A picture containing clipart

Description automatically generated Astley C.E. Primary School

Curriculum Offer

November 2021

|  |
| --- |
| Intent of our curriculum  ‘We will show everyone love and respect, living and learning with courage and joy.’  Our aim is that Astley School provides a *rich learning environment where all children thrive and grow*. (Geoff Rutherford, The Wyche Curriculum 2012)  We recognise that our children learn throughout every minute and interaction within the school day. Therefore, we understand that our school curriculum is made up of many parts (visible and hidden) including our vision, values and ethos, Collective Worship, National Curriculum, Religious Education, break and lunchtime learning and the wider educational experiences on offer to pupils, including after school.  In designing our school curriculum, we have considered the locality our pupils are growing up in and the world they are entering. We recognise that the pace of change (especially technological) is faster than ever before and the need to be creative and adaptive is key to future success. We understand that sound academic knowledge and skills remain important but not exclusively so. Alongside knowledge and skills our pupils require a range of sound social and emotional skills to cope with demands of learning, particularly when it is interrupted. As a staff, we have identified the need for resilience and adaptations as key for all our children to succeed in the future. This forms a central part of our vision and values and our curriculum planning.  By the time pupils leave Astley School we want them to be *successful learners, confident individuals and responsible citizens*. (Jim Rose, Primary Review April 2009)  In designing our curriculum, we take every opportunity to set the academic learning within the context of real-life learning. This includes taking our learning outside, engaging with the community around us and ensuring tasks as often as possible have real purposes. We believe that this brings learning to life for our children, ensuring their learning is transferrable and giving opportunity for social skills to develop alongside academic skills.  *If the core purpose of education is to give young people a useful apprenticeship in real-life learning, then the kinds of learning they do in school has to match the kinds of learning that people do in the wider world.*  (Guy Claxton, What is the point of school? 2010)  Our curriculum aims drive everything we do in school, both inside and outside the classroom.  Successful learners  Able to speak and listen to understand and articulate concepts clearly  Able to read, write and calculate to at least the expected level  Sound IT skills enabling access to sources of information and presentation of ideas  Knowledge and understanding across the full range of curriculum disciplines  A love of learning through overcoming challenges and achieving success  Being a creative problem solver, through generating and extending ideas  A willingness and ability to have a go and take calculated risks  The capacity to balance and weigh arguments, to reason, analyse and evaluate politely  To become a lifelong learner leading to longer term fulfilment  To develop a skill set that is ‘future proofed’  Confident individuals  Rich school experiences leading to a foundation of happy memories  A secure sense of self through an awareness of own abilities, strengths and uniqueness  Opportunity to explore own spirituality within the context of the Christian faith  Being respectful with sound manners and moral code  A natural curiosity and love of life with aspirations for the future  To develop and self-manage a healthy lifestyle (physical and mental)  Developed and sustained healthy friendships  A capacity to persevere through managing disappointments and setbacks  The ability to take responsibility and to show initiative  Responsible citizens  Being a team player, able to work successfully with others towards a common goal  Able to build positive relationships and resolve conflicts as they arise  Experience and understand the value of community  An understanding of their own culture and heritage and the ability to appreciate the culture of others  Understanding and respectful of differences  Having empathy and compassion  Understand the sanctity of life and the value of the world around them  An appreciation of order and beauty  Be proactive in making a difference and upholding justice  Our curriculum drivers:  We are a small rural village school. Many of our families travel to Astley from the outskirts of Stourport and are strongly connected to the area.  Driver 1 - Promote independence and resilience in our children enabling all to achieve beyond their potential.  Driver 2 - Broaden the horizons and aspirations of our children enabling them to aim high and experience much more.  Driver 3 - Develop a rich language and book-based learning enabling all to become lifelong learners. |

