

## **Introduction - Teaching What Will Matter to the children at Grove Lea Primary.**

At Grove Lea Primary School we have been personalising, reviewing and evaluating our curriculum since 2015. We began this cyclical approach a year before the statutory curriculum ( National Curriculum) was introduced in 2016. A new curriculum for all children in was the catalyst for a new approach.

Each year of the curriculum is cohort specific. When planning we take into consideration:

1. the needs and character of our children;
2. the children's prior learning; children's experiences;
3. the community in which school exists,
4. Current educational research which is evaluated and relevant to our school.

All these considerations result in the fact that we at Grove Lea design a curriculum which teaches what matters to our children.

OFSTED September 2017:

The deputy headteacher works closely with staff to produce a curriculum which meets the needs of pupils in each year group. This bespoke approach heightens pupils' levels of engagement and enjoyment in learning and contributes to their excellent progress over time. ☑

## **The Curriculum Intent**

The intent of our school curriculum is to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and academic achievement. The School has identified 4 key intentions that drive our curriculum. Our intentions at Grove lea Primary are driven by our 4 core values of car, courage, curiosity and collaboration.

**Intention 1: Care: To build a curriculum where we care about: the ever changing modern world, the country that we live in and the community we represent. We care that we are Life Ready!**

To design a curriculum which results in children developing crucial life-skills, and positive moral traits so that understand their role within the community and wider world. To understand what it means to be a British Citizen or, someone from another country who lives in Britain. To be aware of the rule of law, tolerance and being mutually respectful.

**Intention 2: Courage: To build a curriculum which develops learning and results in the acquisition of knowledge.**

To design a curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum so that children can reach and exceed their potential. That all children have the courage to be clever.

**Intention 3: Curiosity: To build a curriculum which nurtures children's learning behaviours and develops a curiosity towards the exploration of knowledge.**

To design a curriculum which grows the key skills of: curiosity, independence, resilience, communication, leadership and enthusiasm so that children know how they learn

**Intention 4: Collaboration: To build a curriculum which ensures children know how to work together positively whilst celebrating diversity and liberty.**

To design a curriculum which results in children celebrating what is good about themselves. Recognising that people may be different but that everyone is human. To understand what it means to live in a democracy and to have individual liberty.

## 2. Curriculum Implementation

Our 4 school intentions are used to drive curriculum implementation alongside appropriate evaluated educational research. The school implements the 4 curriculum intentions in the following way:

**Intention 1: Care: To build a curriculum where we care about the: ever changing modern world, the country that we live in and the community we represent. They are Life Ready!**

The planned school curriculum includes 3 components: the statutory knowledge of the national curriculum; how this is to be delivered and also how school can nurture an understanding of morality and the wider world. We want all of our children to understand what it means to be a British Citizen or, someone from another country who lives in Britain. We ensure the intention to build 'Life Ready' pupils is achieved by

**Aspiration Week** - a planned week at the at the start of each school year which enables school to communicate expectations about learning but also allows children time to explore and develop an understanding in relation to the issues of aspiration, mutual respect and rule of law.

**Assemblies** - Weekly whole school and class assemblies led by the Key Stage leads which explore children's understanding of British Values by applying them to real life issues. Weekly assemblies led by the Head teacher and Deputy Head teacher reinforce the core school values through story and discussion.

**Social and Emotional Aspects of Learning** curriculum - Planned weekly learning including: new beginnings in life, going for goals, getting on and falling out, changes and relationships which helps children question and make sense of their place in the world.

**Curriculum Planning** - Half termly curriculum plans ensure that stereotypes are challenged and positive role models are identified for us to learn about.

**SMSC and RE**-This is embedded into all aspects of the curriculum. As well as this all children take part in SMSC lessons. These teach the children about the different faiths and cultures that are part of modern Britain. These lessons promote the knowledge needed to challenge stereotypes, racism and therefore promote more respect, understanding and tolerance of other faiths.

**Displays** - Displays reinforce the intentions of the school and provide clear real life images of democracy, the rule of law, tolerance, mutually respect and individual liberty.

**Community** - The curriculum is planned to enable children to work with local community groups such as visiting the local residential home, working with local charities, collecting and raising money for charities and food banks, working with other schools Hemsworth and further afield. We aim to increase our learner's engagement with activities that benefit other members of the community and beyond.

