



Grangetown Primary School

Curriculum Policy

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Overview

Grangetown Primary School is committed to improving outcomes for all pupils through delivering a curriculum, which is dynamic, fun and meaningful in a safe, secure and stimulating learning environment with high standards and expectations. We are passionate about developing lifelong skills, which will enable all pupils to be resilient, respectful, independent and successful citizens of the future.

Curriculum Statement

Following its introduction in September 2014, Grangetown Primary School follows the new National Curriculum. We have invested a great deal of time and energy to ensure that our new curriculum is specifically tailored towards the needs and interests of our pupils. Through the curriculum, we aim to prepare pupils for the opportunities, experiences and responsibilities of adult life and to lay a firm foundation for future learning. We seek to provide a broad, balanced and differentiated curriculum and offer a wide range of exciting and challenging activities and experiences to all pupils irrespective of ability, background, ethnic origin or gender.

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them. Opportunities are planned to cater for a range of different learning styles to ensure that all pupils can access the curriculum and learn in a way that is best for them.

Early Years Foundation Stage (EYFS)

In the Foundation Stage, a variety of adult led and child-initiated activities are planned and organised to help the children develop in all areas of the EYFS curriculum. We also look closely at the characteristics of learning in order to help them develop their own attitudes and independence in relation to what and how they learn. These characteristics are:

- **playing and exploring**
- **active learning**
- **creating and thinking critically**

We teach the EYFS framework through topics that excite our pupils; we gather their ideas through mind mapping and plan according to their needs and interests.

Core Subjects

English

At Grangetown Primary School, we strive for excellence in English achievement throughout the school. The aim is to develop children's abilities within a cross curricular programme of Reading, Writing and Speaking & Listening. Across all classes, pupils are given opportunities to develop their knowledge, understanding and use of spoken and written English, within a balanced and exciting curriculum. There are lots of opportunities for children to consolidate and reinforce taught English skills and to apply them in a range of contexts.

Reading

We use Read.Write Inc to deliver daily discreet phonics lessons in EYFS & KS1, enabling children to decode efficiently. Where necessary, this is continued into KS2. Reading strategies are modelled daily by teachers and teaching assistants. Children have the opportunity to develop these and discuss texts in detail. In EYFS & KS1, children have the opportunity to read 1:1 with an adult at least once per week. This is more frequent for children who read less often at home, or who may need additional support to reach national expectations for their age. As children move through school (or become more able readers), opportunities for sustained independent reading are provided. A range of reading schemes are used across the Key Stages. In EYFS & KS1, children follow Oxford Reading Tree colour banded books beginning with early readers in which children rely on their Phonic decoding skills to read words. Once children can read longer texts independently and with fluency, they will eventually move onto Accelerated Reader by Year 4. Accelerated Reader gives children the opportunity to read for pleasure (by selecting their own books from their given starting point, which is based on ability) whilst also developing their fluency and comprehension skills. After each book is finished, children access online comprehension quizzes based on what they have read.

In regards to reading at home, children take a reading book daily to be shared with parents and carers. Each child keeps a 'Reading Record' in which parents and teachers share information about a child's reading. Parents are encouraged to read with children as often as possible, preferably daily, and information is provided by teachers at the start of each school year to ensure parents know how best to support their child in reading.

In KS2, children have more responsibility for selecting books to take home and read. The expectation is that children are able to read independently by this Key Stage. Children in KS2 who do not meet national expectations for their age may continue to read with a teacher or adult frequently, or intervention is put in place to support their reading. Although children in KS2 are likely to read without a parent/carer, we still encourage all readers to share books at home with their family as we want children to develop a lifelong love of reading.

Writing

Our aim at Grangetown Primary School is to develop children's ability to produce well-structured writing with appropriate detail, in which the meaning is clear and the interest of the reader is engaged. Our approach to writing aims to instil the importance of transcription and composition, as required in the National Curriculum (2013). Throughout the school, teachers are flexible in their selection of teaching models for English.

In EYFS & KS1, our writing journey allows children to develop their story language and learn how to structure stories so that the meaning is clear. Story maps and planning grids provide children with invaluable opportunities to express their own ideas and develop their own characters and plots.

