



## Curriculum Statement

***To teach the curriculum is the role of the teacher. To provide an environment that gives the child enrichment for life's journey is the role of the educator.***

The staff and Governors of Lynch Hill School Primary Academy believe that each child has the right to access a rich, broad, balanced curriculum, offering elements of in-depth study which is matched to pupils' ages, abilities, interests, aptitudes and special needs.

### Our Curriculum Intent:

We aim to develop children:

- As motivated individuals who strive for high academic achievement
- As responsible and caring members of the community
- As independent, life-long learners
- Who have high self-esteem, respecting themselves, others and the world around them.

### Our key priorities for designing and implementing our curriculum:

- We aim to provide a curriculum that is broad and balanced, yet still offers elements of in-depth study and promotes academic excellence and high aspirations.
- We will teach the programmes of study in each national curriculum subject in line with the new Primary Curriculum and with IPC (International Primary Curriculum).
- We will always recognise that English and Maths are a necessary priority, as our children need to become secure and confident learners in these subjects if they are to make good progress in their education.
- We will ensure that our curriculum will meet the needs of all pupils in our school
- Spoken language will be given the attention it deserves and pupils will be taught to: listen and respond to adults and peers, ask relevant questions and articulate and justify their own ideas and opinions, speak audibly and fluently in a wide range of settings and with an ever-increasing command of Standard English.
- We will continually promote a culture and ethos of positive behaviours, including equality and respect and a strong belief that any form of discriminatory and prejudiced behaviour is unacceptable
- We will ensure our pupils develop an awareness and understanding of potential risks which will protect them from abuse, radicalisation and extremism
- We will actively promote physical development for all and recognise the positive impact good health and fitness have on academic outcomes
- Our curriculum will encourage high rates of attendance and punctuality
- We will strive to develop positive attitudes towards learning and inspire and enable pupils in all year groups to make progress from prior attainment
- Our curriculum will be enhanced further with extra-curricular opportunities, enabling pupils to extend knowledge further and to improve their skills
- We will prepare our pupils for life in modern Britain and for success in the years ahead through impartial careers guidance and preparation for secondary education, further education and employment

We believe that each child will succeed at Lynch Hill because of the value we place upon the IPC learning Goals:

◆ **Adaptability**

It's now more important than ever to be flexible and agile, with plenty of resourcefulness and creativity to respond effectively to challenges and grab new opportunities. Change is always with us and our ability to adapt is vital.

◆ **Communication**

Effective communication is an important life skill that enables us to better understand and connect with the people around us. In school and in life, it allows us to build respect and trust, resolve differences and foster environments where problem solving and creative ideas can thrive.

◆ **Co-operation**

Cooperation is a key skill for once developed, it allows pupils to work together to achieve a common goal or derive mutual benefits.

◆ **Enquiry**

Enquiry is the process of discovery that is driven not by answers, but by dwelling in the deep questions that arise in our lives. It is an open, rather than closed, form of learning and one we celebrate and actively promote at Lynch Hill.

◆ **Morality**

We recognise that good behaviours help in instilling respect and enhancing relationships with others. Knowing what is right or wrong is an important element in life that shapes the character on an individual. We want all of our pupils to have a strong understanding of morality.

◆ **Resilience**

We recognise that resilience is the ability to cope with and rise to the inevitable challenges, problems and set-backs that we meet in the course of life, and come back stronger from them

◆ **Respect**

Respect shows that we value others as individuals, and that we honour the personal rights and dignity of our fellow students as human beings. Our strapline 'Learning Together' means we are inclusive of everyone. We recognise that everyone makes a unique contribution to this school.

◆ **Thoughtfulness**

Pupils who can show compassion and humanity are essential to the betterment of this world and we should never under-estimate the power that acts of kindness can make to the lives of others.

