

Great Hollands Primary School

# Curriculum Statement



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## Curriculum Statement

Great Hollands Primary School's Mission is to ...

- Provide care, stability and a purpose in a structured environment.
- Build – and often rebuild – children's self-belief.
- Teach children the things they really need to know and show them how to learn for themselves and with others.
- Ensure our pupils progress as fast as possible and achieve as much as possible (outperforming both similar schools and many with fewer challenges).
- Give children opportunities, responsibility and trust in an environment which is both stimulating and humanising.
- Listen to our pupils, value their views and reflect and act on what they say.
- Build trust with parents, families and communities, working in partnership with other professionals.
- In short, we will put the child at the centre of everything we do, with high aspirations, expectations and achievement underpinning our work.

### Our Intent

#### Curriculum overview

- All pupils will make strong progress in all subjects.
- All pupils will learn to read accurately, fluently and confidently so they can access all areas of the curriculum.
- All pupils will develop their knowledge of the world through reading quality texts across the curriculum for information and enjoyment.
- All pupils will develop the confidence to access the next stage in their education and be positioned to take advantage of the opportunities presented to them.
- The well-planned curriculum will allow pupils to build on previous learning. The curriculum enables pupils to demonstrate their understanding in line with age related expectations.
- The curriculum will be 'tilted' so that it meets the needs of disadvantaged pupils by giving them academic advantages. Where vulnerabilities and learning gaps exist, a modified curriculum offer will rapidly fill these gaps.
- The curriculum will reflect our ethos and belief that every child can achieve GREATness regardless of any barriers to learning.
- Our broad and balanced curriculum will incorporate all of the subject areas of the National Curriculum.
- Our constructed curriculum will be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and **cultural capital** they need to succeed in life.
- The curriculum will enable pupils to value and enjoy learning; become confident communicators who develop a wide vocabulary and talk confidently, appropriately and sensitively.
- Speech and communication will lie at the heart of classroom practice and will deepen pupil understanding through dialogue with teachers and peers.
- Pupils will be given opportunities to visit places of interest, which deepens their understanding of a subject.
- Exemplary and responsive quality first teaching and assessment for learning will be evident in all areas.

#### PSHE SMSC

- The curriculum will support knowledge and understanding of healthy living, the environment, cultural understanding and respect of democracy, individual liberty and the rule of law.
- The curriculum will develop pupil skills of collaboration, effective communication and oral presentation.
- The curriculum will ensure pupils show understanding, accept, embrace and celebrate different faiths and cultural differences within the school community and beyond.

## **Implementation**

### **Pedagogical principles**

- Pupils' use of academic vocabulary and subject specific vocabulary are developed.
- Effective structures exist so that teaching is rigorous and engaging, impacting positively on pupil learning in the context of a rich, relevant, broad and balanced curriculum.
- All lessons include shared success criteria, which are referenced during lessons; modelling and clear exposition; effective questioning cycles; appropriate support and use of resources; learning flow and challenge maintained throughout; positively managed behaviour that eliminates disruption; evidence of SMSC in the learning environment and lesson; well organised classrooms with high quality displays and working walls.
- A rigorous approach in lessons is used to ascertain if all children have achieved certain criteria to demonstrate acquisition of knowledge both currently and over time by achieving mastery of the curriculum offered.
- Feedback, questioning and discussion is structured around the intended learning and whether pupils know more and remember more.
- Shared reading and oracy practice are drivers for developing independent writing.
- Pupils are given opportunities to read extended texts with a view to develop decoding, inference and vocabulary acquisition.
- Key concepts and knowledge are built upon and revised so that knowledge is embedded in the long-term memory.
- Pupils are schooled to select and use resources independently.
- Exercise books are used as key resources showing progress across a subject and empowering pupils to talk about their learning.
- Home learning opportunities are used to consolidate and extend knowledge and skills.
- Teachers will use their subject knowledge to ensure that pupils deeply understand their learning and how it fits within the broader context of the subject and wider curriculum.

### **Phonics, Reading and Maths Schemes**

Great Hollands Primary School follows the Read Write Inc. Phonics programme. Mathematics Provision is developed from Singapore maths and the INSPIRE maths programme.

### **Questioning, Assessment and Feedback**

- Hands down questioning and effective questioning cycles allow for targeted questions.
- Disadvantaged pupils have priority questions.
- Teachers and pupils use a variety of questions when teaching which develops thinking at different levels (Blooms Taxonomy).
- Clear Age Related (ARE) and Greater Depth (GD) expectations are in place for each year group, allowing pupils to demonstrate mastery of each subject – knowledge, skills and understanding.
- Assessment materials are standardised across the school and the timing of their use is planned for key points in the academic year.
- Teacher assessments are moderated by subject leaders through our professional enquiry process.
- Outcomes achieved in summative assessments are shared with pupils and parents as appropriate, allowing pupils and parents to develop a shared understanding of their attainment in relation to year group expectations.
- Feedback in books is focussed on addressing misconceptions or deepening their understanding by outlining next steps or posing a question for pupils to respond to.
- Both formative and summative assessment allows teachers to observe whether learning is embedded through carefully chosen questioning which in turn informs future planning.
- Termly tracking meetings allow further discussions on individual pupil's progress between leaders and teachers.
- Through careful data analysis, misconceptions are addressed at either an individual, class or cohort level adjusting teaching as necessary.

