

West Park CE Primary Curriculum

INTENT

Our curriculum is designed to ensure all pupils leave West Park School at the end of Year 6 as:

Successful Learners

Who:

- Ask questions and find solutions
- Are skilled in English and Maths
- Have secure knowledge of foundation subjects and Science
- Can work independently and as part of a team

Fit for their future

Who:

- Are able to make healthy choices
- Are confident to seek help for all physical and mental health concerns
- Make safe choices, managing personal risks
- Have ambition, determination and resilience to succeed

Caring and responsible members of the wider community

Who:

- Have a secure sense of themselves, their beliefs, talents and principles
- Respect others, act with integrity and distinguish right from wrong
- Respect cultures, traditions and beliefs
- Challenge injustice and are committed to human rights
- Contribute positively to their local and wider community

Our Curriculum

We recognise the importance of retaining knowledge as vital in raising attainment for all pupils so we have designed a curriculum that identifies the knowledge pupils should acquire in each year, building on the learning of the previous years. Our intention is to have a 'sticky' curriculum and inquisitive learners.

"Knowledge builds on knowledge: the more you know, the more you are able to learn"

E.D. Hirsh

Our intention is that by enabling our pupils to be successful learners they will become confident and capable individuals resulting in them becoming successful and valued members of their community.

At West Park School, we recognise that every act, conversation and relationship shows the pupils and the wider community what we value and expect. Our values, rules and curriculum are our written and living plan for our pupils and their successful futures.

"For I know the plans I have for you," declares the Lord, "Plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29:11

We have based our curriculum on thorough coverage of the National Curriculum. We value the benefits of hands on experiences and wider opportunities to enhance our provision and ensure our pupils understand and value their community and environment.

Here are a few examples:

Before and After School clubs and activities (Sport, Cultural, Academic)	Visits and Visitors for each Year Group (e.g... emergency services, Theatre Companies, science dome)	Local Visits (St Marys Church, beach, local area)
Beach School curriculum	Whole school charity days	Swimming in years 5 and 6
Bikeability	Learning a musical instrument (All pupils learning recorder in Year 3, with opportunities to learn other instruments)	School Council, providing opportunities for pupils to have an active part in developing provision
Production , Concerts and Services	Residential trip in Year 6	Pupil leadership roles in every year group- House Captains, Mathmagicians, Digi-gurus, reading buddies, play leaders, prefects, deputy and head roles in year 6
Active 10	House Afternoons	Arts Week

Reading and Writing

We know that reading and writing are intrinsically linked and strongly believe that exposure to high quality and challenging texts support learners in both of these essential life skills as well as developing a child's understanding of vocabulary, style and formality in a wider context.

The teaching of Reading, resulting in pupils becoming confident readers who enjoy a wide range of texts, is a priority throughout the school. The pupils' journey to becoming fluent, proficient readers starts in our Early Years and Year 1 where we use the Read, Write Inc. programme to support our phonics teaching. We work closely with parents to ensure they understand their role in developing this essential skill with their child and so they understand our phonics provision, supporting and practicing this at home. Pupils then progress to more challenging texts and teachers use a wide range of teaching strategies to support all pupils to make progress, whilst retaining an enjoyment and love of books. Teachers use core class texts as the basis for much of their teaching to ensure all pupils are exposed to good quality texts and vocabulary. Each year we review the core texts with the staff and pupils and update these texts following feedback. We recognise the importance of developing good reading habits at home and encourage parents to take an active role in helping their child develop the knowledge and skills to become a competent reader.

As a school we recognise that the skill of reading is essential for pupils to access the wider curriculum and to prepare them for secondary education. In order to ensure that every child makes good progress from their own starting points we expect them to read 5 times a week and for parents to support this as an essential homework task. Reading and the teaching of Reading

remains a strong priority across all subjects and in every year group. We provide pupils and parents with a list of recommended books and encourage the pupils to read from this list as it guarantees quality, progression and a wide range of genres. We promote a love of reading through weekly visits to the school library, book days, displays, quality book corners, assemblies, library challenges, reading awards and links with our local public library.

