

Thurlton Primary School

Curriculum Intent



Written: October 2019

Review Date: July 2020

Intent

At Thurlton Primary our vision is to create an establishment that encourages its pupils to flourish in a safe, calm, caring and enabling environment in which each pupil's wellbeing is paramount and their developing independence is encouraged and celebrated. We want to help each pupil to become a caring, confident and curious young person who has a passion for learning and achieving.

We seek to provide a broad, balanced differentiated curriculum and offer a wide range of exciting, challenging activities and experiences to all pupils irrespective of ability, background, ethnic origin or gender.

We do this by supporting, guiding and inspiring our pupils through excellent teaching practices.

By working with our families we create an aspirational school community in which everyone is valued and successes are celebrated.

As part of the Clarion Multi Academy Trust we benefit from being part of a forward thinking academic organisation and are beginning to have access to facilities and opportunities beyond a normal primary school's scope.

We believe that pupils learn best when home and school work together for their benefit. We firmly believe that the education of the pupil is a partnership between pupil, staff and Parents/Carers and we place a great deal of emphasis on our relationship with our Parents/Carers. Support from home is vital in maximising our pupil's chances of fulfilling their potential. In order to facilitate this partnership, we offer an open-door policy where Parents/Carers are welcome to visit school to discuss their pupil's progress with staff at a mutually convenient time. Each class has regular Parent/Carers' meetings, one per term and short written reports with Targets are sent home at the end of each half term.

The curriculum is all encompassing to ensure the school promotes learning as well as personal growth and development. We aim to prepare pupils for the opportunities, experiences and responsibilities of adult life and to lay a firm foundation for future learning. Our aim is to encourage and support our pupils to enjoy their childhood and reach their full potential, as confident, inquisitive and successful learners and leave Thurlton Primary as fully rounded individuals. The pupils are encouraged to adopt positive learning behaviours using the **5R's** where each animal is related to a different learning behaviour:

- *Resourceful*
- *Resilient*
- *Ready*
- *Responsible*
- *Reflective*

Aims

As successful learners our pupils will:

- Have respect for others
- Have the resilience to be keep trying and finish what they have started
- Have high expectations for themselves ...to be the very best they can be

School Expectations

- Staff have high expectations of themselves and all pupils.
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from pupils.
- We expect pupils to make rapid and sustained progress in lessons.
- We expect teachers to support pupils in developing independence.
- We expect teachers to systematically check understanding, intervening in a timely manner when needed.
- We expect pupils to be challenged.
- We expect teachers to regularly provide high quality marking and constructive feedback to pupils.

Implementation

Effective Teaching

At Thurlton Primary School we want our pupils to enjoy learning through involvement in a meaningful, purposeful and relevant curriculum that develops lively, enquiring minds and gives pupils skills for life. We use themes and topics to inspire learning, combined with discrete teaching of specific statutory content. We embrace a pedagogy of *Tailored Learning*; an approach which expects all pupils to work toward the National Expectation and to fulfil their promise and potential. High expectations of progress apply equally to pupils working above, at, or below age-related expectations, including those who have been identified as having special educational needs. There is an expectation of participation, fulfilment and success; Teaching and Learning is characterised by ambitious objectives, challenging personal targets, tailored intervention to keep pupils on projected path of progress and formative and summative assessment is used to check and maintain pupil progress. There are clear plans to support those who are struggling to maintain progress. The teacher's priority is to support pupils so that they can keep up with the pace of learning and make good rates of progress.

Key Foci for Effective Teaching:

1. Quality first teaching

- Highly focused lesson design with sharp objectives;
- High demands of child engagement with their learning;
- High levels of interaction for all pupils;
- Appropriate use of teacher questioning, modelling and explaining;
- Emphasis on learning through dialogue;
- An expectation that pupils will develop RESILIENCE and accept RESPONSIBILITY for their own learning and work independently;
- Regular use of encouragement and praise to motivate pupils.

2. Target setting

- Individual pupil's progress tracked.
- Strengths and weaknesses identified supporting planning and intervention
- Data collected on a regular basis and used to inform further planning, teaching and intervention.
- Pupils have regular opportunities to discuss their progress. Teachers actively involve pupils in identifying and reviewing their progress towards their next steps.
- Teaching, interventions and revision programmes are adjusted in the light of progress pupils make.
- Parents/Carers regularly are regularly updated on their child's progress in a variety of ways including regular short reports, Parent/Carer Evenings and Come, Look and Share afternoons.

