim pupil premium funding for. We are therefore asking any parent who believes that they would be eligible for free school meal to contact the school office who will be able to help apply for this. Pupil premium is an allocated sum of money per pupil for any child in school who is entitled to a free school meal or who has a parent in the armed forces. We receive this money annually and it enables us to provide our pupils with the best possible provision.

## School Meals —Key Stage 2

The charge for a school meal is £2.40 each day paid at the beginning of the week via the School Gateway. Any meals not taken during the week due to absence are credited for the next week. At the start of each half term parents are asked to commit to either packed lunches or school meals for that period. Two weeks' notice must be given for any changes in your child's meal arrangements.

If you believe your child may be entitled to a free meal please apply, even if you do not wish them to take up the meal, as this raises additional income for our school through Pupil Premium. It maybe that your child has a packed lunch, however if your child is entitled we can still receive pupil premium funding. To apply please contact the school office.



# General Information

## Notification of Absence

Please ring the school office and inform a member of staff if your child is going to be absent on the first day and the days following. If office staff are not notified of reason for absence they will contact you by telephone, text or email if they have no response then it will be recorded as a 'o' (unauthorised absence).

The government require that absences are recorded and poor attendance notified to the school's designated attendance officer .

This year the school's attendance target is 96.5% . Parents will receive termly letters to show their child's attendance. Punctuality is also closely monitored by school, as regular lateness can have a very negative impact on a child's progress.

## Holidays in School Time

ATTENDANCE TABLE	
100%	Wow!
99%	Excellent!
98%	Very Good!
95-97% (GREEN ZONE)	Expected Attendance.
90-94% (AMBER ZONE)	Cause for concern – school monitoring of attendance
89% and below (RED ZONE)	Significant cause for concern – referral to Education Welfare Officer

The 2013 amendments to the 2006 regulations make it clear that Head Teachers may not grant any leave of absence during term time unless there are exceptional circumstances. A request for leave of absence form must be completed and any supportive information provided in all cases. Further information can be found in the school's Attendance Policy, which is available on request.

## Late Arrival

Any child arriving after 8:45am (lower school) 8.50am (upper school) will be classed as late. An adult must go to the office in the upper school building and sign their child/ren in. This ensures the safety of the child and that a lunch is ordered for them. Younger children will then be taken into class by a member of our admin staff.

## Medicines in School

As a gesture of goodwill the staff of the school will administer essential prescription medication where a medical agreement form has been completed. (the orange form in this pack). This must be renewed with every new episode of medication. If such medicine is necessary please ensure it is clearly labelled with your child's name. It must be left with the school office for safe storage.

## General Information

### Car Parking in School

There is very limited space for parking on the school site; this is insufficient even for staff. We ask that you DO NOT drive into the school gates. Large delivery lorries use this entrance and can constitute a danger to pedestrians. Children are not allowed to use the vehicular entrance at any time. Please ensure you and your children use the designated small gates either on Stokesley Road or at the rear of the school, on The Willows.

Please DO NOT park on Stokesley Road when dropping or collecting your child, we receive regular complaints from residents, cyclists and pedestrians using the footpaths due to this. Periodically the police and traffic wardens issue fines to those drivers illegal parking in the school vicinity.

### Travel Plan

The school has developed a sustainable travel plan with Middlesbrough Council to promote road safety and walking to school. This helps to raise awareness amongst pupils of the environmental and health benefits of walking to school. A shelter is available for parents to use whilst waiting to collect children in wet weather. This is located by the upper school playground and was funded by a grant from Middlesbrough Council in response to our travel plan.

### Collective Acts of Worship

All schools must provide a daily collective act of worship for registered pupils. This must be wholly or mainly of a broadly Christian character (The School Standards and Framework Act 1998). It should reflect the family background, ages and abilities of the pupils.

### Withdrawing from Collective Worship

Parents have a right to withdraw their child from collective acts of worship if they feel it is not in keeping with their own religious beliefs.

## Parents as Partners

We recognise that education is at its most effective when partnerships exist between home and school therefore developing good relationships is very important to us. We have a home school agreement; please see following page. Please read, discuss with your child and sign it to ensure continuity of expectation between home and school.

We endeavour to provide quality information to parents about their child's progress and ask that you inform school of anything, which might contribute to his/her well being. We try to keep parents informed of events in school through whole school and year group newsletters and our website. Please take every opportunity to meet with your child's teacher and participate fully in the life of our school.

