

Curriculum Policy

Intent

At Rossmere Primary School we have designed our curriculum to fully prepare every child for the future. The curriculum will give all children the opportunity to:

- Develop their resilience to cope with challenges
- Understand the purpose and value of their learning and see its relevance
- Experience the challenge and enjoyment of learning
- Develop and demonstrate their creativity
- Develop a love of reading that will continue into adult life
- Develop new skills through a variety of interesting concepts
- Build skills of independent learning
- Learn strategies to solve problems (both in lessons and in life)
- Develop social skills so that they can work with others successfully
- See clear links between different aspects of their learning
- Develop a rich and deep subject knowledge
- Develop communication through building a wide vocabulary

The overarching aim of our curriculum is to combat social disadvantage by providing opportunities to our all our children that they may not otherwise have.

Mental Wellbeing

Improving mental wellbeing underpins much of what we do at Rossmere Primary School. Our curriculum will give children the opportunity to:

- Develop self-esteem and confidence in their abilities
- Learn in a peaceful and supportive environment
- Learn how to respect themselves and others
- Follow their own interests and be themselves
- Reflect and think mindfully about their learning
- Recognise that people are good at different things
- Work in a range of groups and settings
- Build respectful friendships

This will be achieved both through our wider curriculum, and through specific work on mindfulness led by our Wellbeing Champion.

Pupil Voice

At Rossmere Primary School we listen to the views of our children, and teach them the skills of sharing their views in an appropriate way. Our curriculum will give children the opportunity to:

- Make a positive contribution to the school and wider community
- Explore ways of becoming an active citizen
- Say what they like and dislike in their learning
- Take part in age-appropriate discussions
- Make choices about the things that are important to them
- Contribute to planning their own learning
- Express their opinions on a range of different topics and issues

Discussion will be encouraged in pairs, groups and whole class activities such as circle time.

Implementation

Our curriculum will be taught through a pedagogy that:

- Excites, promotes and sustains children's interest
- Promotes problem solving, creativity and communication
- Enables and fosters children's natural curiosity
- Offers all children a memorable experience at the start of every topic
- Promotes innovation and entrepreneurialism
- Enables children to reflect on and evaluate their learning

Enrichment

Curriculum enrichment is particularly important to many of our pupils, as they do not have access to a wide range of opportunities out of school. We therefore incorporate activities and experiences intended to combat social disadvantage into our curriculum by:

- Providing relevant and exciting visits and visitors related to the topic
- Providing residential visits for all Key Stage 2 children
- Offering opportunities for all children to learn outdoors in our Forest School
- Developing partnership with external providers that extend children's opportunities for learning (e.g. Spanish lessons, drama teaching, sports coach)
- Holding curriculum days or weeks (e.g. World Book Day, sports' week)
- Welcoming parents and carers to take part in children's learning and experiences in school
- A homework policy that encourages families to work together creatively
- Using quality resources in and out of the classroom

Fundraising will keep costs low for parents, enabling 'poverty proofing' to ensure every child has access to these activities.

Assessment

In order to build on children's skills and knowledge each year, ongoing assessment will be used to record their achievements:

- Assessment in reading, writing, maths and science will be achieved using Target Tracker – this assesses every child individually against all National Curriculum requirements, and enables easy data collection for statutory requirements (Teacher workload is reduced by only entering the information once, and because subsequent teachers can access the data)
- All foundation subjects that are taught as part of the topic will be assessed using Cornerstones Hub – this is online and will be saved to be accessed by future teachers to check that all teaching is sequential and there are no gaps (Teacher workload is reduced by the data being accessible to all teachers and only being entered once)

Early Years Curriculum

At Rossmere our Early Year Curriculum is designed with the same intentions as the curriculum for Key Stage 1 and 2. This lends itself well to the natural connection of the Early Years Outcomes.

Quality play experiences underpin our curriculum. A balance of child-initiated learning, adult led opportunities and specific focused teaching support learning and development that lasts and has impact.

Access to the outdoor environment is an integral part of the curriculum. This is an everyday experience across the changing seasons and a way of merging learning from our 2-year-old setting, nursery and reception. Our Forest School compliments and further extends the natural outdoor experiences for the children.

Inclusion

Rossmere Primary School is an inclusive school that welcomes children with a wide range of additional needs. We make adaptations to our curriculum to ensure that every child can access it in their own way and at an appropriate level and pace to meet their needs:

- We operate a small class for Key Stage 2 children with additional learning needs. This runs every morning with the children accessing topic and PE lessons with their usual class. The purpose of this class is to reinforce basic skills of maths and English to ensure children can build competency skills for now and for their future education.
- We operate Additionally Resourced Provision for the Local Authority to cater for 6 children with Social, Emotional and Mental Health difficulties (that can present as behaviour difficulties). A small number of children from Rossmere can also access this class. The children attend this class full time for a planned length of time, and cover the full curriculum.
- Teaching assistants are employed in every class to support children with Special Educational Needs and ensure that they can access the full curriculum.
- Intervention programmes are used to help children to accelerate progress. Although these will run in the afternoons, children will not miss the same lesson every week so will still access a broad and balanced curriculum.