3. Focussed assessment

- Tailored assessment and tracking of pupil's performance takes place to inform classroom practice allowing pupils to make good progress and close attainment gaps.
- Assessment for Learning (AfL) evident across the school – learning objectives, learning outcomes, success criteria, self and peer evaluation.

4. Intervention

- Individuals and groups who are not making sufficient progress are identified;
- Provision for intervention is mapped according to need;
- Detailed plans are put into place;
- Interventions are evaluated and relevant adjustments are made;
- Pupil Progress meetings are held to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

5. Learning environment

- Organisation of the classroom/learning environment adapted to the pupil's learning needs;
- The use of learning resources and ICT are developed to allow pupils to work independently and successfully;
- Make effective use of other spaces – *Outdoor classroom, ICT suite, hall space.*
- Displays to be a mixture of celebration of pupil's work, supportive resources and information.

6. Curriculum organisation

- The curriculum is designed as a Rolling Programme which caters for the needs and interests of a full range of learners including:
 - Learners with learning difficulties, including those with speech, language and communication needs*
 - Learners who are learning English as an additional language*
 - Boys and girls*
 - Pupils who are in care*
 - Learners with social, emotional and behavioural difficulties*

7. *Extended curriculum*

- We ensure access for all;
- Parents/Carers, as well as the wider community, are involved in extended provision;
- Access to other services is provided or arranged, including health and social services.

8. *Supporting pupil's wider needs*

- Thurlton Primary maintains close communication with Parents/Carers.
- We develop and maintain multi agency links to support vulnerable pupils

Effective Learning

We acknowledge that people learn in different ways and we recognise the need to develop pedagogies which enable all pupils to learn in ways which suit them.

We offer ways for pupils to learn in different ways including:

- Investigation and problem solving
- Open ended questions/tasks
- Child initiated and adult directed learning.
- Reasoning.
- Research and finding out, with independent access to a range of resources.
- Group work, paired work and independent work.
- Effective questioning.
- Presentation and drama.
- Use of ICT.
- Visitors and educational visits.
- Creative activities, designing and making.
- Use of multimedia, visual or aural stimulus.
- Participation in physical or athletic activity.
- Homework.

Our Curriculum

EYFS Curriculum

In ***Reception***, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

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

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that pupils are using and developing certain skills throughout the year on a daily/weekly basis. Continuous Provision practice and principles begin in Early Years Foundation Stage and support pupils to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving. Pupils learn in an imaginative, play-based environment, both indoors and outdoors, and that the prime areas provide a focus for learning skills and experiences. There will be role-play, story sessions, development of number and handwriting skills as well as lots of opportunities for speaking and listening and the development of communication and social interaction.

English

Literacy is at the heart of our curriculum. It is a valuable tool that is used broadly across the curriculum. Literacy enables pupil to access other areas of the curriculum. At Thurlton Primary our pupils are given real life opportunities in which to use their Literacy skills. English is taught in a cross curricular way linking up with other areas of the curriculum. Phonics is the beginning of Literacy in the Early Years Foundation Stage and the pupils are able to recognise and write letters from an early age. We base our phonics on the Read, Write, Inc (RWI) way of teaching. By teaching systematic synthetic phonics pupils make good progress. By teaching our pupils to speak fluently taking into account correct pronunciation we enable them to communicate widely with others. We also teach pupils to expand their vocabulary throughout the exciting topics that are offered. Additionally, pupils are taught how to ask questions using a confident manner.

We aim to instil a complete love of reading from the early ages. Pupils are exposed to a wide variety of texts and book. This love of reading has a positive impact on spiritual, moral, social and cultural skills. Pupils will be heard reading both individually and in a Guided Reading Group. We also have a school Reading Dog who supports pupils with their reading.

By teaching our pupils to write we offer them opportunities to express themselves creatively and also show their understanding of the world around them. We develop writing skills so that our pupils have the stamina and ability to write, encouraging them to meet the expected standard required.

To support pupils with both independent and shared writing we provide a wide range of stimuli including books, films, drama and art.

Writing is also included in Topic lessons. We take pride in enabling the pupils to aim for the best presentation with their handwriting and like to ensure that this is consistent across the school.

Writing is celebrated in a variety of ways including *Celebration Assembly*, *Handwriting Competition* awards and visits to other classrooms to *show off* their work.