We appreciate the support parents give their children in their learning and help with activities, visits etc during the year. If you feel you can contribute to school life in any way please make your interest known to the staff. Anyone working with children on a regular basis will need to agree to an enhanced DBS check.

## Homework

Homework is seen as an opportunity for children to practise and consolidate the skills learnt or to research information in preparation for work in school and to involve parents in working alongside their child to build a better picture of his/her strengths and progress.

Homework may be in the form of reading a book, a maths game, spellings to learn, maths facts to rehearse, a worksheet or a formal piece of writing. As your child progresses through school the amount and nature of the work will change in line with their needs and the curriculum.

# Home School Agreement

As a parent I aim to -

- Ensure that my child attends school every day.
- Ensure my child arrives on time and is collected on time.
- Inform school of my home time arrangements.
- Inform school if my child cannot attend and provide a reason for any absence by 9.00am.
- Ensure my child wears the correct uniform and is equipped for lessons.
- Make the school aware of any concerns or problems that may affect my child's work or behaviour.
- Support the schools policies and guidelines for behaviour.
- Support my child in homework and other opportunities for home learning.
- Attend parents evenings and discussions about my child's progress.
- Talk to my child about school.

As a school we aim to -

- Ensure your child is safe & happy.
- Value your child as an individual.
- Provide a balanced curriculum and meet the individual needs of your child
- Encourage your child to behave well at all times.
- Keep you informed of your child's progress and general school matters.
- Offer opportunities for you to become involved in the life of the school.
- Inform you about what we aim to teach the children each half term.
- Inform you about any concerns about your child's attendance, behaviour or learning.

As a student I will aim to -

- Follow the school rules.
- Behave well.
- Wear school uniform.
- Be polite and helpful to others.
- Come to school everyday and be on time.

# Behaviour

## Behaviour Policy

Good behaviour is the single most important factor in enabling children to learn. We believe that no child should be allowed to disturb the orderly workings of the school and have a set of simple, clear rules to maintain a safe and positive learning environment.

Our rules are:

**We are gentle.**

We don't hurt others.

**We are kind and helpful.**

We don't hurt anybody's feelings.

**We listen.**

We don't interrupt.

**We are honest.**

We don't cover up the truth.

**We work hard.**

We don't waste our own or others' time.

**We look after property.**

We don't waste or damage things.

**We keep our voices low inside.**

We know others are working.

**We walk around school quietly and safely.**

We don't run or talk in corridors.

We have a system for rewarding academic success and improvement along with one for the behaviour of a child.

Sanctions are applied when a child fails to comply with these rules; beginning with a teacher warning, loss of playtime or other privileges, time-out, referral to the Head Teacher and notification to parents.

## Bullying

As a school we look out for bullying and regularly renew our policy and undertake staff training. We seek to prevent bullying but also to support both the bullied and bully when it arises. If you think your child is being bullied or bullying try to get him/her to talk about this. (Please remember that occasional disagreements and falling out, along with playground rough and tumble is part of growing up and would not be perceived as bullying.)

If you are concerned that play is becoming too aggressive or ongoing unpleasantness is occurring please contact school to discuss this. We monitor such situations closely. Every child has a right to a happy and purposeful life at school and no child has the right to deny that entitlement.

## Parent Information

### Parental Contributions for Activities

#### Residential Visits & Transport Costs

The full cost of residential visits will be charged and the school will request a voluntary contributions from parents towards the cost of transport, insurance and admission fees relating to educational visits/activities. No child will be excluded on the basis of inability to pay but an activity may be cancelled if too few contributions are made and this becomes financially unviable. For families who access free school meals, it may be possible to subsidise costs through government funding please speak to our office staff in confidence should you require such support.

### Damage

The head teacher reserves the right to pursue payment for any damage to school property wilfully caused by their child.

### Out of School Visits

In order to enrich the curriculum we use the local environment as much as possible, in fact some of our topics are based upon the local area. On occasions teachers may wish to take children out of school but within walking distance eg to the local library, Stewart Park or the museum or to undertake geography work at Marton Shops. For this kind of visit teachers will want to take the opportunity of 'good weather' and therefore will notify you that a visit is likely to take place during a particular week without specifying exactly the time. We therefore ask you to sign a general consent form which facilitates such out of school visits. Your child will notify you verbally 'we are going to the library tomorrow afternoon if the weather is nice.' All other visits outside the immediate area which incur costs and greater distances will be notified by letter and an individual consent form will be required. All visits are subject to rigorous health and safety procedures relating to educational visits and staff pay careful attention to safety and risk assessment.

