Curriculum statement
[December 2019]

Intention:

We have carefully and systematically planned a curriculum that excites pupils to be active learners through creative teaching sequences to relate learning to real life and our community [and modern Britain]. We relentlessly focus on teaching and learning of skills, knowledge, understanding, language/ vocabulary and concepts.

The Senior Leadership Team, with Middle Leaders, have reviewed our curriculum [Summer 2018 and May 2019] to plan for mixed age grouping changes 2018/2019 [N+R/ R+1/ 2+3] (2019/20: N/R, R/1, 1, 2, 2/3, 3/4 & 4) and beyond, ensuring: all knowledge/understanding/concepts/ skills/ related vocabulary are taught and effectively learned by pupils; we plan carefully so there are no gaps due to mixed age grouping and no repetition for mixed age classes. The Senior Leadership Team, with Middle Leaders, looked at new Topics and carefully matched to NCC/ EY documents to ensure the above is achieved and exceeded. Teachers generated a termly 'Topic letter' to inform parents/ carers what the intended learning will be and these are available on our website ["TOPICS" folder].

Implementation:

English and Maths lessons are taught as focussed lessons every morning. English lessons will cover: skills, knowledge, understanding of genre features, spelling, grammar, punctuation, phonics, vocabulary, technical terminology, etc. as detailed in the National Curriculum 2014. Focussed genre topics last 2 [or occasionally 3] weeks to allow for a carefully scaffolded teaching sequence of learning beginning with a shared text, shared writing, guided writing, independent writing and an independent writing assessment [Star Write]; during the unit pupils will be taught, then access tasks to practise, apply, consolidate and deepen their skills, knowledge, understanding of genre features, spelling, grammar, punctuation, phonics, vocabulary, technical terminology, etc. Pupils have an extra dedicated spelling or phonic lesson 4 mornings per week based on assessment outcomes.

Daily Maths lesson follow a similar focus on a particular concept; we have fully embedded 'White Rose' curriculum organisation; topics to fully explore, develop and extend conceptual knowledge and understanding are taught over 2, 3 or 4 week blocks. Maths lessons also have CLIC/ Mental Maths elements to promote reasoning, fluency and problem solving regularly.

Topic lessons are predominantly in the afternoon teaching sessions. We follow a termly theme to link subjects purposefully; when subjects or areas do not have a meaningful link they are taught as discreet standalone lessons. Topic planning focusses on teaching and learning of skills, knowledge, understanding, language/

vocabulary and concepts. We have introduced dedicated Science weeks to ensure pupils in Key Stage 2 experience age related learning due to mixed age classes and different concepts intended for each year group.
When the Topic focus can be meaningfully used and applied this can be seen in English and Maths lessons e.g. 'Titanic' - newspaper articles, diary recounts, narrative, etc. and Maths to solve real live Mathematic calculations/ problems.
We have half termly 'Hooks into Books,' SMSC/ FBV focus weeks and Online Safety weeks.
Cross-curriculum writing and Maths is a weekly entitlement for all pupils to apply key English and Maths skills through other areas and subjects.
School trips, visits and guests to school are carefully selected to reinforce, consolidate and deepen skills, knowledge, understanding, language/ vocabulary and concepts.

Impact:

Teachers and pupils experience pre, which guides teaching, and post assessments to evidence learning and progress. Teachers constantly assess pupils learning through questions, tasks and work.

[Curriculum cycles are constantly monitored to ensure maximum and effective learning and formally adjusted when school organisation is changed]

14.05.2018/ updated 22.05.2018/ OWF + SLT & Middle Leaders
Tweaked June 2019.
Revised/ updated December 2019.