- Regular book scrutinies, lesson observations/learning walks and discussions with pupils about their learning enables leaders to hold focussed improvement conversations with staff and have a clear understanding of how effective teaching and learning is executed.
- Adults in lessons provide pupils with verbal feedback linked to achieving the learning objective.
- Annual written reports outcomes do not come as a surprise to pupils and parents

### **Enrichment opportunities**

- Pupils have opportunities to meet interesting visitors and visit locations to support their learning.
- All children are offered after school clubs and opportunities to take part in school / area wide competitions and events

## **Impact**

### **Outcomes (measurable and visible)**

- Teaching results in positive progress for all pupils, evidenced by pupil books, interviews and data.
- All pupils learn to read a range of quality texts confidently with accuracy and fluency for information and enjoyment so that they can access the curriculum and develop their knowledge of the world.
- All pupils develop the confidence to access the next stage in their education and be positioned to take advantage of the opportunities presented to them.
- Pupils enjoy learning and are confident communicators who develop a wide vocabulary.
- Reading and oracy strategies support the school's wider strategies.
- Pupils visit places of interest which deepens their understanding of a subject.
- Quality first teaching and assessment for learning is exemplary.
- Pupils learn about significant people in each subject and understand the impact they have had.
- Pupils are motivated by questioning to extend thinking with a balance of talk & listening and doing & watching.
- Pupils are able to articulate the intended learning and say what they need to do to achieve it, demonstrating excellent attitudes to learning and self- discipline.
- Pupils demonstrate by the outcomes produced, positive progress towards the Learning Objective and achievement of the Success Criteria.
- Pupils evaluate their own progress towards the intended learning and identify next steps.
- Pupils access the intended learning, maintaining active engagement and motivation throughout.

### **PSHE, SMSC**

- Pupils articulate knowledge and understanding of healthy living, the environment, cultural understanding and respect of democracy, individual liberty and the rule of law.
- Pupils articulate knowledge and understanding of healthy living, the environment, cultural understanding and respect of others.
- Pupils understand, accept, embrace and celebrate different faiths and cultural differences within the school community and beyond.
- Pupils show effective skills of collaboration, effective communication and oral presentation.
- Pupils' behaviour for learning and conduct are positively impacting on their learning.
- Attendance is not a barrier to learning
- Bullying is dealt with effectively
- Values are lived by the whole school community

## Implementation methods

### Effective Teaching

Our high expectations of progress apply equally to children 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; the teacher's priority is to support children so that they can keep up with the pace of learning and make good rates of progress.

Traditionally it was expected that teachers would differentiate by task or expectation and many different levels of success were accepted, this approach often ran the risk of lowering expectations. Today, the effective teaching practices at Great Hollands Primary School see teachers expecting everyone to succeed by offering higher levels of support or extra challenge for those who need it, so that all pupils can access the learning at the expected year group standard.

### Our Expectations

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

### Effective Teaching at GHPS:

#### 1. Quality first teaching

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

#### 2. Focussed assessment

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps;
- Day to day, Periodic and Transitional assessments used effectively;
- Responsive Teaching (AfL) evident across the school – learning objectives, learning outcomes, success criteria, self and peer evaluation

#### 3. Intervention through targeted support

- Individuals and groups who are not making sufficient progress are identified;
- Provision for intervention is mapped according to needs analysis (PiXL) Key marginals.
- Diagnosis of gaps in learning are completed and actions taken to fill gaps in learning whilst maintaining progress in current learning
- Support is evaluated and relevant adjustments are made;
- Leaders and staff regularly meet to discuss current and future support actions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

#### **4. Learning environment**

- Organisation of the classroom/learning environment adapted to the children's learning needs
- The use of learning resources and IT developed to allow children to work independently and successfully;
- Displays to be a mixture of celebration of children's work, supportive resources and information.

#### **5. Supporting children's wider needs**

- We maintain close communication with parents and carers;
- We develop and maintain multi agency links to support vulnerable children;
- GHPS employs Family Safeguarding Advisor, Play Therapist, Canine Therapy Worker, Emotional Literacy Support Advisors and 'SEN TA Team as a support network for our stakeholders.

### **Effective Learning**

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

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

- investigation and problem solving;
- open ended tasks;
- 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;
- extra-curricular clubs and activities.

## 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 children 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 children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving.

### English

Our English lessons develop pupils' spoken language, reading, writing and grammar and vocabulary. English is taught in sequenced units in English lessons and in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely.

We use *Read, Write Inc* for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. Parents are given clear expectations about reading at home.

We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use talk for writing to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences, every child (Y1-6) has a piece of their written work on display at all time in the school.