## Complaint Procedure

The governors of the school are confident that most difficulties can be resolved by amicable discussion between parents and school staff. However, if a complaint can not be resolved by informal discussion the parent should contact the Chair of the Governing Body whose name is available from the school business manager, Mrs Cairns or in the list of members within this prospectus. The more formal stage of procedures will be explained to them at this point.

## Child Protection and Safeguarding

The safeguarding of children is our foremost concern. At Captain Cook School we follow the principles and procedure laid down in government guidelines. The school has a duty to ensure the welfare and safety of pupils and in cases where staff have cause for concern that a pupil may be subject to ill-treatment, neglect or other forms of abuse, staff will follow the Middlesbrough Council guidance with regard to child protection procedures. They will inform the 'nominated person' (Mrs Young) who will initiate procedures and monitor the situation as appropriate. The nominated person represents the school at case conferences. Information will be shared only with those people who 'have a need to know'.

## Confidentiality

It should be understood that teachers have a professional responsibility to share information about child protection with the designated statutory agencies. Private information will be considered sensitively.

## School Health Services

Our school nurses liaise with school regularly and contributes to staff training and the science and PSHE curriculum. Parents needing advice may contact Yasmin White, School Nurse on 0300 3031603.

## Change of Address

When your child is admitted to school we ask you to complete a contact form with full details of home address and contact numbers. In order to keep these important records up to date we would appreciate prompt notification of any change of address or telephone numbers. It is vital we can contact you quickly should an emergency arise.



# School

## Starting School

Your child may be offered a place in Nursery from the age of 3. Applications need to be made before this time. There are 52 morning places and 39 in the afternoon. We are now also able to offer a limited number of 30 hour places. Parents will, wherever possible, be offered a preference. Places are allocated first to those children residing within the school catchment area, followed by those with special needs and then those with siblings already in our school. Any other places are then offered to applicants from outside the school area in date of birth order. A place in Nursery does not guarantee a place in school. Details on how to apply for school places can be found on Middlesbrough Councils website. <http://www.middlesbrough.gov.uk> or contact School Admissions 01642 201890. Before commencing school there will be many opportunities to visit with your child and meet the staff who will be involved in his/her care.



# School Stages

## Foundation Stage

Our nursery class is an integral part of Captain Cook School and an important part of education in Middlesbrough. From Nursery children move into Reception in the academic year they turn 5. This is also part of the Foundation Stage and follows the same policy and curricular plan.

We aim to provide a happy, safe and stimulating environment in which all children have equality of opportunity regardless of race, gender, creed or ability.

We aim to foster the development of:

- Self confidence through the acquisition of independent skills
- Moral development through learning to care and share
- Learning skills through structured play
- co-operation through group play and taking turns
- A questioning attitude by encouraging curiosity

The foundation Stage curriculum is very carefully planned to meet these aims and cover the Development Matters documentation. Themes of work are designed to incorporate the following areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Understanding the World
- Literacy
- Mathematics
- Expressive Art & Design

Further details in the form of a 'starter pack' are available once an application has been made and there will be several opportunities to visit the Nursery and meet formally and informally with the staff.

# Equal Opportunities

## Special Needs

Teams of teachers work together to plan and teach the curriculum to their classes. They take into account the wide range of interests, abilities and aptitudes of the children. Work is planned to cater for these differentiated needs. The majority of children learn and progress well, Those who have difficulty doing so may well have special educational needs. We monitor these difficulties and prepare special programmes of work to address them. If necessary the school may seek advice from outside agencies or specialists through our special educational needs and disability co-ordinator (SENDCO) who will liaise and consult with parents at all stages. Support can be provided from external agencies such as the educational psychologist, speech and language team, health personnel or behaviour support staff.

The key to our work is communication between home and school and we work hard to ensure this is successful. If you have any concerns regarding your child's academic, social or emotional progress we are always ready to listen, advise and take appropriate action.

## Pupils with Disabilities

The disability Discrimination Act 1995 defines a disabled person as one who has ' a physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day to day activities.'

As a school we are committed to continue to improve facilities to enable children with disabilities to access the full range of curricular and social activities. A full DDA survey has been carried out and plans are in place to continue to improve accessibility. Ramps are provided for access to the buildings and between the two levels of the school site. A disabled toilet facility is provided within both buildings.

The SENDCO oversees all medical and learning special needs, liaising with external agencies to ensure appropriate levels of support.