Impact

We intend to measure the impact of our curriculum in the following ways:

- Attainment at statutory points (reception, Year 1 phonics, Year 2, Year 6) are in line or above the national average for children reaching and exceeding age related expectations, because expectations are high and work is well matched to the needs of the children
- Attitudes to learning of the vast majority of children are at least good, because the curriculum is engaging and meets their needs and interests
- Progress of all children is good – both in academic attainment and in skills of social, communication, resilience.
- Attendance is at least in line with the national average because children want to be at school and parents value all areas of the curriculum equally.

Monitoring and Evaluation

The curriculum is monitored by a team of staff – The Curriculum Team.

This is overseen by the Headteacher and a link Governor.

The Curriculum Team have a planned programme of monitoring to include work scrutiny, pupil interview, planning scrutiny and lesson observation.

Curriculum Review

This Curriculum will be constantly under review for the first year and will be adapted if the need arises. There will be a formal review at the end of the summer term each year with the findings used to inform any changes needed for the next academic year.

Subject Specific information

Mathematics

We follow a small steps mastery approach to maths throughout school, which aims to develop a deep and lasting understanding of mathematical procedures and concepts. Through teaching this approach, children will acquire a solid enough understanding of the maths that's been taught to enable them to move on to more advanced material.

Pupils are taught through whole-class interactive teaching, where the focus is on all pupils working together on the same lesson content at the same time. This ensures that all can master concepts before moving to the next part of the curriculum sequence, allowing no pupil to be left behind.

Daily teaching will focus on developing procedural fluency through varied and frequent practice of the fundamentals of mathematics (arithmetic), which are secured first so that children have the ability to recall knowledge rapidly and accurately. This is taught in tandem with conceptual understanding through problem solving and reasoning activities that are intended to enable children to apply their mathematics to a variety of routine and non-routine problems with increasing sophistication. Every class will have a daily learning episode that will include a focus on key facts (including effective strategies to learn, recall and apply multiplication tables and related division facts and number facts, which are learned to automaticity to avoid cognitive overload in the working memory and enable pupils to focus on new concepts).

Effective mastery episodes have been designed in small carefully sequenced steps, which must each be mastered before pupils move to the next stage. Teachers will use the small steps approach using Maths No Problem as a starting point and use of a variety of other resources – White Rose Planning, NRICH, Third Space Learning and Classroom Secrets which ensure continuity. This often entails focusing on curriculum content in considerable depth at early stages.

Once fundamental skills and knowledge are secured, then additional episodes of learning can take place weekly to develop knowledge of measurement, geometry and statistics. This knowledge has been identified by staff as essential to a child's future success and future employability – telling the time and understanding length and weight.

Knowledge and application of skills will be tested with ongoing work in class using the review section of Maths No Problem, and a test at the end of every term to assess their overall mastery of conceptual knowledge and developing procedural fluency.

Times Tables Rock Stars, Quick Maths and DK Maths is used throughout school – these are an online games that increase speed of recall of multiplication tables and number facts. Children can also access this at home.

Homework each week will include learning number bonds, number facts and multiplication tables.

English

Text types, content and subjects (including class texts) will be taken from the Cornerstones Curriculum and will be central to the creative themes taught each half term. This will ensure that skills are transferable between lessons and days and that children do not only use English skills in English lessons.

English lessons will focus primarily on the teaching of essential skills – phonics, spelling, grammar, punctuation and reading. Every class will have a daily English lesson to teach these skills.

Children will demonstrate their knowledge and understanding in independent writing that will be planned for weekly – either within an English lesson or as part of a topic lesson. All writing will be linked to the creative theme, with children getting inspiration from the topic work or class text.

Communication and language development are key focus areas for all of our children from the time they begin their learning journey in our 2 year old/3 year old setting. Within our Early Years we have embedded the Talk Matters programme. This is a project designed to improve early language and early literacy outcomes for children. Children are screened at key points throughout Early Years and when they enter Year 1. This data is then analysed and acted upon accordingly. Key areas include:

- Attention & Listening
- Receptive Language – understanding
- Expressive Language - talking
- Communication and Engagement
- Auditory Discrimination
- Visual Discrimination
- Narrative
- Phonological Awareness

Outcomes of the screening also allow us to signpost children towards the Wellcomm programme, an intervention aimed at supporting children who may be at greater risk of delay within the areas of language and literacy. The aim of this intervention is to move a child's language and literacy skills so that they become in line with age expectations. It also provides those children who are needing SALT involvement with an action plan while they wait for an initial appointment from a therapist. Support is also given to parents in how they can be instrumental at home in support their child's language and literacy skills.