|  |  |
| --- | --- |
| English and Maths Knowledge & skills  *Content: Early Years Foundation Stage & National Curriculum* | |
| Speaking and listening including receptive and expressive language.  Reading, including phonics (using RWInc) and language comprehension.  Writing including spelling, handwriting, punctuation and grammar through high quality, engaging texts.  Number, including place value and calculation, fractions, decimals and percentages, algebra, measurement, statistics, shape and space, position and direction based on White Rose Maths Hub. | |
| Subject specific knowledge and wider curriculum skills  *Content: Early Years Foundation Stage, National Curriculum and R.E. syllabus* | |
| RE with reference to Worcestershire syllabus units of work and Understanding Christianity materials.  History developing a concept of time past, through personal, local, country and world historical events.  Geography developing geographical knowledge and skills and a sense of place through a themed approach.  Science including an investigative approach.  Computing including word processing, databases, spreadsheets, desktop publishing, multimedia presentation, drawing programs, internet safety, digital images and controllable robots.  Art and Design acquiring skills and techniques with a variety of media including the study of works from a range of cultures and eras.  Design and Technology (DT) including developing skills and techniques with a range of materials whilst developing an understanding of how the design process works.  Music including singing, playing instruments and music appreciation using Charanga resources and local performance opportunities.  Physical Education (PE) including games, gymnastics and dance units of work delivered by teachers and specialists.  Foreign Language (FL) in KS2 including French or Spanish. | |
| Personal skills  *Content: Personal, Social, Health Curriculum (including relationships and sex education)* | |
| This is taught explicitly through the PSHE curriculum where pupils explore how to keep safe, healthy and make responsible choices. Personal skills and qualities are also developed throughout the wider school curriculum. | |
| Values  *Content: School vision & values, British values, Spiritual, Moral, Social and Cultural* | |
| An understanding of the Christian values: love, respect, courage and joy which form our school vision. An appreciation of British values including democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. Throughout the school curriculum we plan for opportunities to develop pupils spiritual, moral, social and cultural understanding. | |
| Extra-Curricular Provision | Forest School, extra-curricular clubs, sports events, education visits, visitors, community engagement opportunities and residential visits. |

|  |
| --- |
| Implementation of our curriculum |
| Curriculum coverage |
| All our classes consist of a mixed age groups (Nursery and Reception, Y1 & 2, Year 3 & 4 and year 5 & 6). Our long-term plan is therefore based on a two-year cycle of *units of work* designed to ensure that all aspects of every curriculum subject are comprehensively covered within each stage (Early Years, Key Stage One and Key Stage Two). This coverage is checked by the subject leader and headteacher through curriculum audits. |
| Subject and thematic learning |
| Reading, Writing and Maths are taught daily every morning. FL, Music, PE, PSHE, RE and computing are taught discretely during the afternoon sessions whilst History, Geography, Science, Art and DT are taught thematically. Where possible these themes also drive the choice of texts used in reading and writing enabling a creative interconnected approach to the curriculum. This enables vocabulary, skills and understanding to be deeply embedded alongside the opportunities for transferable learning to take place. |
| Subject Expertise |
| Subject leaders ensure that staff have the required subject knowledge to deliver high quality learning opportunities across the curriculum. Training and resource needs are identified and addressed through the school development plan, learning walks, book scrutiny, pupil feedback and staff professional development meetings. |
| Skills and knowledge |
| All subject leaders monitor the progression of skills and knowledge across the school and throughout the year in their subjects alongside the Headteacher. Unit plans highlight subject vocabulary, skills and knowledge to be taught through the theme. Opportunities for links to our school values and SMSC are also specifically planned for. |

|  |  |  |
| --- | --- | --- |
| How will we ensure secure curriculum knowledge and skills progression? |  |  |
| Functional age-appropriate skills in English and Maths | | |
| The curriculum objectives are clearly defined for each year group. These are used to assess pupil achievement and progress over time in all areas of the curriculum. During Pupil Progress meetings with senior leaders and subject leaders, this progress becomes part of ongoing learning conversations throughout the year and enables children and teachers to be clear about the next steps needed to make further progress.  Monitoring activities by the headteacher, subject leaders, governors and external visitors to school are recorded and referred to as evidence of this process. Moderation of these standards takes place regularly in school and with cluster schools to enable staff to gain increasing expertise in making accurate judgements of attainment. | | |
| Progression of non-core subject skills | | |
| Knowledge and skills grids are used in these subjects to enable teachers to plan learning that fully develops both knowledge and skills over each subject and each stage. Subject leaders use pupils workbooks and portfolios to collate and demonstrate progression in these areas, and then evaluate how successful our pupils are in their acquisition of both knowledge and skills. | | |

|  |
| --- |
| How do we assess the impact of the curriculum on our pupils? |
| Outcomes: English & Maths |
| Teacher assessments are made three times a year and entered onto Scholar Pack where progress and attainment are tracked. NFER or mock SAT papers are completed twice a year to verify teacher assessments. These standards are discussed in pupil progress meetings with the Headteacher and SENDCo and monitored by Governors through the School Development Plan. |
| ‘Next year readiness’ |
| In school and external moderation meetings in May and June provide a clear picture of ‘next year readiness’ and ensures that there is a smooth transition between classes and a clear understanding of attainment for each pupil moving through the school. |
| Pupil attitudes to work |
| Subject leads and Curriculum Governors regularly talk to children about their learning and the curriculum to provide opportunities to evaluate this. It enables themes to be reviewed and new approaches to be found where needed. |