A range of extra activities are used to promote Literacy within the school including *World Book Day* and *Travelling Book Fairs* with *Hot chocolate and Bedtime Story evenings*.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Mathematics

Maths should excite, enthuse and inspire pupils to explore the mathematical world around them. Not only does it provide the vital number, shape, measuring and data-handling skills necessary for future employment but it also opens the doors to exciting possibilities of science, technology and engineering allowing pupils to follow in the footsteps of Newton, Babbage and Brunel. The study of Maths develops pupil's knowledge of historical mathematical concepts that have been developed over centuries whilst encouraging them to explore and develop their own models as well as explaining their reasoning using mathematical language.

Maths lessons should challenge and engage pupils so that they endeavour to become more efficient and accurate mathematicians. Maths should as far as possible be taught in real life contexts so that pupils are able to appreciate the significance of the skills that they are learning.

We use cross curricular opportunities to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in maths and to apply the skills that they learn to simple problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. In each lesson there is a short and simple mental maths session. We build on skills and understanding in a step by step and progressive way and continue to develop place value, the four number operations and the understanding of fractional parts.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

Science

Science is taught as a separate lesson but also linked to our Topic work where appropriate. We encourage our pupils to be curious about natural phenomena and to be excited by the process of understanding the world around them. Key scientific terminology is introduced each lesson and knowledge is built upon throughout the school. Pupils are encouraged to work scientifically and will be able to carry out simple tests and experiments using equipment and to gather and record data.

Whilst at Thurlton Primary, pupils learn about plants, animals including humans, materials, seasonal change, habitats, rocks, light, forces, states of matter, sound, electricity, earth and space and evolution and inheritance.

Close links with Hobart High school (part of the Clarion Academy Trust) enhance the delivery of our Science curriculum. We have dedicated science days throughout the year.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-1>

Art and Design

Art has a very important place in our curriculum. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our pupils. Our teaching provides an understanding of all the diverse art forms so that the pupils experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media.

We are looking to begin to hold *Art Days* with a whole school focus on one artist or painting and we include art in our themed weeks.

Our Design and Technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

National Curriculum Art Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Drama

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. *Hot seating*, and *Response in Role* drama techniques are used in Literacy lessons aid the development of speaking and listening, reading and writing skills.

Imaginative role play is fundamental to developing the whole child, not just in Early Years and KS1 education but also as the pupils develop; Our curriculum provides opportunities to perform to wider audiences through assemblies and events around key festivals. There are increasing opportunities for our pupils to perform as they progress through the school.

Computing

Though in Key Stage 2 we have a discreet timetable time for the development of ICT skills our approach is to integrate ICT into all lessons: the use of laptops and other hardware such as cameras and iPads is as much a part of our learning tools as pencils and pens.

Subject specific software, from one-off programmes to learning platforms support teaching and learning across all years.

The pupils develop their skills, starting in Reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding.

Pupils are taught to use technology safely and identify where to go for help and support when they have concerns.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

Modern Foreign Language

From Year 3 to Year 6 we teach Spanish, German and French on a rolling program to all pupils. Our approach is to make learning a new language fun and use the Early Start resources.

Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new.

We have discreet lessons on the timetable but we also integrate the foreign language into the everyday routine.

National Curriculum Language Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Music

The Curriculum meets the different objectives and is based on relevant music associated with the topics being taught at that time. Music is a powerful medium; it has the ability to move, uplift and motivate. Music is enjoyed throughout the school.

Music is planned with emotional response at the very heart and is used broadly across the curriculum. Music plays an important part in the daily lives of our pupils from singing songs in each class to music linked to spiritual, moral and cultural themes in assemblies. In music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Weekly Singing Assembly provides an opportunity to practise singing and within these assemblies there are links to British Values and SMSC. The music curriculum at Thurlton Primary school gives pupils opportunities to listen to and respond to a variety of musical styles. Pupils learn about the history of music linked to various topics. The work on musical composition supports our collaborative ethos and enables pupils to express themselves creatively within a group. We aim to ensure that pupils are able to reflect on their musical preferences.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

Physical Education (PE)

PE is delivered by a Specialist Teacher (CFS) or a member of staff. PE sessions are both indoor and outdoor across all age groups. They focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member.

Key Stage 2 pupils visit other facilities including the local swimming pool at Hobart High School. Swimming is introduced to the timetable from Key Stage 2.

We ensure wider participation in the community by involvement in interschool sports and swimming tournaments (SSP and Cluster) and competitions. These competitions are designed to include all pupils across the primary age range.

PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

Personal, Social, Health and Education (PSHE)

PSHE is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives.

As part of a whole school approach PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

In lessons we actively promote British values of Democracy, the Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society.