## **The Curriculum**

At our school pupils, are offered a broad and balanced curriculum covering all subjects within each school year. Learning in English and maths takes place in timetabled daily lessons, whilst in other subjects knowledge and skills may be developed within cross curricular themes, blocked units of work or discrete sessions. We aim to provide wide and diverse opportunities for learning which include activities suited to all learning preferences. These are designed to develop self-reliance, positive attitudes and an ability to apply the knowledge and skills learnt to solve problems in real life, thereby equipping children to lead a satisfying life and participate fully as citizens.

## **English**

### **Phonics and Spelling**

At Captain Cook Primary School, we are passionate about ensuring all children become confident and enthusiastic readers and writers.

We believe that linguistic phonics, delivered in a consistent and progressive manner, provides the foundations of key knowledge and skills, enabling our children to develop into fluent readers and confident spellers.

Through regular, direct teaching of phonics, our youngest children learn to apply the alphabetic code while developing the key skills of blending, segmenting and phoneme manipulation. As they progress through school, our children develop their knowledge of the wider alphabetic code while continuing to apply their skills, enabling them to spell increasingly complex words.

### **Reading**

As well as developing our children's phonic knowledge so that they become fluent readers, we also aim to: foster and develop their love of reading through exposure to a wide range of quality literature, read both independently and with adults; increase their comprehension of a variety of texts so that they can read for understanding, across the whole curriculum and develop their love for language through exploration of vocabulary, word meanings and associations.

We achieve this through our strong commitment to and emphasis on reading throughout the whole school. Shared and whole-class guided reading sessions are built into the school timetable so that children are explicitly taught the skills of reading. A designated slot is provided at the end of each day for an adult to read a quality text to the class; these text have been carefully selected to ensure that they offer diversity and are of high quality. Regular reading events take place in school to encourage children to read at home and high engagement levels are maintained through positive incentives.

At our school, we recognise the important role that parents play in developing and encouraging reading at home. To this end we ensure that parents receive regular information from school to guide and support them in this fulfilling this.

# Curriculum

## Writing

Our aim is that all pupils should be able to communicate their knowledge, ideas and emotions effectively through their writing. Throughout their time at Captain Cook Primary School, we want them to acquire and employ a wide range of vocabulary and a secure understanding of grammar. Pupils are encouraged to take pride in the presentation of their work, and we aim to ensure that pupils have developed a well-formed, fluent cursive style by the time they move to secondary school.

Across school, our pupils are provided with opportunities to write for a wide variety of purposes and to apply their writing skills across the curriculum. We encourage pupils to acquire independence as writers, developing their understanding of writing as a process involving the planning, drafting, evaluating and editing of their work. Awareness of audience and purpose is fostered through discussion of model texts, and pupils are encouraged to demonstrate their understanding by incorporating key features within their own writing. By the time they leave us in Year 6, our intent is for our pupils to write accurately and coherently, consciously adapting their language and style for a range of contexts, purposes and audiences.

## Maths

At Captain Cook Primary School, we intend to provide a maths curriculum that is accessible to all children, will maximise the development of every child's ability and provide them with vital tools for future life. We deliver maths lessons that are creative and engaging, allowing children to work both independently and co-operatively in order to develop a deep understanding of the subject. It is our aim for children to make rich connections across mathematical ideas to develop fluency: they will have a sound grasp of mathematical vocabulary and formal methods for calculating, along with the ability to recall and apply knowledge rapidly and accurately. They will also become confident to reason mathematically by developing an argument, providing justifications and conjecturing relationships in addition to having the competence to solve a variety of increasingly sophisticated one-step and multi-step problems.

We strive to ensure that each pupil is ready for the next step of their mathematical journey; our lessons are therefore sequenced effectively to build on prior learning. Pupils who grasp concepts more rapidly will be challenged accordingly, whilst those who are not sufficiently fluent will consolidate their understanding, through additional practice, before moving on. By encouraging the application of mathematical skills and knowledge to other areas of the curriculum, children will begin to recognise its huge importance in everyday life.

It is our intention that, during their time at Captain Cook Primary School, our pupils will grow an appreciation of the power of mathematics and will develop a sense of enjoyment and curiosity about this fascinating subject that will support them in the next stage of their learning.

## Science

At Captain Cook Primary School, we recognise the importance of Science in every aspect of daily life. As one of the core subjects taught in Primary Schools, we give the teaching and learning of Science the prominence it requires.

The Scientific area of learning is concerned with increasing pupils' knowledge and understanding of our world, and with developing skills associated with Science as a process of enquiry. Intended to develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence.