### Education Endowment Fund

research indicates that growing evidence suggests that a schools use of a set of attitudes, skills and behaviours - such as self-control, confidence, social skills, motivation, and resilience -to underpin the delivery of the curriculum are important to children's later outcomes.

**School** - observations of learning attitudes, behaviour throughout school, analysis of questionnaires and discussions with pupils indicate that they view character building skills and activities positively.

**Intention 2: Courage: To build a curriculum which develops learning and results in the acquisition of knowledge.**

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**National Curriculum Programmes of Study**

All subjects within the National Curriculum are planned for and covered in full within the KS1 and KS2 school curriculum.

Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.

<p><b>Language</b></p> <p>The promotion of a language rich curriculum is essential to the successful acquisition across the curriculum.</p> <p>The development of speech and language is identified as one of the most important parts of our schools early years curriculum. A Speech and Language Therapist is employed by school to screen and work with all children as they enter Nursery. This enables staff to match oral language activities to learners' current stage of development, so that it extends their learning and connects with the rest of the curriculum.</p> <p>The speech therapist then works with teachers and children through school designing personalised and specific programmes to address specific issues that are a barrier to learning.</p> <p>The promotion and use of an accurate and rich cross curricular vocabulary throughout school is planned in all subjects. This is evident in all learning areas.</p> <p>The whole school have a word of the month. This is displayed in all classrooms. It is shown as a word, definition and in a context.</p> <p>Teachers also model correct language and will correct children with their grammatical errors and misconceptions.</p>	<p><b>Education Endowment Fund research indicates that all pupils benefit from oral language interventions, and some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</b></p> <p><b>School</b> baseline upon entry data indicates that a significant number of children enter Lower Foundation Stage with speaking and listening skills that are below chronological expectations.</p>
<p><b>Phonics</b></p> <p>The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and those in Year 2 who have not passed phonics screening in Year 1.</p> <p>Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in a whole class format because it enables staff to ensure application across subjects embedding the process in a rich literacy environment for early readers.</p> <p>Intervention is planned for those children who are working below expected levels.</p>	<p><b>Education Endowment Fund research indicates that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</b></p>

### Reading

All children from year 1 complete the Salford reading test to ensure they read appropriately challenging books. In Key Stage 2 the children also complete the PIRA reading assessment termly.

**Individual Reading** - all children in Foundation Stage read individually to a trained adult each weekly. Throughout school a minority of children will read 1 to 1 with an adult as a form of intervention.

**Guided Reading** - all children from Upper Foundation Stage take part in Guided Reading. Guided Reading Sessions, which run x5 sessions per week, are planned by all teachers to teach a range of techniques which enable children to comprehend the meaning of what they read.

**Reading Areas** All classrooms have class reading areas with topic themed books and author books.

**Library** - All children visit the school library each week and choose a book to read at home for pleasure. Children in Foundation and Year 1 visit the community library fortnightly.

### Reading books.

Children are assessed termly as is their home school reading book.. Children take home a schemed reading book from the Oxford Reading Tree scheme. They are expected to read at home at least 4 times a week. Home reading logs are completed.

### Reading comprehension at home.

In Key stage 2 children complete a reciprocal reading task. It starts in Year 3 with introducing the predictor and summariser.

In Year 4 the clarifier and questioner are introduced.

By the time they enter upper Key stage 2 all aspects of reciprocal reading are completed on a weekly basis.

**Story Time:** We at Grove Lea value the importance of story and the spoken word. Children need to hear stories as well as read them. This models reading aloud as well as giving children the opportunity to hear stories come to life. It also gives the pupils to concentrate on comprehension. The Power Of Reading teaching approach promotes the use of good quality texts throughout all the primary years and areas of the curriculum.

### Education Endowment Fund

research indicates that reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading

### Writing:

All Children write daily.

School uses the target tracker assessment programme scheme to ensure the coverage of key objectives. In Key stage 2 children also have a weekly differentiated spelling lesson which focuses on high frequency words. Daily opportunities for children to apply their writing are planned and links to the wider curriculum are made when doing this. Writing is assessed at appropriate times when key skills can be applied in a meaningful way and next steps identified by the teacher and also through self and peer assessment. We assess using Target Tracker. Assessment is carried out within teams at Grove Lea as well as whole school moderation, LA moderation and with wider schools.

Good presentation is both expected and celebrated.

### Education Endowment Fund

research indicates that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient.

## Maths

Maths is a core subject and has a high priority within our school curriculum. **White Rose MathsHub** is used as the core maths programme. The delivery of this programme is underpinned by staff CPD with MathsHub.