Children in all Key Stages are given daily opportunities to write in a range of contexts, for a variety of purposes, and have regular opportunities to write at length in extended independent writing sessions. Our long term planning for English covers the range of text types set out in the National Curriculum, ensuring a breadth of coverage. We recognise the importance of Computing/Technology in developing English skills. Children are given lots of opportunities to improve their writing through drama or short film clips. Interactive technology is used daily in a range of ways to enhance the teaching of English; in EYFS or KS1 children may play English games on the interactive whiteboard or iPads, in KS2 they may use the internet to conduct research to support their writing. Technology may be used to support the

'end product' of a writing task; for example, in Year 6, children wrote newspaper reports about the sinking of Titanic, rewrote them as a script and filmed them as a 'news clip' using iPads. As a school, we use the Debbie Hepplewaite Cursive Handwriting scheme to help children develop fluent, clear and legible handwriting. In late KS1/early KS2, children will begin to join their writing.

SPAG

In relation to the National Curriculum, we teach daily SPAG lessons across Key Stage 1 and Key Stage 2. In KS1, the children will complete a daily skills session before their lesson commences known as 'SPAG 3-a-day'. The children will then follow a scheme of work from the teacher linked to the objectives in the National Curriculum. Spellings are reinforced within Read Write Inc. lessons, which take part on a daily basis.

In KS2, the children also have a daily skills session known as 'SPAG 5-a-day'. They will then complete objectives linked to the National Curriculum. We also subscribe to a scheme called SPAG.com, which the children access on IPADS and they can complete questions around certain objectives online.

Spellings in KS2 are taught through the RWI Spelling scheme. This is a follow on from Read Write Inc. in Key Stage 1.

Maths

In Grangetown Primary School, we subscribe to the belief that Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. (National Curriculum 2014)

Our aim is to provide the children with a Maths journey that allows connections between fluency, reasoning and problem solving. Pupils who grasp concepts rapidly are challenged through being offered rich and sophisticated problems before any acceleration through new content. We encourage and develop positive attitudes towards the subject and raise awareness of the relevance of mathematics in the real world.

Pre-assessments (cold questions) should be completed independently at the beginning of an objective. This will allow both the children and teachers to gauge the current understanding of the objective to then allow to appropriately challenge all children. All children are given the opportunity to see/discuss their areas of development in order to know how to improve. The cold question assessment should be used to set appropriate challenges for all children using the Chilli Challenge concept.

The Maths journey in all year groups should have a variety of chilli challenges to challenge every learner e.g. Mild, Medium, Hot, Spicy, Extra Spicy. All children should have opportunities to work on all three strands of the previously mentioned Maths curriculum: **Fluency**: Children are to become fluent through varied and frequent practice with increasingly complex problems over time. **Reasoning**: These tasks may follow a line of enquiry, conjecture relationships and generalisations, and develop

arguments, justifications or proof of a concept using mathematical language. **Problem solving:** Children will apply their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

EYFS

Children are introduced to Ten Town, which is the unique early years resource designed to improve number recognition and formation.

5-a-day Maths

Using the objectives stated in the National Curriculum, at the beginning of every day children take part in daily '5-a-day' tasks. This allows children to re-visit mathematical concepts regularly, completing independent tasks and practising mathematical vocabulary for their appropriate age group. This allows teachers to regularly assess understanding and to relevantly challenge in future sessions.

Times tables

Times tables are taught daily across school in a variety of ways. Children sing songs, chants or play games in every Maths lesson across school in order to develop instant recall. A focus times table is chosen by the class teacher each week, to practise in class and at home to be assessed at the end of each week. Homework is provided, but this does not need to be returned. Times tables are tracked with each child and regularly reviewed.

SumDog

Sumdog is a PC/iPad/device based software, which allows children to access the Maths objectives set out in the National Curriculum via a range of interactive and fun games. Sumdog's unique learning engine lies at the heart of everything. As pupils work, it adapts questions personally to each individual, progressing them through the curriculum with an appropriate level of challenge. Questions are drawn from relevant skills, mixing the current learning focus with revision. Teachers can access detailed reports showing progress, effort and hard skills.

Science

Science sessions are taught as part of the skills based curriculum with specialist primary science teachers. Skills based science lessons allow for a more investigative approach to topics focusing on developing skills as primary scientists. The aim of science lessons across school is to encourage and enable children to develop inquiring minds and curiosity about science and the natural world, in addition to acquiring knowledge, conceptual understanding and scientific skills to solve problems.

Working scientifically

Science lessons in both KS1 and KS2 place a great emphasis on working scientifically as well as building scientific knowledge and conceptual understandings. In KS1 working scientifically will appear

as the children asking simple questions, observing closely using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions and gathering and recording data to help in answering questions. In LKS2 this will advance to using different types of scientific enquiry to answer questions, making systematic and careful observations, taking accurate measurement using a range of scientific equipment, collecting and presenting data in a variety of ways and raising further questions to investigate. In UKS2 working scientifically further advances to planning and carrying out different types of scientific enquiries with controlled variables when necessary, logging precise and accurate data in a variety of ways, using results to raise further investigations carrying out further comparative and fair tests, reporting on findings and identifying scientific evidence that has been used to support or refute ideas or arguments.