Children have weekly lessons in Science throughout Key Stage 1 and 2. In Early years, science is taught through play, children are introduced to the world around them by having opportunities to explore and question. Additional opportunities are provided in Science, through; Science days, Science fairs in school and educational visits linked to the science curriculum, such as visits to The Life Centre

Our aim is that the Science curriculum we provide will give children the confidence and motivation to continue to develop their skills into the next stage of their education and life experiences.

## Computing

At Captain Cook Primary School, we aim to provide all our children with a high quality education in computing which is developed and reinforced across other subject areas. Using the Purple Mash Computing Scheme of Work as our basis, we provide a clear and relevant progression of computing knowledge and skills in accordance with the National Curriculum with opportunities to learn both at school and at home.

Our aim across all areas of school is to teach pupils to use technology safely and with respect for others. Children are taught how a computer and other digital systems work, and are encouraged to develop logical reasoning skills which they can apply in problem solving activities, both in computing lessons and across the wider school curriculum. In a rapidly changing world where work and leisure activities are increasingly transformed by technology, we want our children to understand the wide range of ways that computing and technology can benefit our lives and to equip them with key skills for future learning.

# Curriculum

## Art

At Captain Cook Primary School, we believe that art and design should be fully inclusive to every child. Art and design teaching at Captain Cook Primary School instils an appreciation and enjoyment of the visual arts. Our bespoke Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art, and are given the opportunity to explore and evaluate different creative ideas. Our aim is to provide an encouraging learning environment, which stimulates imagination and creativity.

The skills children acquire are applied to their cross-curricular topics; allowing children to use their art skills to reflect on and explore topics in greater depth. In our art and design lessons, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection.

Children are encouraged to take risks, experiment, and then reflect on why some ideas and techniques are successful or not for a particular project.

## Design Technology

Through the study of Design & Technology, we aim to develop children's knowledge and understanding of a range of products, objects and food dishes: delving in to how they are manufactured for a desired audience and purpose.

Design & Technology prepares children to deal with tomorrow's rapidly changing world. It encourages children to become independent, creative problem solvers and thinkers as individuals and as part of a team. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems.

We aim to develop a coherent understanding of skills and processes that will enable children to make sense of the new knowledge they acquire as they progress through the curriculum. Our intent is to ignite children's curiosity about a wide range of products understanding that everything around them had a design process at its beginning. Through the study of Design and Technology, children will combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industry. This will allow them to reflect on and evaluate past and present technology, its uses and impacts.

Overall we hope that children will develop important transferable skills which will benefit them across the curriculum and throughout their schooling and beyond.

## History

Through the study of history, we aim to develop children's knowledge and understanding of the past in Britain and the wider world. History enables children to develop a context for their growing sense of identity at a local, national and global level. We aim to develop a coherent chronological awareness *that will enable children to make sense of the new knowledge they acquire as they progress through the curriculum*. Our intent is to ignite children's curiosity about the past, encouraging them to make thoughtful observations draw comparisons and derive contrasts between people, events and practices within and across time-periods. This will also allow them to understand the process of change, and how and why the world exists as it is today. As the children develop, it is important that historical knowledge is not simply presented as a series of facts, but is gained through research, evaluating sources and utilising critical thinking skills to come to their own conclusions. By encouraging the development of these key historical enquiry skills, together with a sound grasp of historical vocabulary and the ability to construct coherent arguments supporting their point of view, we hope that children can develop important transferable skills to support them in the next stage of their learning.

## Geography

Our geography curriculum is designed to develop children's curiosity and fascination about the world and its people; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Captain Cook Primary School and beyond. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

As a school, we have created our own geography curriculum that enables us to provide children with opportunities to investigate and make enquiries about their local area of Middlesbrough and beyond. Teachers have identified the key knowledge and skills and consideration has been given to ensure progression across topics throughout each year group across the school.

# Curriculum

## PE

At Captain Cook Primary School we aim to provide a PE curriculum from Nursery to Year 6 which develops our children's fitness, health and wellbeing along with the enjoyment of participating in physical activity. Our curriculum is based on the EYFS framework and the National Curriculum for KS1 and KS2.

Children in our EYFS classes participate in formal PE lessons once a week where they will learn to develop spatial awareness and to respond to a range of stimulus such as stories, rhymes and music. They will learn how to move their bodies in different ways and to develop gross motor movements through dance, gym and games lessons. Children in our Early Years Foundation Stage are also timetabled through-out the week to use the outdoor climbing apparatus and to visit our forest area to participate in a range of outdoor activities. EYFS children also participate in the Daily Mile activities through-out the week, where they can walk, jog or run to complete the circuit.