**MathsHub** assessments are used throughout the year to inform teachers of childrens understanding and progress.

**Big Maths:** This is used to promote mental arithmetic and reinforce the learnt aspects of maths. Each week the children complete 3 activities which the teacher then can see where the knowledge gaps are. The 3 aspects of these tasks are learn it's: number bonds and multiplication facts. CLIC- 4 rules of number. SAFE: fractions, decimals, shape, graphs and time.

**Timestables Rockstars** is a timetable programme that is used across KS2 to ensure children are developing rapid recall of multiplication facts.

**Displays:** The display of maths within the classroom are uniformed so that children can see the continuity between year groups. The displays show modelling of current learning and then 4 sections. 1. Counting: Number patterns, number lines, missing number lines. 2. Learn its. Number bonds and multiplication facts. 3. It's nothing new. This reinforces previous learning so children can see how their own learning is built upon past learning.4. Calculation. How did we solve today's work

**Booster classes.** In Year 6 we offer booster lessons from the autumn term. At first we invite the children who lack confidence in themselves and their ability. The sessions allow the children time to talk and address their mis conceptions. The children work in very small groups with a teacher. Then, in the Spring Term all children are invited to attend. Now we focus on exam preparation so that in May nothing is a surprise.

Booster classes are also offered to Key Stage 1 in the Spring term

**MathsHub** aim is to develop a culture of deep understanding, confidence and real progress. The programme, which has been developed following global research, makes links to the real life problems.

**Education Endowment Fund** research indicates that Mathematics is essential for everyday life and a foundation for careers in technology, science, and engineering, among many others. School agree that Improving the attainment of children in mathematics should be a founding aim of our school.

## Science

Science is taught half termly in all Key Stages.

Links are made to the theme when appropriate however we recognise that not all science units 'fit' within a theme and so these units are taught discretely. Science units of work will not be tenuously linked because learning will lack depth and understanding.

Language development has a salient role in science learning. All science units focus upon key vocabulary to be used during knowledge acquisition.

All classrooms have uniformed science displays which identify the strand of science being taught as well as key vocabulary.

In The Autumn Term the whole school takes part in a Science Day. The theme of which is taken from pupil interviews which identify what the children still want to learn more about.

**Education Endowment Fund** research indicates strong evidence of a link between economic disadvantage and attainment in science.

Strategies to boost disadvantaged pupils' reading comprehension could have a positive impact on their achievement in science too.

**School:** children evidence a positive approach and engagement towards science units of work.

## Foundation Subjects

In Key stage 1 our curriculum is taught on a two year cycle.

Key Stage 2 are taught in Yearly blocks. The theme of which may change but the skill must remain. E.g. In Year 5 reporting events over time last year was done through crime and punishment as the cohort was boy heavy. This year the focus for the skill will be in the theme of Space as it is 50 years since the moon landings.

**Themes** are taught over a term or half a term, starting with a launch activity that 'hook' children's interest. After the initial 'hook', children will then be immersed within this theme for the remainder of the term; on occasions children may well be asked to research aspects of the theme independently. This allows the children to have ownership over their curriculum and lead their own learning. Topic organisers link the classroom learning to home and give children time to develop what they want to know more about and study how to remember it.

**English and Maths** skills are taught during discrete lessons but revisited in the curriculum so children can apply and embed the skills they have learnt in a purposeful context.

**ICT** is taught both in a specific lesson and discrete the lesson. The specific lesson is skill based but the theme may come from the classroom learning. The children will then be given more opportunities in discrete lessons to revisit and reinforce the skills taught.

Again an ICT day is planned in the Spring Term. This time though the children work in their coloured teams. This promotes peer to peer support. The Year 6 children plan the day with the ICT lead and lead the activities.

**Enhancement** -We plan that each theme has a visit, visitor and involvement in the community activity to provide first-hand experiences for the children to support and develop their learning. (Please see Curriculum Enhancement) We recognise that to have impact the planned enhancements must be clearly linked to the statutory knowledge to be acquired and provide the opportunity for children to better understand the knowledge or apply what they already know.

**Discrete subjects** - Not all subjects naturally 'fit' within a theme and so these subjects are taught discretely. Subjects will not be tenuously linked as this means that learning lacks the depth of understanding we want to provide our children.