Mathematics

Our intention within the Mathematics curriculum is for all pupils to attain the knowledge, skills and understanding to be able to reason and problem solve both within Maths and across other subjects. We recognise that for pupils to be able to achieve this, they need to develop fluency and confidence across all aspects of mathematics, particularly with number, place value, and quick recall of number facts, (number bonds and times tables). This year we are using TimesTables Rockstars to further support the learning of times tables in school and at home.

We also focus on developing the pupils's abstract formal written methods for calculations alongside more practical exploration of maths through concrete and pictorial representations of their thinking. Maths is celebrated and shared through the work of the Mathmagicians and our shared Maths displays.

IMPLEMENTATION

We have carefully written unit plans for each foundation subject and Science. These include the key concepts, skills and vocabulary we expect all pupils to learn and understand. Prior learning is also included in each unit plan to ensure teachers know what was previously taught and how the new learning builds and links to this previous work. In this way the plans enable cumulative and 'sticky' learning to take place.

We recognise the importance of revisiting concepts and knowledge regularly and use a range of strategies to accomplish this:

- **Quizzes** – repeated retrieval improves long-term retention. In 2013, five cognitive scientists [Dunlosky, Rawson, Marsh, Nathan & Willingham] collated hundreds of studies looking at memory retention and showed that practice testing is the most successful tool for improving retention and learning than other techniques. The use of regular quizzes is only useful if the results are carefully analysed for gaps and misconceptions so that these can be rapidly corrected. This allows pupils to make good progress as they make connections and build on their knowledge. The staff are developing these quizzes this year and will ensure these are meaningful for the pupils and manageable for them to administer as a lengthy process will lead to delayed feedback and an extended time before misconceptions and gaps can be corrected.
- **Vocabulary** – identifying, using, and in many cases, pre-teaching key vocabulary supports understanding. Word-poor pupils are at a significant disadvantage to pupils who are word-rich. Therefore, we select class texts that provide pupils with more complex and challenging content to widen their vocabulary knowledge. Using subject specific vocabulary by teachers and pupils in all lessons is part of daily practice from Early Years to Year 6.
- **Reading** – Reading quality texts is key in improving vocabulary learning. Our core texts offer a range of genres, styles and topics, but are all selected for the impact they will have on increasing a child's knowledge of literature and to aid them on the journey of becoming word-rich.
- **Curriculum outlines** – These are A4 sheets that contain the key knowledge, vocabulary, etc. that pupils need to acquire to be a successful learner in a particular unit of work. Year groups

build on previous units and outlines to further extend pupils' grasp of a subject. These are shared with parents to ensure they are kept fully informed of the learning objectives and to enable them to support this learning at home.

NATIONAL CURRICULUM

As a school, we follow the National Curriculum 2014. The requirements for each subject within each Key Stage are grouped together, where applicable under a Topic heading. This topic is often underpinned by a core text and subjects that naturally link together are taught within the topic. Other subjects, that don't easily fit the topic, are taught discretely.

Planning

Planning starts at the whole school level. Each subject co-ordinator has an overview of skills and knowledge progression across our school from EYFS to Year 6 and unit titles, which are then expanded upon in the unit plans for each year group. Subject leaders have reviewed these unit plans to ensure they allow for thorough coverage of the curriculum and that expected elements are included in these plans.

These plans include:

- National Curriculum requirements (Learning Objectives)
- Prior Knowledge – What has been studied in previous years
- Key Concepts, Vocabulary and Skills – using common language across the school.
- Content and sequence of lessons
- How learning is going to be checked
- What evidence will be kept
- Curriculum Outline – To assist both teachers and pupils in identifying the key knowledge etc. to be taught and learned.