All year groups have timetabled PSHE time but we encourage a cross-curricular approach to the development of PSHE skills and understanding. Class discussion time is used to listen to others and to be heard with the help of class friends. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events such as Diwali, Hanukkah, Shrove Tuesday and Shavuot. Planting and growing things are important aspects of our PSHE curriculum and we link this to an understanding of healthy eating. All pupils are taught based on the ***Jigsaw*** programme.

National Curriculum PSHE programmes of Study:

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education- pshe>

Religious Education (RE)

We base our RE curriculum on a Discovery approach. We ensure that RE coverage is in line with the curriculum objectives and time requirements needed.

Through RE pupils are able to learn about different religions, beliefs and values. It is of paramount importance that pupils recognise similarities and differences between religions and cultures. Additionally, it is important that these differences should be celebrated. We enable pupils to reflect on and question their own beliefs and values. Here at Thurlton Primary School we ensure that enjoyment is at the heart of RE enabling pupils to explore different religions through stories, art and drama. RE helps to develop a sense of identity and belonging, promoting a mutual respect in a diverse society and global community by studying a broad range of different religions and beliefs. We will not convert or steer pupils towards a particular religious belief. They are also made aware that some people have no attachment to religious beliefs and follow secular philosophies.

Religious Education DfE Guidance:

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non- statutory-guidance-2010>

Humanities

We use topics to deliver humanities subject skills and understanding. Our topic based programme is balanced and planned to be age appropriate across the years. Plans are produced to show how each area is taught and how the knowledge and skills covered links to other parts of the curriculum. It is important to us that Art, Music, Literacy and where appropriate Maths and Science are linked in Humanities teaching. So, for example, a history Romans topic could include urn making in Art, catapult construction in Design and Technology and catapult testing and measuring in Maths and Science.

Our Curriculum Map uses a History or Geography base in focused terms so that location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality is taught. Humanities time also provides further opportunities to learn about people and cultures. Trips are chosen to support pupils learning and to enhance the curriculum.

Humanities Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Enrichment

We are committed to the broadest educational offering and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks. The programme is planned throughout the year.

Trips and Visits

We plan a series of trips throughout the year for each year group. The trips are directly linked to our topic work, a 3-d Rules OK! Art topic would be linked to a trip to the Sainsbury's Centre for Visual Arts in order to allow pupils to see art work, sculptures and to work with an artist in residence.

We organise residential trips for our Year 4/5/6 pupils.

Workshops and specialists

Each year group will take part in a variety of workshops throughout the academic year. These will link to their topic work or to a whole school theme. We invite specialists from a range of outside agencies: *Rubicon*, *NSPCC*, *RNLI* and *Dog Safety training*.

We undertake an informal audit of parental skills and this enables us to form connections with new organisations or to facilitate a workshop/talk led by a Parent/Carer (either for staff or for pupils).

Themed days and weeks

We have themed days and weeks throughout the year, *Safety Week* and *Anti Bullying Week*. These may be designed to fit with national initiatives, *World Maths Day*, or to match with events in the UK, *a national election* or to highlight curriculum subjects, *Art Day*.

The Role of Governors

Our Governors are involved in monitoring the consistent approach to Teaching and Learning in the school. Governors monitor practice in the following ways:

- Reports and presentations received at Governors meetings.
- School visits to observe classroom practice in role as Link Governor;
- Governor Development Days
- Governors present during Open Events and Parent/Carer Evenings.
- Teaching and Learning is a standing item on every agenda

The Role of Parents/Carers

We believe that Parents/Carers have a crucial role in helping their child to learn. We do all that we can to inform Parents/Carers about the progress of their child by:

- Holding regular Parent/Carer's Evenings and writing short reports on pupil's progress;
- Inviting Parents/Carers into the school to share in their child's learning (*Come, Look and Share, Morning Activity*);
- Holding Parent/Carer workshops where we explain assessment procedures and teaching and learning strategies;
- An annual report at the end of each academic year

Impact

The impact of our curriculum will not only be measured by assessment procedures which allow us to measure outcomes against all schools nationally:

- **EYFS** % of pupils achieving a *Good level of development* (GLD)
- **Phonics Screening Test** at the end of Year 1
- **End of KS1** % of pupil working towards or at the expected standard and at Greater depth in Reading, Writing and Maths
- **End of KS2** % of pupil working towards or at the expected standard and at Greater depth in Reading, Writing and Maths

In addition to the Statutory Testing and Teacher Assessments our aim is support our pupils to embody our **5R's** Learning Behaviours and British Values which will effectively help our pupils to develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.