Our phonics lessons focus on the Read Write Inc approach. These take place daily in nursery, reception and Year 1. Through our Talk Matters focus for Year 1 we also introduce an intervention 'Rapid Phonics' to provide extra support for those children at risk of not passing the Year 1 Phonics Screening Check, this has proven to have had a great impact. For this reason it will now be embedded throughout Year 2 and Reception to support specific children. Phonics intervention lessons also take place in Year 3 for children who have still not passed the phonics screening (or who passed but are still felt to be insecure in their phonic knowledge).

Until a child has secure phonic knowledge they will read books related to the Read Write Inc scheme – these will reinforce the sounds they are learning in class. These books will be read in school and taken home to practice with parents. At school these children will read one to one with an adult at least twice a week.

Once a child is secure with phonics and can read independently, they will moved onto Accelerated Reader. This begins with a Star Reading Test online that tests speed and comprehension. They will then be assigned a ZPD score which will determine the level of book a child will read. Accelerated Reader books are 'real

books' rather than a reading scheme. After reading each book the child logs on to Accelerated Reader to complete an online 'Quiz' that tests comprehension of the book they have read. Children on Accelerated Reader will do Guided Reading in a group with the teacher, so that every child is heard read and taught new skills each week. Teachers will monitor a child's performance, accuracy and progress on Accelerated Reader and if there are any concerns the child will go back to weekly one to one reading.

Year 5 and 6 children who are fluent readers with good comprehension skills will use Reading Plus – this is an online scheme that improves speed and fluency of reading for children who are already proficient readers.

All children will be expected to read at home at least 3 times a week and to learn spellings.

Topic / Theme Work

Our topic work is based on the Cornerstones Curriculum. Documents related to Cornerstones can be viewed on our website or in curriculum folders.

A rich and engaging curriculum takes into consideration all that children are taught and experience. A broad and balanced curriculum should take into account the range and frequency of activities outside the classroom (visits, after school enrichment etc)

The Cornerstone Curriculum includes 6 themes for each year group – these are cross curricular projects with exciting subjects, an emphasis on pupil engagement and interests. Each class will cover one topic each half term. Over the year the topics will include –

- Science
- Computing
- History
- Geography
- Design and technology
- Art and design
- Personal, social and health education (PSHE)
- Music
- Drama
- English – text

The four cornerstones provide for distinct stages of learning which actively promote children's learning and thinking. Each project covers these stages:

- Engage
- Develop
- Innovate
- Express

Engaging the children

- Taking an active part in a memorable experience
- Beginning to read and research about their new theme using a range of sources
- Asking their own enquiry questions
- Talking about and exploring new ideas
- Developing spoken language skills in different situations
- Taking part in sensory activities
- Identifying possibilities for future learning

Developing the theme

- Delving more deeply into a theme
- Developing an understanding of new concepts and skills
- Acquiring new knowledge
- Practising and mastering new skills
- Making links between subjects across the curriculum
- Re-visiting previously learned skills
- Composing, exploring, making, doing, building and investigating
- Using transferable skills in different subjects and contexts
- Reading and writing for different purposes and audiences
- Finding answers to their own questions and those asked by others

- Following pathways of enquiry based on their own interests
- Explaining and describing their learning and understanding

The innovating stage

- Applying skills, knowledge and understanding to real-life and imaginary contexts
- Showing enterprise in solving problems and resolving situations
- Using their thinking skills to explore possibilities
- Building their self esteem and confidence
- Reflecting upon and identifying their own needs, skills and understanding
- Working in pairs, groups, as a whole class and independently
- Taking on different roles and responsibilities

The express stage

- Performing, presenting and becoming the experts
- Evaluating finished products, processes and progress
- Linking what they have learnt to starting points or initial observations
- Reflecting on their own learning
- Sharing their achievements with parents, classmates, the community and beyond
- Celebrating their achievements

Children will record all topic work (including writing) in one book.

Physical Education

Every child in school will do 2 hours of physical exercise in school a week (on average).

Year 2 – Year 6 will have one hour of sport each week with a sports' coach, and 1 hour PE lesson with their class teacher 9unless they are swimming that term).

Reception, Year 1 and Year 2 will have a 1 hour PE lesson each week with other physical activity taking place in child initiated learning or OPAL play.

Every child in Year 5 and Year 6 will have 10 hours of swimming over the year (taught as a 2 week block of one hour a day).

Modern Foreign Languages

At Rossmere we have chosen Spanish as the language taught in Key Stage 2.

We use an external company (Lingotots) to teach a Spanish lesson every week to every child.

Religious Education

Following government guidelines we teach the Hartlepool Agreed Syllabus for RE, to all children in school.

Forest School Education

At Rossmere we are very lucky to have a large Forest School Environment on the school site. This gives every child the opportunity to learn Forest School Skills and take their learning from the classroom into the outdoors. All classes have planned lessons in the Forest School throughout the year.

To ensure quality of experience, we employ a Forest School Manager who will lead sessions if required.