**See Curriculum theme overview.**

## The Arts:

At Grove Lea the arts are an integral part of school life. The children are given the opportunity to develop their artistic skills in well planned and delivered lessons. Their work is celebrated throughout the school learning environment. The Arts are also included in our after school music clubs. These are run by school staff or outside agencies e.g. Sugar Kane dance school. In music, the children are given opportunity to perform and take part in musical events within the community and nationally. Throughout the year we also give all children chance to perform or to see live performances. In the summer term we celebrate the arts with our own Arts Day. Here the children work together in dance, drama, music and art.

## Enhancement - Education

**Endowment Fund** research indicates that given the complex nature, and limited evidence of impact on attainment of enrichment activities, it is important to think carefully about what you are intending to achieve. It is also important to consider carefully whether such activities should replace curriculum-linked activities, as this might have a negative impact on attainment.

**School:** questionnaires (parents and pupils) indicate that children positively engage in enhancement tasks. Pupils' written work indicates that clearly planned enhancement activities provide a scaffold for language consolidation.

## PE

The school is aware of the importance of the physical development of all children and hence the Sports Funding is used to maximum effect to ensure that all children receive specialist PE teaching weekly and through this school provides excellent opportunities for teachers to develop their quality first teaching in PE

Children receive 2 lessons of PE each week. At least one of these lessons is led by a PE specialist.

## Intention 3: Curiosity

To build a curriculum which nurtures children's learning behaviours and develops a curiosity towards the exploration of knowledge.

We plan a character related learning programme which develops key skills that help children become effective learners. We embed the 4 core values of Grove Lea into the whole curriculum. The core values were decided by the children as what they consider to be the most important attributes to have when they leave Grove Lea Primary. Each of the core values have a weekly focus.

School endeavours to develop these key skills alongside the formal curriculum through providing challenging learning which enables children to take risks to deepen their understanding and build their skills as self-regulating learners. We understand that learning about our character make us better learners and so key skill development threads through the school curriculum. Its development is rewarded in assemblies, communicated to pupils through feedback about their work and explained to parents also through actions such as the open ended homework we set, promotion through the newsletter and parental engagement activities.

**Grow it** -Outdoor learning is a valued part of learning within school because it provides opportunity to develop children's curiosity of learning. Appropriate age related opportunities are planned for children to apply their curriculum knowledge outside the classroom. School recognises that to have impact outdoor learning must have a clear focus and link directly to the statutory curriculum.

**Cook it**- Curiosity extends into food. Whether it be how to cook, how to bake, where the food comes from, what do we eat in, what do we eat for? The children have termly cook it lessons which will result in either taking food home to share or in providing a pop up eating experience. Cook it just like Grow it is a valued part of learning as it allows the children to apply or reinforce their curriculum knowledge in a different context

**Inclusion** - The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents or carers have been consulted. This happens only in very exceptional circumstances. The SEN Policy explains in greater detail schools approach to meeting the needs of this group of children.

## Education Endowment Fund literature review on non-cognitive skills

suggested that character-related approaches can be most effective for improving attainment when they are specifically linked to learning.

**School:** initial curriculum research, pupil observations, pupil questionnaires highlighted key skills that acted as barriers to children's learning in school.

**Intention 4: Collaboration: To build a curriculum which ensures children know how to work together positively whilst celebrating diversity and liberty**

The planned school curriculum has adapted to include mental health lessons. These sessions incorporate children have the skills to identify what is good about themselves and identify when they may feel not like themselves. This was the start to then develop this into the new RSE aspect of the curriculum. Celebrating what is good about you helps you to understand diversity and therefore accept and understand differences.

**Good to be me.** The children every term take part in a Good to be me day or half a day. During the day the children have taken part in yoga, aspiration activities and mindfulness activities.

This has developed to incorporate the new RSE curriculum. We have designed age related activities that will be delivered through a half termly theme. E.g. Autumn 1 Good to be me.- Curious. We are all the same, we are all different.

Autumn 2: Friendships.- collaboration

Spring 1: Being safe.

Spring 2: Healthy minds and bodies. Taking care

Summer 1: My feelings.

Summer 2: Changes. Courage.

**SEE RSE curriculum**

**SMSC** lessons tackle misconceptions and topical news items e.g. Attacks in London, Grenfell Tower. Vocabulary such as gay, trans-gender.

**Educational experiences to places of Worship.** These tackle misconceptions and break down the barriers. It gives them the knowledge to be successful in multi-cultural Britain and question that their community may not be like other communities.

