

# **HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL**



## **Primary Curriculum**

## Curriculum Intention

At the heart of everything we do is a belief that everyone is unique, everyone is valued and everyone is loved.

***“Valuing all God’s children within an inclusive community.”***

This is a happy, family school in which we encourage pupils and adults to have a caring and considerate attitude towards one another. There is a strong Christian ethos of acceptance within the school. We recognise and value the uniqueness of every child, helping all to achieve their best within a safe, secure and creative environment.

We aim to enable children to learn skills, knowledge and develop concepts that will help them grow into positive, responsible people who can work and co-operate with others and hopefully be better equipped for life in today’s ever changing society.

At High Littleton Church of England Primary School, our curriculum is designed to:

- recognise children’s prior learning
- provide first hand learning experiences
- allow the children to develop interpersonal skills
- build resilience and become creative, critical thinkers

The children’s ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and our distinctively Christian values. We constantly provide opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Our expectations are that:

- staff have high expectations of themselves and all children
- staff are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from each child
- children will make rapid and sustained progress during lessons
- staff will support children in developing independence
- staff will continuously check understanding, and intervene in a timely manner when needed
- all children will be challenged
- all staff provide regular *live* opportunities to give high quality and constructive feedback which the children then act upon

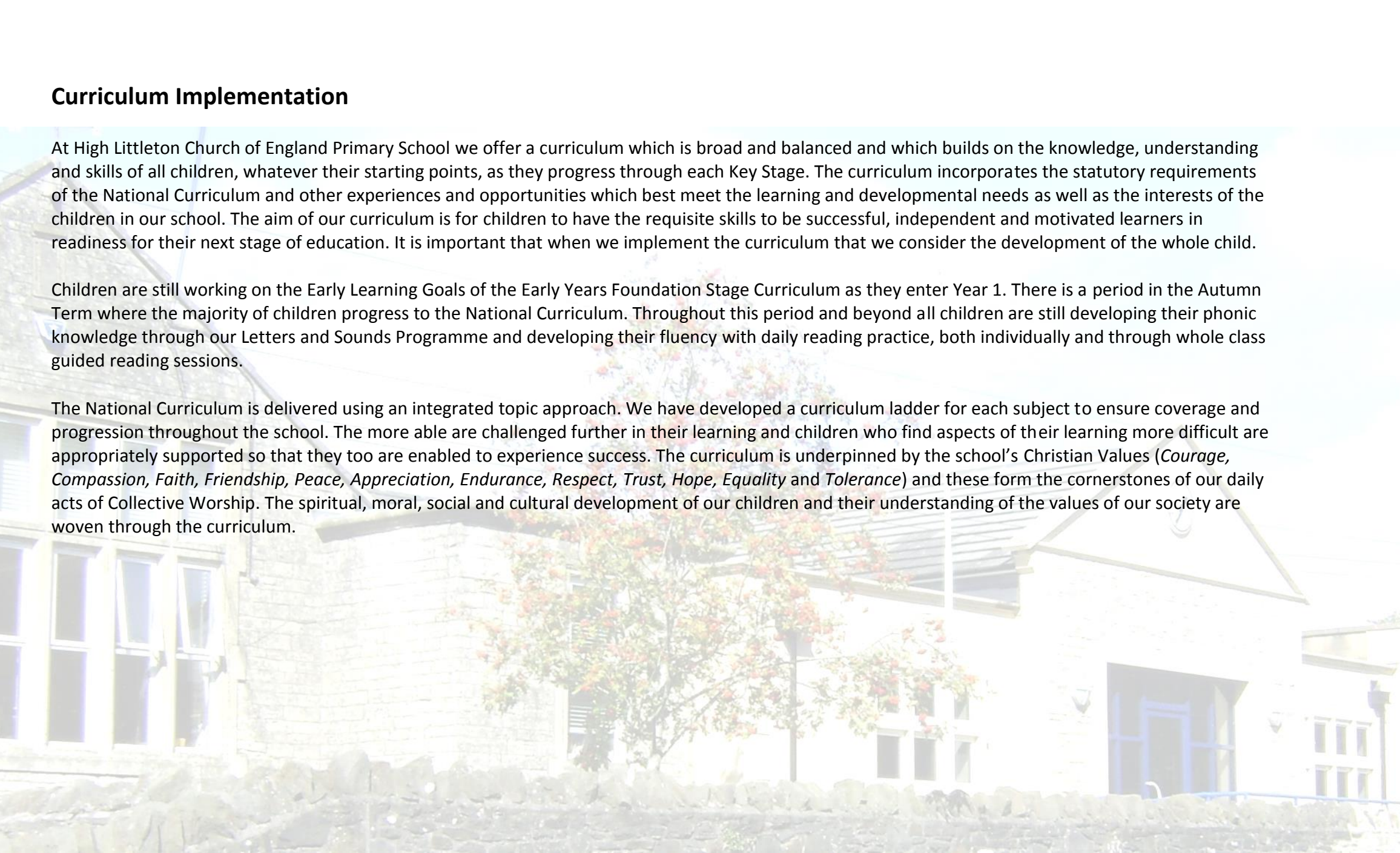


## Curriculum Implementation

At High Littleton Church of England Primary School we offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum and other experiences and opportunities which best meet the learning and developmental needs as well as the interests of the children in our school. The aim of our curriculum is for children to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education. It is important that when we implement the curriculum that we consider the development of the whole child.

Children are still working on the Early Learning Goals of the Early Years Foundation Stage Curriculum as they enter Year 1. There is a period in the Autumn Term where the majority of children progress to the National Curriculum. Throughout this period and beyond all children are still developing their phonic knowledge through our Letters and Sounds Programme and developing their fluency with daily reading practice, both individually and through whole class guided reading sessions.