Science topics

The skills based curriculum for science is taught as a two year rolling program to accommodate for mixed year groups and to ensure appropriate coverage of all areas. In year 1 and year 2, children will cover the topics of seasonal changes, animals including humans, everyday materials and plants. In year 3 and 4, children will cover the topics of light, animals including humans, rocks, forces and magnets, plants, living things and their habitats, sound, states of matter and electricity. In year 5 and 6, children will cover the topics of living things and their habitats, forces, properties and changes of materials, earth and space, electricity, light and evolution and inheritance. In some cases, pupils with special educational needs may access a lower year group curriculum to secure scientific concepts and skills before moving on. This is to give all pupils the opportunity to develop skills to work scientifically, address misconceptions and avoid gaps in scientific knowledge and understanding before moving children on.

Memorable experiences

The skills based approach in science also provides children opportunities to take part in educational experiences and visits related to their topics for example a visit to the local park to carry out a mini-beast hunt. In addition to educational experiences for science in each year group, children also take part in wider STEM activities such as the Scrapheap Challenge, STEM days, the Big Bang event at the Stadium of Light, visits from Zoo Lab and more.

Science week

Each year, we proudly celebrate and join in with science week activities from Y1 – Y6 with investigations linked to each year's theme.

Science learning journey

Each topic in science begins with a prior assessment of children's understanding on a topic for teachers to identify any misconceptions. In KS1, children create a concept map of their current understanding and add to this throughout their learning journey in their topic in purple pen. In KS2, children start a new science topic with a KWL (Know, Want, Learned) grid. Children share what they know – their existing knowledge and understanding on the topic and what they want to know – questions to investigate/find the answer to. Finally, at the end of a science topic, children will have answered their 'want' question and will have completed the 'learned' box with new learning.

Work in science books will vary from photographic evidence, differentiated chilli challenges, investigations, QR codes and peer, self or teacher assessed work.

Assessment

Children are individually tracked and assessed against the National Curriculum objectives. Regular assessments allow teachers to identify and plan to address any gaps in knowledge and understanding and ensure children are developing skills to work scientifically. Children are assessed as emerging (-), developing (=), securing (+) or mastery (M) termly.

Skills Based Curriculum

In 2018, the skills based curriculum was introduced for Y1 – Y6 on an afternoon for science and foundation subjects. Teachers are responsible for specific subjects to deliver across their given phase. Children are given the opportunity to build new relationships and access learning with different teachers across their phase. This also enables children to access learning from different adults who specialise in these specific areas. Lessons are focused specifically on the skills children are expected to learn from the National Curriculum. This enables lessons to be taught in a more creative and 'hands on' way.

Pupils are taught to develop their skills, understanding and creativity in Science, Computing, History, Geography, Design Technology, Music, Art, Physical Education, PSHCE and Religious Education (which is based on the locally agreed syllabus). Additionally, French is taught across the whole school.

Reception also occasionally work in collaboration with KS1 for Design and Technology sessions. This enables Reception children to learn from their peers and support future transitions to KS1. The introduction of the new Floor books for recording and evidencing the work we do in the Foundation Subjects has allowed staff and children to focus more on the activities and their outcomes as well as providing a portfolio of evidence for all subjects in all Key Stages.

British values and SMSC

The ethos of British Values and SMSC runs through everything we do in school and is evident in the way the children respect and value each other's differences and the way they treat adults (both staff in school and visitors).

Pupils are taught about the community in which they live and are encouraged to work in co-operation with other members of the school community. Supporting charities, both local and further afield, is encouraged. All pupils are expected to undertake appropriate responsibilities within the class and school, e.g. working as a school councillor, caring for the classroom environment, participating in class assemblies and participating in out of school activities.

We enhance and enrich the curriculum through a variety of activities including educational visits, school performances, visitors to school, after school clubs and links with other schools.

Extra-curricular clubs

We are very proud of the wide range of extra-curricular clubs we are able to offer at GPS. These are run after school and at lunch times and are all well attended. Some of the extra-curricular clubs include football, multi-skills, choir, film club and dance. Clubs are run by our dedicated sports teacher, teaching assistants and teachers. In addition, we also have some clubs run by external agencies.