



*Part of the Slough and East Berkshire CofE Multi Academy
Trust*

Lynch Hill School Primary Academy

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.

At Lynch Hill, we celebrate the learning journey and each and every one of us is fully committed to our strapline:

'Aim high, Work Hard and Care Deeply'

The staff and Governors of Lynch Hill School Primary Academy believe that each child has the right to access a rich, broad, balanced curriculum which enables in-depth study 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 with skills that can be applied in different contexts
- Who have high self-esteem, respecting themselves, others and the world around them

Our key aims & priorities for designing our curriculum:

- We aim to provide a curriculum that is broad and balanced, yet still offers in-depth study and promotes academic excellence, high aspirations and strong cultural capital.
- We will teach the programmes of study in each national curriculum subject in line with the National Primary Curriculum and with IPC (International Primary Curriculum).
- We will strive to ensure there is logical progression and that skills are built upon and enable learners to know more and remember more. Learning opportunities will therefore be designed to utilise carefully crafted increases in challenge to enable all pupils to apply their skills in a wide variety of settings - carefully planned variation enables pupils to make and use links within and between their learning
- We will always recognise that English, Maths and the development of basic skills 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. Reading, writing and maths skills will be celebrated across all areas of the curriculum.
- We will ensure that our curriculum will meet the needs of all pupils in our school
- Spoken language and oracy 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, tolerance 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 and how

to manage them 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 and school environment 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
- Our lessons will be designed to challenge pupils, make them think and enable them to make links
- A carefully designed programme of learning to ensure that topics are studied to ensure deeper understanding.
- Problem solving and reasoning are at the heart of our curriculum, with ideas being investigated and challenged within a learning session - seeing patterns, making links and deeper generalisations.
- Independent work and projects will develop the ideas in a wide variety of different ways
- Opportunities for children to talk about their learning and to teach others
- IPC & SMSC will be at the heart of the curriculum and not simply an additional lesson as developing the learning goals and embedding British values will help to ensure our pupils can succeed as global citizens

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 e.g. drama, PE
- Creative opportunities e.g. Music, Art
- Nurturing
- Investigative
- Child-led
- Modelling
- Scaffolding

Implementation of the Curriculum:

Our curriculum is designed to develop knowledge and skills that are progressive, as well as transferable. With this in mind, individual curriculum statements and progression documents have been devised for each subject area and can be found on our school website.

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 National Primary Curriculum as a guide. Children, from Nursery, will learn phonics, using the Read, Write Inc phonics programme and the school is supported in this by welcoming in RWI consultants to further develop our practice. 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.

Pupils are no longer 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, with subject progression documents making it very clear of the skills coverage expected by each year group. Our senior leadership team (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 subject statement and our progression documents are 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 (assessment for learning): 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: Insight Tracker 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 Insight Tracker. 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:

- Working below the age expected standard
- Working just below 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 Headteacher 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. IPMs (individual provision maps) 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.

Health, Relationships & Sex Education (HSRE):

The Governing Body has an agreed policy for HRSE and has made the decision to follow the Jigsaw PSHE programme in order to support the teaching of Health, Relationships and Sex Education. These sessions are carefully planned to ensure that content is delivered at an age appropriate level.

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.

Ultimately, we want the impact of teaching and learning at Lynch Hill to ensure that we have helped to develop young people with a diverse skill set, a strong sense of the world, and their place in it, and a sense of collective accountability.