The PE curriculum in KS1 and KS2 is taught through the Rising Stars scheme of work which is in line with the National Curriculum expectations for KS1 and KS2. The Rising Stars scheme of work is a progressive document which develops the skills children have previously learnt and allows children to become physically confident across a wide range of physical activities.

In KS2, children will have the opportunity to compete in a range of sporting tournaments organised by the Middlesbrough Sports Partnership. When we compete in school and in inter-school tournaments, we promote the six School Games values of Passion, Self-Belief, Respect, Honesty, Determination and Teamwork.

## RE

The intent of our RE curriculum is to deliver a curriculum which is accessible to all. Though the study of Religious Education, it is our aim to equip children with the knowledge and skills to answer challenging questions and explore and understand different values of religious beliefs and non-religious beliefs. As a result of this, they will become responsible, independent and respectful members of society who understand and explore the big questions about life, to discover the beliefs of different people and how this impacts their way of life, and reflecting on their own ideas and ways of living in our multi-cultural society.

As a school we follow the Middlesbrough Agreed syllabus, which has been created by SACRE. This offers a balanced and broadly based curriculum, which offers opportunities to learn about global, national and local issues whilst promoting the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society.



# Curriculum

## PSHE

At Captain Cook Primary School, the PSHE curriculum brings together citizenship, personal well-being, and British Values, as we aim to provide a cohesive whole-school approach to personal, social, health and economic well-being (PSHE).

The PSHE programme of study aims to equip our children with essential skills for life. It aims to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. We aim to provide a PSHE curriculum that will prepare the children for life in society now and in the future. Lessons focus on the foundations in seeing each and everybody's value in society, from appreciation of others in units such as British Values, to promoting strong and positive views of self. We aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident citizens.

The themes and topics in our PSHE curriculum support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing the knowledge of when and how children can ask for help.

## Music

At Captain Cook Primary School we seek to make music an enjoyable and practical learning experience that will inspire and motivate children. It is a vehicle for personal expression and can also play an important part in helping children to feel part of a community. Participation and engagement in musical activities can increase self-discipline and creativity, aesthetic sensitivity and fulfilment. From an early age children have an awareness of rhythm, pitch and sounds around them and these should be developed on entry to school.

We provide opportunities for all children to create, play, perform and enjoy music.

# Curriculum

## Modern Foreign Languages

We believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills in speaking, listening, reading and writing, with an aim of making substantial progress in one language. In addition, children's knowledge of how language works will be developed to lay the foundations for language learning in the future. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

The core language taught at Captain Cook Primary School is French. Our planning is based on the *Toute le Monde* scheme of work, which covers all the components of the Programme of Study. It is the intention that all children in KS2 will access first quality teaching of French by their class teacher in order to adequately prepare them for KS3.

KS1 children will be introduced to MFL through exploring other languages informally.

## Reports and Results

### Reports, Records and Results

During the autumn and spring terms there is an opportunity to meet with your child's teacher and discuss progress and targets. Staff are willing to talk to parents at any time should a concern or query arise however if information is needed or the discussion is likely to be lengthy it is sensible to make an appointment as staff have many commitments to meetings, clubs etc. Please be mindful that it is difficult to talk to parents when the class is in progress or other parents are collecting from or dropping children at school. A written report is provided for parents during the summer term. There is an opportunity to discuss this with the class teacher should an appointment be requested.

Staff will initiate consultation with parents where the needs of the child require it. Samples of children's work are collected on an ongoing basis for assessment of progress.

At the end of Reception, your child will be assessed against the Early Learning Goals and you will be informed if they have met the national standard and achieved a Good Level of Development (GLD).

In Year 1, children will complete their phonics check and you will be informed if your child has met the national standard. If they have not acquired sufficient phonological knowledge they will resit the test in Year 2.

At the end of KS1 parents are informed of the level their child has achieved in reading, writing and maths and an indication of the schools results and national standards. This is based upon teacher assessment supported by test scores.

In Year 4, your child will take the multiplication tables check, which will determine whether pupils can recall their times tables fluently. This is an essential skill for future success in mathematics.

At the end of his/her primary education your child will take SAT examinations along with all other Y6 children nationally. The level attained in maths and English tests will be reported to parents along with teacher assessments and the final leaving report.