**Work with Barnadoes:** Staff and The School Council have worked with the charity Barnadoes on the issue of gender. This gives staff and children the knowledge, confidence and understanding to tackle this. Within the curriculum it is essential to promote equality with gender and highlight any unbalances. Do we show the children that both boys and girls can do anything? Do we plan to show the children both men and women can achieve whatever they wish?

**Education Endowment**

**Fund** research indicates that growing evidence suggests that a schools use of a set of attitudes, skills and behaviours - such as self-control, confidence, social skills, motivation, and resilience -to underpin the delivery of the curriculum are important to children's later outcomes.

**School research** suggests that the children have limited experience of other faiths and cultures. The children have low resilience and will look to blame others rather than expect everything to be done for them.



## What will the impact be on having a personalised curriculum?

Intention	Impact	Measured
To build a curriculum which ensures children know right from wrong and are 'Life Ready'	<p>Children demonstrate a positive attitude towards all aspects of school life. They demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond.</p> <p>Children are resilient to the beliefs of others and make the correct choices independently based on their knowledge of right from wrong</p>	<p>Throughout school positive attitudes prevail towards all children and staff. There are very few incidents of disrespectful behaviour and when there is a disagreement this is resolved through respectful discussion.</p> <p>School pupils are ambassadors whenever they learn outside of the school environment.</p> <p>School pupils very rarely become involved in problems outside of the school day.</p>
To build a curriculum which develops learning and results in the acquisition of knowledge.	Children will make at least good progress from their last point of statutory assessment of from their starting point in Nursery.	<p>Progress from a child's starting point or from the last point of statutory assessment.</p> <p>Attainment at each point of statutory assessment.</p>
To build a curriculum which nurtures children's learning behaviours and develops a curiosity towards the exploration of knowledge	<p>Children have positive attitudes towards their learning which continues as they move to secondary school and adulthood.</p> <p>Children know how they learn best and use this knowledge in their day to day work.</p> <p>Children demonstrate resilience in their learning and don't give up when they find something difficult.</p> <p>Children have high aspirations of themselves and as a result of this set themselves challenging next steps.</p>	<p>The learning behaviour displayed by children in the classroom and in the wider school environment.</p> <p>The care children demonstrate to their learning through the presentation of their work.</p> <p>The completion and return of homework including Open Ended homework.</p> <p>Attendance at school - children are rarely absent.</p>
To build a curriculum which ensures children know how to work together positively and celebrate diversity.	Children are resilient to the beliefs of others and make the correct choices independently based on their understanding of right and wrong	Children stand up for what is right and positively speak out against inequalities such as racism and sexism.

## Monitoring

The Leadership team and the Local Governing Body are responsible for monitoring the impact of the school curriculum both in terms of social outcomes and academic progress

The deputy headteacher is responsible for the day-to-day organisation of the curriculum. The subject leaders monitor the impact of the part of the curriculum for which they are responsible. They monitor curriculum planning for their subject, ensuring that all classes are taught the full requirements of the National Curriculum, have opportunities to enhance their curiosity and are challenged in order to apply and deepen their learning.

Subject leaders inspire learning in their subject and monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are used. They complete book scrutinys, learning walks and children/parent questionnaires.

Curriculum monitoring completed by subject leaders is forwarded to the head teacher and governing body along with strengths and actions for further development. Subject leaders are also asked to present their findings to governors at the curriculum meetings.

Please see [Monitoring Overview for subject leaders](#)

## The Curriculum and Equality

The curriculum in our school is designed to be accessed by all children who attend the school. School takes seriously its responsibility to promote equality and uphold the 9 protected characteristics of age, disability, race, gender, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity.

If it is necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents or carers have been consulted and reasonable adjustments will be made.

If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need in partnership with the SENCo. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider the child for statutory assessment, and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs. The SEN Policy explains in greater detail schools approach to meeting the needs of this group of children.

The school provides Pupil Page Profiles for each of the children who are on the special needs register and Support Plans for children who are undergoing statutory assessment. These documents set out the nature of the special need, outlines how the school will aim to address it and also sets targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect from 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

Our schemes of work address the diversity of our society, and reflect the National Curriculum programmes of study.

The school is aware of the need to ensure that our curriculum meets the needs of the Pupil Premium children and contributes to them making accelerated progress in order to narrow the gap between them and non-pupil premium children. The Pupil Premium Policy explains in greater detail schools approach to meeting the needs of this group of children.