|  |
| --- |
| How do we ensure that the curriculum meets the needs of all groups of pupils within the school? |
| All Attainers |
| Individual children are carefully tracked through pupil progress meetings with their targets agreed to ensure they are robust and aspirational. Pupils are identified as *working towards*, working *AT expected* or *exceeding* the standard on the pupil progress record enabling an ongoing conversation during the year which ensures children maintain or improve on their targets throughout the year. Where children are identified as ‘at risk’, interventions, adaptions or modifications are put in place to correct this trend. |
| Disadvantaged, SEND and other vulnerable groups |
| This group are well known to each teacher and every opportunity is taken to ensure that their progress and attainment is kept on track. Monitoring activities (book scrutiny, lessons observations and governor monitoring) always check on this group of children, ensuring marking and feedback is aspirational. Barriers to learning are considered regularly and during professional conversations at SEN reviews, pupil progress and vulnerability meetings and strategies put in place to remove them e.g. attendance meetings, early help assessment, additional adult support, interventions, keyworker, pre-teaching. |
| New arrivals & Pupils who need to catch-up |
| Staff monitor & track all pupils within their class. Assessment for learning is in place across the school and caters for all learners within lessons. Our thematic approach to writing engages the reluctant writers through giving them a purpose/audience. Homework supports key skills giving all pupils opportunities to catch up and make progress. 1:1 Third Space maths tuition seeks to ensure all pupils achieve expected at Y6. Assessment of those new to school starts immediately – this enables appropriate level work to be given.  Maths and Greater Depth (*exceeding the standard*) attainment is a focus on the SDP. All staff use time effectively within the day to pre/post teach according to outcomes and ongoing assessment. Class teachers & teaching assistants carry out interventions in class within and additional to lessons. These are regularly reviewed and modifications made to ensure targeted help. |

|  |
| --- |
| How do we monitor and know the quality of teaching and learning within the curriculum |
| Staff have developed a shared understanding of what high quality learning looks like through recent training on effective learning objectives, success criteria and learning sequences. This forms the foundation of all our learning and teaching professional conversations. All staff have at least one subject leadership role and have received external training on how to lead and manage a subject, conduct learning walks and book scrutiny. Teaching and learning is monitored through a cycle of actions linked to the School Development Plan. This includes learning walks, book scrutiny, pupil feedback and staff professional development meetings. Curriculum governors monitor this process and evaluate the impact of these actions on standards of attainment and progress. External reviews and validations take place and include peer headteacher reviews via cluster schools and the actions of the School Improvement Advisor. |

|  |
| --- |
| Who is responsible for the curriculum, its review and evaluation, and its impact? |
| Headteacher |
| The headteacher leads the learning and is responsible for the design and organisation of the wider curriculum. This includes meeting statutory requirements whilst ensuring that the curriculum is inspirational and meets the needs of our pupils. The development of the curriculum and the improvement in standards is driven by the School Development Plan. It is the responsibility of the headteacher to ensure that the actions are targeted, effective and manageable. |
| Subject Leaders |
| Subject leaders share the responsibility of evaluating the planning, teaching, learning, progression, standards and coverage across the school. They will monitor national and local developments in their subject, provide staff training and manage the resources linked to their professional development targets. |
| Class Teachers |
| Class teachers are responsible for ensuring that their planning delivers the long-term plan and that they have the resources and subject knowledge to do so effectively. Class teachers ensure that the pitch and pace of the learning is appropriate and that assessment is ongoing and effective in ensuring all pupils make sufficient progress. Teachers devise and modify interventions, supervising teaching assistants to ensure that children keep up and catch up. |
| Governors |
| Monitoring the effectiveness of the curriculum is delegated to the Curriculum Committee. They evaluate the actions of the SDP, discuss progress with subject leads and make monitoring visits to understand and verify these judgements. |
| Pupils and Teaching Assistants |
| Both these groups of people have important insights into the impact and effectiveness of the curriculum and are able to evaluate where it is creative and engaging and where improvements need to be made. Regular staff and pupil discussions capture these responses and feed into leader’s action plans. |

|  |
| --- |
| How are parents/carers involved in the curriculum? |
| * Termly class newsletters giving a detailed breakdown of the curriculum and learning expectations * Parent consultations with opportunity to review pupil learning in books * Information sessions on curriculum learning e.g. SATs, supporting reading, maths approaches, E-safety * Career in the spotlight presentations * Questionnaires including feedback on the quality of the curriculum, homework, strengths & areas for development of the school |