### **What kinds of learning are important for our children?**

- Opportunities to succeed
- Opportunities to work with technological devices
- Varied learning styles
- First hand experience
- Active learning eg drama, PE
- Creative opportunities eg Music, Art
- Nurturing
- Investigative
- Child-led
- Modelling
- Scaffolding

### **Planning and Implementation of the Curriculum:**

#### **EYFS:**

The Reception Year follows DfE Curriculum Guidance for the Foundation Stage and includes six areas of learning:

- Personal, social and emotional development
- Communication, language and literacy
- Mathematical development

- Knowledge and understanding of the world
- Physical development
- Creative development

### **KS1 & KS2:**

- Priority is given to the teaching of basic skills and therefore, on average, there is an hour of maths with additional teaching for both provided during the week. Additional English time is used to address daily spelling, handwriting, guided reading and an additional session of extended writing. Additional maths sessions are in order to build maths fluency and secure children's understanding of core maths concepts such as times tables, number bonds and arithmetic
- Time for History, Geography, Art, DT etc is accounted for through Topic work which links with the IPC (International Primary Curriculum) but other opportunities to further extend pupils' knowledge and understanding of these subjects can be created through links with core subjects for example English is often taught through relevant non-fiction texts.
- Science also links with IPC and is generally taught for between 2 and 2 ½ hours each week in KS2 and for 2 hours each week in KS1. This will of course vary from term to term depending on the order of IPC units being taught across the academic year.
- All children are taught to play a brass musical instrument during their time in KS2 and music lessons linked to the year group topic are taught in the other years.
- Drama is taught across the curriculum where appropriate
- Computing is taught as a discrete subject across KS1 and 2 but additional opportunities are planned for children to apply their computing skills across the curriculum.
- A strong focus is placed on physical development in line with the recommendations from the government and our links with the SSSN (Slough Schools Sports Network) and the Slough Active Movement programme. Pupils have 2 hours of PE each week with other opportunities to get active across each school day
- In line with our values of rewarding good behaviour and effort, in addition to subject teaching, 45 minutes per week is 'Golden Time', a free-choice activity session called KIDZONE. The theme for these sessions link with an IPC learning goal each week.

Teachers plan for these lessons using the 2014 Primary Curriculum as a guide. Children are generally grouped for English according to ability throughout KS1 and KS2. However, this can be altered year on year, depending on the needs of the cohort.

From September 2018, pupils will no longer be grouped according to ability in maths as we strive to embrace Maths Mastery. Along with a change to the groupings, extra maths learning time has been introduced to the timetable to develop the understanding of key concepts such as number bonds, times tables as well as mental and formal written methods of calculation. This is designed to enable pupils to commit these key skills to the long-term memory, thus freeing up space in the working memory for the new style concept-based learning of the maths mastery scheme.

It has been shown that mixed ability groups in maths allow for high ceiling, shared learning within each group to ensure all pupils are challenged and that there is quality learning opportunities for all. Carefully designed programmes of learning ensure that there are fewer topics which are studied for a longer time to ensure deeper conceptual understanding and learning is designed to utilise carefully crafted increases in challenge to enable all pupils to apply their maths skills in a wide variety of settings.

The rest of the curriculum is generally taught in mixed ability classes. Time specifications are no longer strictly enforced, but staff must ensure that subject coverage is balanced across the year. The SLT and curriculum teams will review IPC/Topic planning and subject coverage each term to ensure key skills are being developed and that there are opportunities for some in-depth study.

These topics allow staff to develop core skills and offer cross-curricular opportunities rather than merely teaching discrete subjects. History, Geography, Art & Design and Design Technology are all covered within this topic and it is vitally important that staff keep track of skills coverage. A

curriculum overview is available for parents to view on the school's website and a summary is published for parents of each year group at the start of each new term. As mentioned above, Computing is taught as a discrete subject each week but where possible, links will be made with the IPC unit of study. RE is taught as a discrete subject and teachers plan these sessions following the recommendations of the Pan Berkshire Agreed Syllabus.

In the planning of all topics, it is also important to take into account the views and interests of the pupils. Personalised learning is the key to meeting pupils' needs and maintaining interest. Staff are encouraged to provide opportunities for pupils to carry out independent research and more detailed studies of areas of specific interest, both at home and at school and for children to have some part in deciding what is studied.

Lynch Hill is also dedicated to respecting rights and embracing British values and links are made to these when planning. Pupils are encouraged to draw links between their own lives and the lives and experiences of other children across the globe. Through SMSC and the wider curriculum, they will recognise and embrace British values and their own place within British society. A 'Thought for the Week', linked to one of the IPC Learning Goals, is shared with all pupils each week, encouraging them to consider what it means to them and others, to consider each thought's message and value, and how it can be modelled in school and the wider community.

Lessons need to be creative, personalised and engaging. Staff need to know their pupils well and be able to identify their strengths and areas for development. Guided teaching is expected and will happen as a result of effective AfL: this will of course work alongside planned opportunities for independent and team tasks.