The National Curriculum is delivered using an integrated topic approach. We have developed a curriculum ladder for each subject to ensure coverage and progression throughout the school. The more able are challenged further in their learning and children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success. The curriculum is underpinned by the school's Christian Values (*Courage, Compassion, Faith, Friendship, Peace, Appreciation, Endurance, Respect, Trust, Hope, Equality and Tolerance*) and these form the cornerstones of our daily acts of Collective Worship. The spiritual, moral, social and cultural development of our children and their understanding of the values of our society are woven through the curriculum.



## Writing

**Early Years:** We encourage children to write from an early age in a variety of ways using a multi-sensory approach e.g. water painting, drawing letters/shapes in sand/salt, paint, felt pens, large sheets of paper, chalks on the playground etc. During the year children will progress to using whiteboards and pens to practice individual letter formation. These skills are then transferred to support the children in developing their independent writing of simple sentences which can be read to themselves and others.

**Key Stage 1 and 2:** A variety of models for teaching writing are used; teacher modeling shared writing, supported composition, guided and independent writing. We have developed our own Writing Scheme of Work: ***Writing for a Purpose***. During their time at school, children will engage in a wide range of writing across KS1 and KS2. The skills that children will acquire, will inform their knowledge and understanding of *Writing to Entertain*; *Writing to Inform*; *Writing to Persuade*; and *Writing to Discuss*. Alongside this, children are taught discrete lessons on grammar, punctuation, spelling and handwriting.

## Reading

In the Early Years and Key Stage One children take part in a daily dedicated phonics session as set out in the Letters and Sounds document. The teaching of phonics is emphasised in the early teaching of reading to beginners. In Reception children will complete phases 1 – 4 of Letters and Sounds and will be taught at least 4 sounds per week using the Jolly Phonics approach during a daily dedicated phonics lesson (20 minutes). In Year One and Year Two children will complete phases 4 – 7 of Letters and Sounds during dedicated phonics lessons (20 minutes, 4 times a week).

We also use Reading VIPERS (*Vocabulary, Inference, Prediction, Explain, Retrieve and Summarise*) through our whole-class guided reading sessions. We ensure that children are confident in developing their comprehension skills using VIPERS as well as ensuring that those children who require additional support are listened to reading on an individual basis.

## Maths

Our Maths curriculum is based on the White Rose approach. Our aim is to develop a culture of deep understanding, confidence and competence in maths – a culture that produces strong, secure learning and real progress. We know that many children fear maths, therefore by building confidence, resilience and a passion for maths, we can show that whatever their prior experience or preconceptions, maths is an exciting adventure that everyone can enjoy, value and master. We also supplement the daily teaching of maths with another scheme: *I Can Do Maths* (ICDM). ICDM is a structured, whole-school teaching method based on daily maths practice sessions.