Guided, Reciprocal and Modelled Reading is taught daily to all pupils once they have completed the RWI programme. Handwriting, Spelling and Grammar skills lessons are taught discreetly each day and are then applied in English and writing across the curriculum lessons. A range of extra activities are used to promote literacy within the school including an annual focus week, World Book Day and author visits.

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

At GHPS we embrace the Mastery approach to teaching mathematics. Our teachers will ensure that mathematical skills are taught every day following the Inspire Maths (Singapore) programme. They also use cross curricular opportunities to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy 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 Concrete – Pictorial – Abstract approach to learning mathematical concerns deeply. Speaking frames are used to support articulation of mathematical processes. In day begins with 'Morning Maths' during our rolling start registration. 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. Maths Hub Participation.

National Curriculum Mathematics Programmes of Study:

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

## Science

Science will be taught linked to our Topic work where appropriate. We will 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 will be introduced each lesson and knowledge will be built upon throughout the school. Pupils will be 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 GHPS, children will 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. Visits by specialists such as *Mad Science* and *The LookOUT* alongside close links with local secondary schools will enhance the delivery of our science curriculum. We will also 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 children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. We have an annual Exhibition which celebrate our curriculum, this event showcases how art, design and creativity flow through our curriculum, enriching the learning experience.

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. 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, our curriculum provides opportunities to perform to wider audiences through assemblies and events, plays and talent shows. Drama is used across the curriculum to bring learning to life, for example in science acting through the route of food as it is eaten, digested and excreted!

## **Computing**

We do have discreet timetable time for the development of ICT skills but our approach is to integrate ICT into all lessons: the use of laptops and other hardware such as cameras and iPads is as much 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 children 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 will use technology safely and identify where to go for help and support when they have concerns. Our programme follows the Switched on Computing Programme and extra activities are provided to enhance our e-safety programme for example through assemblies and national events.

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 French to all children. Our approach is to make learning a new language fun! 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 will have discreet lessons on the timetable but we will also integrate the foreign language into the everyday routine. We follow the Early Start French Programme, with the film and audio to support pronunciation.

National Curriculum Language Programmes of Study

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

## **Music**

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies will also provide an opportunity to practise singing. Pupils will also be taught to play a variety of instruments musically and encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. Music lessons are linked to Topic work and music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking.

*The Music Express* programme will support our teaching of music across the school. Sing Up supports the development of the human voice in classes and in whole school singing.

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 with enhanced support from additional 'PlaySport' coaches in each PE lesson and LA Sports Coaches to enhance our teaching in the lead up to tournaments. Our PE sessions will be both indoor and outdoor for Reception and Key Stage 1. 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 will also complete lessons inside and outside and may also visit other facilities including the local swimming pool, sporting events at our feeder secondary school. Swimming is introduced to the timetable from Key Stage 2.

PE Programmes of Study:

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

## **PSHE**

PSHE, or personal, social, health and education, is a planned programme of learning through which children and young people 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 our programmes 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. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society. Our programme is supported by Jigsaw PSHE and RSE resources and is sequenced to build on prior learning as well as being able to respond to identified needs of classes.

All our year groups have timetabled PSHE time but we encourage a cross-curricular approach to the development of PSHE skills and understanding. Circle 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.

National Curriculum PSHE programmes of Study

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

## **Religious Education**

We follow the Agreed Syllabus for Religious Education (SACRE) produced by The Educational Framework for Religious Education in Berkshire. Religious Education (RE) is taught to all children except those who are taken out by their parents. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. They will also be 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](#)

## **History & Geography**

We use topics to deliver humanities subject skills and understanding. Our topic programme is based on the Edison Connected Curriculum and has been reviewed and sequenced carefully by our own curriculum leader. It is carefully balanced and planned to be age appropriate across the years. Topic maps are produced to show how each is taught, the knowledge and skills covered and links to other parts of the curriculum. It is important to us that art, music, English and where appropriate numeracy and science are linked in topic teaching. Our topics have a history and geography base so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. Topic time also provides further opportunities to learn about people and cultures. A timetable of trips to support pupils' learning and to enhance the curriculum is published as part of our long term planning.

History is taught chronologically across Key Stage 2.

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 and these are communicated to parents at the start of the academic year. The trips are directly linked to our topic work. We organise residential trips for our Year 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.

### ***Themed days and weeks***

We also have themed days and weeks throughout the year our topic units start with a 'Stunning Start' and end with an 'Event End' giving real purpose to the learning journey. Themed days and dress up days are also incorporated into curriculum.

## **The Role of Parents**

We believe that parents have a crucial role in helping their child to learn.

We do all that we can to inform parents about the progress of their child by:

- Sending home a monthly newsletter showcasing year group learning;
- Holding regular Parent's Evenings, stay and learns and family learning events ;
- Inviting parents in to the school to share in their child's learning;
- Holding parent workshops where we explain core skills such as phonics procedures and teaching and learning strategies;
- Teacher annual report at the end of each academic year for each pupil.

## **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 children working towards or at the expected standard and at Greater depth in reading, writing and maths
- End of KS2 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths

But, will in fact be measured by how effectively it helps our pupils 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.