### **Assessing the impact of our curriculum:**

#### **Tracking Tools:**

Comprehensive use of the online data and tracking system: Classroom Monitor is used to monitor individual and cohort progress and attainment across the curriculum.

#### **Reporting on pupil attainment:**

We have high expectations and strive to ensure that all of our pupils achieve well academically. With the abolishment of national curriculum levels, Lynch Hill made the decision to adopt the Rising Stars Assessment Programme, linked to Classroom Monitor. This programme clearly supports teachers and pupils, for it offers progression statements or 'ladders of progression' for each year group, enabling teachers to evaluate individual pupil progress and identify the next steps in learning for the child. Targets are set after a discussion between teacher and pupil and pupils are very much involved in the assessment and evaluation process throughout the year.

At the end of each academic year, pupil reports are completed and parents are able to see how their child is progressing when compared with national expectations and their cohort. This is reported to parents in the following terms:

- Well below the age expected standard
- Working towards the age expected standard
- Working at the age expected standard
- Exceeding the age expected standard

The progress of all learners is monitored and evaluated on a regular basis - either through formal summative assessments or through informal formative assessments. Records are maintained of summative assessments and teachers' evaluations and children's books reflect formative assessments. Parents are invited to formal Parents' Evenings twice a year and an open door policy enables meetings to be arranged at other times. The Governing Body receives regular reports from the SLT on pupil attainment and achievement. Annual written reports to parents are produced and distributed in July.

**Target Setting:**

All pupils are set annual targets in Maths and English, based upon prior attainment. The SLT and Governing Body set targets in the Autumn Term for pupils reaching the end of KS2. These targets are set in consultation with the teaching staff and are based upon ongoing data and data and progress analysis.

Our aim, in all year groups, is always to set challenging, yet realistic, targets which enable all our children to make progress in all aspects of their learning. Year group teams will complete a termly report and identify pupils not making sufficient progress so that they can be targeted for specific intervention in the terms ahead. In addition to this, personalised learning interviews take place on a termly basis, so that specific individual targets can be agreed between pupil and teacher. These targets link to the gaps that are highlighted as a result of the ongoing APP process.

**Roles & Responsibilities:**

The Governing Body are responsible for the review and monitoring of this policy and for setting the overall objectives for the Curriculum Provision. The Head of School takes overall responsibility for the day to day delivery and provision.

Every member of the teaching staff belongs to a Curriculum Team. Each Team has a lead member who takes overall responsibility for the effective implementation of subject policy. As a team they will monitor their subject closely and action points may well become the focus of the SDP for the following year.

**Provision for pupils with SEN and More Able Learners:**

Teachers' planning must reflect differentiation for all groups and for individual learners. Outcomes of assessment inform plans. IEPs are used to support children with SEN. The school has developed the use of focus and intervention groups and tracking to support under-attainers and those with SEN in English and maths. It is our strong belief that all our children are talented, however, in recognition of DfE requirements, we maintain a More Able register and activities are planned to support these learners across the curriculum. These activities should be reflected in teachers' plans and teachers complete More Able Plans (Mables) annually.

**Sex & Relationship Education:**

The Governing Body has an agreed policy for SRE. An outline for this unit of work is shared with the parents in advance of the first session and parents are encouraged to discuss any concerns and are able to view the resources used for SRE. They are also informed of their right to withdraw children from SRE lessons.

**Self-esteem and Self-worth:**

The Governing Body is committed to the education of the whole child. As such, it supports opportunities to celebrate every achievement. To this end, the school holds a celebration assembly every week which recognises a variety of achievements. The behaviour policy supports our aim to raise the self-esteem and value every child in our school. Kidzone is now an established part of the curriculum and those children earning the right to Kidzone can select an activity that will enhance their enjoyment of school and even further develop their skills. All the activities for Kidzone link to an IPC Learning Goal and help to ensure a clear link with our curriculum.

**Enrichment and Extracurricular activities:**

Governors are committed to providing opportunities to enrich the stated curriculum, by funding additional activities such as workshops, performances and special events. All teaching staff are strongly encouraged to run school clubs either before or after school and to attempt to link their club to their area of curriculum responsibility or area of interest. These clubs are verified and children can build up credits towards the Children's University- providing children with the possibility of experiencing a graduation ceremony in full academic dress. It is our aim to develop the aspiration of all pupils.

*Updated Summer 2018*