## **Science**

Science will be taught as a separate lesson but will be 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 will be built upon throughout the school. Pupils are encouraged to work scientifically and be able to carry out simple tests and experiments using equipment and to gather and record data. Whilst at High Littleton Church of England Primary School, 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 as well as educational visits and science weeks enhance our science curriculum.

## **History**

We view History not only as simple facts and dates but encourage pupils to become detectives who explore the past in an exciting way. History is taught mainly through a topic based approach and gives pupils a chance to explore a wide range of sources from which the past may come alive.

History allows our children to compare and contrast, to examine how and why things have changed, to learn about historical characters and expand their research skills. We teach children to be open minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life. We encourage first hand experiences through handling real artefacts and wherever possible arranging field work visits to relevant sites of historical interest in the region or bringing in specialists for in-school workshops.

## **Geography**

In Geography pupils develop their knowledge of people and places to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there. We study local areas/issues and extend these studies into the wider world. The children learn to use maps to locate cities, countries, mountain ranges, rivers, seas and oceans. They use atlases, photos and the internet to explore the environment and economics of those countries which they study. They then use the skills they have developed in literacy, numeracy and ICT to report and record their findings.

## **Computing**

Our computing curriculum is designed to equip children with the skills and understanding to live in a technological world, which includes being able to use a variety of computer software and coding programs. There is an emphasis on the importance of online safety for all year groups. The school receives external support from the local secondary school, with the use of a Computing teacher once a week.

## **Music**

The school uses Music Express as a resource to support the teachers in implementing the music curriculum. Pupils are also encouraged to play a variety of musical instruments as well as using their voices expressively by singing songs. Music lessons are linked to topic work where possible. Children receive vocal tuition from a specialist music teacher from the local secondary school. We also combine music with dance where we encourage the children to create mood, expression and atmosphere. Peripatetic teachers also support individual children in learning to play a musical instrument.

### **Design and Technology (*including Cooking and Nutrition*)**

At High Littleton Church of England Primary School, Design and Technology is a practical subject, where the children use their creativity and imagination to design and make products that solve real and relevant problems. Children also learn to draw on other subjects such as mathematics, science, computing and art to support their knowledge and skills within the curriculum.

As part of their work with food, children are taught how to cook and apply the principles of nutrition and healthy eating. We believe that learning how to cook is a crucial life skill that will enable pupils to feed themselves and others affordably and well, now and in later life. We supplement the teaching of cooking across the curriculum as well as giving the children opportunities to cook healthy, nutritious meals during our annual Health Week as well as dedicated cooking days with the support of external organisations. Children are also transported to the local secondary schools where they use the most up-to-date resources.

### **Physical Education**

PE and School Sport play an integral part in the school's life. Much emphasis is placed on developing competence to excel in a broad range of physical activities, being physically active for sustained periods of time, engaging in competitive sports and activities as well as leading healthy, active lives. All children have at least two hours of PE each week, either taught by their teachers or by external organisations. Children are encouraged to participate in a range of after school clubs as well as competitive sport within the community. Children in Year 1 and 2 are taught to swim for a period of twelve weeks and those children who cannot swim 25 meters by the time that they are in Year 6 are targeted with extra support. Each class receives termly Yoga sessions, as we are aware of the need to improve the mental health and wellbeing of every child within the school.

### **Religious Education**

Our RE curriculum is based on *Awareness, Mystery, Value* (AMV) which the locally agreed syllabus. We also use the *Understanding Christianity* resource to supplement our teaching support pupils in developing their own thinking and their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it.

### **Modern Foreign Languages**

At High Littleton Primary School, we teach French to all children in Key Stage 2. This is supported by our secondary colleagues who visit the school on a fortnightly basis. Children progressively acquire, use and apply their growing bank of vocabulary around topics. This also equips our children to become confident global citizens.

### **Assessment**

Rigorous assessment, both formative and summative, as well as the tacking of children's progress takes place to inform classroom practice to allow children to make good progress and close the attainment gap. The school uses School Pupil Tracker (SPTO) as an assessment tool to support this process.





## **Interventions**

At High Littleton Church of England Primary School, we ensure that teachers and teaching assistants are equipped with the skills to accurately assess the needs of the children in their care. In doing so, staff identify those children who are not making sufficient progress and are then able to support them in catching up with their peers. Interventions are based on the needs of the child and are delivered in a variety of ways which will support the child. We know that our children who are from disadvantaged backgrounds need close monitoring and that a continuous cycle of *Plan, Do, Review* allows the children to move on in their learning. For some children who have an Education, Health and Care Plan, a personalised curriculum is implemented based on their needs.