Quality Assurance

Senior and Subject Leaders review the implementation of our curriculum through a wide range of monitoring activities. These include:

- Monitoring planning
- Looking at pupils' work
- Interviews with pupils
- Subject reviews in staff meetings
- Reports to Governing Body
- Writing and updating Subject Action Plans
- Lesson observations
- Termly West Sussex School Improvement Partner Monitoring Visits
- External Moderation Visits

CPD

To ensure all teachers are developing their subject knowledge, and understanding of pedagogy, we plan a carefully considered programme of training and support for all teachers. Support staff take part in MITA (Maximising Impact of Teaching Assistants) training, which is based on the SDP (School Development Plan) and their feedback on their needs.

IMPACT

The impact of our curriculum is measured in the following ways:

- Quality of work produced including our celebration Best of Me books
- Assessment Information
- Feedback from parents
- Feedback from local secondary schools

ASSESSMENT INFORMATION

We use assessment information to:

- Monitor and record the attainment and progress of individuals, groups and cohorts.
- Use attainment and progress information to guide teachers' planning, strategies and use of resources and plan intervention.
- Inform parents and the Governing Body about progress and attainment.
- Ensure a consistent approach to measure progress towards and against national standards.
- Enable pupils to reflect on their own progress, understand their strengths and identify what they need to do to improve.

This enables us to measure the impact of our curriculum and to evaluate if we have achieved our goal of producing successful learners when they leave the school at the end of Key Stage 2.

Forms of Assessment

In-school Formative Assessment

This is the ongoing, day-to-day assessment carried out by teachers and support staff. It is key to effective classroom practice. Formative assessment is used to inform planning, allocate resources and target support to enable all pupils to progress.

Pupils learn best when:

- They understand clearly what they are trying to learn, and what is expected of them.
- They are given feedback (verbally and written) about the quality of their work. This is most beneficial when done in the lesson.
- They are given advice about how to make improvements.

Teachers use 'learning objectives' and 'success criteria' in the classroom which are designed to allow the pupils to understand what they are learning and how they can achieve success in every task.

When providing feedback on pupils' work, the teacher will refer back to the Learning Objective of the lesson, the success criteria and sometimes to a specific target a child is working on. Engaging pupils in their own learning process is also a key factor in raising pupils' attainment. The pupils are increasingly encouraged to assess their own work against the success criteria.

In-School Summative Assessment

Pupils are assessed periodically and attainment data is recorded and analysed. A range of materials are used to support teachers with accurate teacher assessment judgements. These assessments are carried out throughout the year and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

Materials we use:

- White Rose Assessments (Maths)
- Rising Stars Comprehensions, Twinkl (Reading) tests each term
- Previous SAT papers
- Read Write Inc Phonic Assessments each term

- Topic or unit quizzes
- Times Tables Rockstars

Nationally Standardised Summative Assessment

At key points, pupils are assessed against national expectations. These are:

- End of EYFS
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs & Phonics Re-Screening)
- Y4 Multiplication Tables check
- End of KS2 (Year 6 SATs)

Our pupils' outcomes at these national assessments demonstrates that academically pupils are reaching expectations in line with their peers, and at the end of Key Stage 2, they are reaching higher standards than their peers nationally.

Our Life-Long

Impact on Pupils- This is measured through monitoring the following areas and identifies the impact our wider curriculum is having on pupils:

- Behaviour and relationships- CPOMS, Year Leader and WILO monitoring
- Presentation in books- Year Leader, moderation, WILO, learning walks
- Wearing of uniform- monitoring by all staff
- Attendance- termly report
- Attitudes towards our Values-Values Ambassadors, Values Curriculum

Through this monitoring we evaluate if our curriculum is resulting in pupils becoming:
 Successful Learners
 Fit for their future
 Caring and responsible members of the wider community

Feedback

Parents

Our annual survey provides us with essential information about the impact our curriculum is having in developing pupils holistically, including their academic success.

Commented [h1]:

Secondary schools.

Each year we receive extremely positive feedback from staff at the local secondary schools about our pupils, their readiness for secondary education, behaviour, attitude to learning and academic success. This shows that pupils leaving West Park School at the end of Year 6 truly have become successful learners who are fit for their future and are caring and responsible members of the wider community. This demonstrating through their conduct, that our values and wider curricular provision have had a significantly positive impact on them as learners and young people.