## **Learning Environment**

The organisation of our classroom/learning environment is adapted to meet the children's learning needs. Resources (including IT) are effectively deployed to allow children to work independently and successfully.

## **OPAL**

Outdoor Play and Learning is a programme which we employ during break times and lunchtimes. OPAL improves opportunities for physical activity, socialisation, co-operation, coordination, resilience, creativity, imagination and enjoyment through play.

## **Enrichment**

As part of the wider curriculum, we believe that children's learning is enhanced by different experiences. We offer our children a wide range of educational visits which are used to motivate and engage. Visitors to school also give the children different perspectives on values, attitudes, learning and understanding.

## **Statutory Inspection of Anglican and Methodist Schools (SIAMS)**

As a church school, we also ensure that our curriculum fosters the four pillars of the Church of England's vision of educating for:

- Wisdom, Knowledge and Skills
- Hope and Aspiration
- Community and Living Well Together
- Dignity and Respect

## Curriculum Impact

The impact of our curriculum is not only 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

It is in fact 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. We ensure through high expectations and interventions, that each and every child fulfils their potential.

Generally, at the end of EYFS, most children are secure in each of the Early Learning Goals and have made excellent progress from their starting points. The percentage of children achieving a Good Level of Development is generally above LA and national averages.

During their time in Year 1, children build upon their excellent start to life in school with a high percentage meeting Age Related Expectations in maths, reading and writing. Year 1 phonics scores have been high since 2012 and again are higher than LA and national averages.

At the end of Key Stage 1, children continue to make good progress with attainment in maths, reading and writing being higher than national and LA averages. This is also the case at Greater Depth.

Teacher assessments and regular NFER tests in reading, maths and SPAG show consistently strong teaching with children making good progress. Since 2009, attainment and progress have been significantly higher than national and LA averages. The percentages of children achieving the higher scores and Greater Depth also indicate strong teaching and learning, not only in the core subjects, but also across other areas of the curriculum.

**Attendance:** Generally, attendance at school is 98%. This reflects the importance that parents, children and school place on education and our curriculum. There are no fixed term exclusions and unauthorised absences are below national averages.



## Parent View:

	Standards in Learning	Agree	Disagree	Not Sure
1	My child makes good progress at this school.	98.5%	0%	1.5%
2	The school is effective in its engagement with parents.	98.5%	0%	1.5%
3	My child is motivated to learn.	98.5%	0%	1.5%
4	My child receives enough homework.	95.5%	3%	1.5%
5	I feel I can help my child with homework.	98.5%	0%	1.5%
6	I think the school supports all children effectively in their learning.	95.5%	0%	4.5%

	Well Being and Personal Development	Agree	Disagree	Not Sure
1	My child is happy at this school.	98.5%	0%	1.5%
2	The school has a happy atmosphere.	100%	0%	0%
3	The school makes sure its pupils are well behaved.	100%	0%	0%
4	The school deals effectively with bullying.	97%	0%	3%
5	The school has a Christian ethos.	98.5%	0%	1.5%
6	My child feels safe at this school.	100%	0%	0%
7	The school promotes health and physical exercise.	97%	1.5%	1.5%
8	My child is well cared for at this school.	100%	0%	0%

	Section 3: Quality of Provision	Agree	Disagree	Not Sure
1	My views are welcomed and listened to.	97%	0%	3%
2	I feel a part of the school community.	97%	0%	3%
3	The standard of teaching is good at this school.	100%	0%	0%
4	The school expects all children to work hard and achieve their best.	100%	0%	0%
5	A good balance of subjects is taught.	97%	1.5%	1.5%
6	A good range of extra-curricular activities is provided. (Clubs/Trips)	94%	4.5%	1.5%
7	The school is led and managed effectively.	100%	0%	0%
8	I would recommend the school to other parents.	98.5%	0%	1.5%

## Behaviour, Wellbeing and Safety

Our curriculum supports the children in becoming well-rounded individuals who care about one another. A well-structured PSHE programme, Circle Time and Collective Worship ensures that the wellbeing of our children is central in all that we do. The children also benefit from the support from various outside agencies to promote good health and wellbeing. Behaviour is excellent because of the stimulating curriculum that we offer our children.

