

Moldgreen Community Primary School



Curriculum Statement

Written by: SLT
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CURRICULUM STATEMENT

Moldgreen Community Primary School seeks to deliver a broadly balanced curriculum that responds to the needs of the pupils and community served by the school.

1. The curriculum for pupils between the ages of 3 – 11 will be developed to incorporate:

- 1.1 National Curriculum guidance, QCA guidance and guidance for the Early Years Foundation Stage.
- 1.2 Religious Education will follow the Agreed Syllabus identified by Kirklees Standing Advisory Council for Religious Education.
- 1.3 An agreed programme of personal, social health and citizenship education for all children.

2. Pre-five Education and Key Stage One

We teach Key Stage 1 in 6 terms

- 2.1 Work for pupils in their first years (Nursery/Reception) at school will be planned around the areas of learning outlined in the Development Matters in the EYFS 2012 framework. Children will work towards the Early Learning Goals outlined in EYFS, but learning will also recognise the future requirements of Key Stage One, part of the National Curriculum, and the needs of individual children.
- 2.2 To build on the experience in the Early Years Foundation Stage and ensure continuity children in Year One also access areas of learning in a continuous provision setting. Children then begin to work towards more formal independent work as the year progresses.
- 2.3 Within Key Stage One, curriculum areas are taught via theme work within the Creative Curriculum, ensuring links are made wherever possible, and providing a meaningful context for learning. Progression of key skills is emphasised.
- 2.4 Children in Reception and Key Stage One are set for daily phonics sessions based on 'Letters and Sounds'.
- 2.5 Breadth, balance and coverage is ensured through long and medium term planning undertaken by staff within each year group team. Equality of access to all aspects of the curriculum is planned for all pupils, although the work of some pupils with special educational need (SEN) is guided by additional My Support Plans or Educational Healthcare Plans.
- 2.6 Children in Key Stage One are encouraged to read regularly at home and are encouraged to complete homework projects to reinforce work covered in school.
- 2.7 Monitoring of work undertaken is carried out through:
 - The scrutiny of pupil's work and planning by the senior management team and managers with Teaching and Learning Responsibilities (TLRs)
 - Year group assessment and moderation meetings.

Assessment tasks for the purpose of formative assessments are identified within planning and contribute to summative assessments communicated to parents and the receiving teacher.

Key Stage Two

- 3.1 Pupils in Years 3, 5 and 6 are set for Maths and English. Frequent assessments support the movement of pupils from one set to another.
- 3.2 Modules of work for each subject are outlined in the schools long-term curriculum plans and are reviewed by all teaching staff. These are designed to ensure continuity and progression. Medium term and short term curriculum plans map our detailed coverage. Year teams meet to review medium term planning each half term. Individual teachers produce short term plans each week.
- 3.3 Curriculum areas are taught as Connected Learning ensuring links are made between individual subjects and ensuring learning takes place in a meaningful context. Progression of key skills is emphasised.
- 3.4 In all areas, efforts are made to ensure staff and pupil awareness of Health and Safety Issues which are further developed in the school's Health and Safety Policy.
- 3.5 Equality of access to the curriculum is ensured through the Equal Opportunities Policy, Additional Educational Plans and joint long and medium term planning. Access is monitored by the School's Management Team and Curriculum Leaders through moderation and scrutiny of work.
- 3.6 Children are encouraged to follow up school work at home and to engage in simple research to support work in school.

4. Progression and differentiation throughout school

- 4.1 Kirklees RE Syllabus have been implemented. This supports progression throughout school. These schemes of work have been differentiated to meet the needs of pupils in Moldgreen Community Primary School.
- 4.2 All curriculum planning completed by the class teacher includes differentiation either by task, outcome or level of support.
- 4.3 The Code of Practice for Pupils with SEN is followed and a register maintained. Where appropriate, Additional Education Plans, designed by the class teacher in conjunction with the Inclusion Manager, are followed and reviewed regularly.
- 4.4 The PACE curriculum is also followed for some SEN children.

5. Information Communication Technology

All pupils in the Foundation Stage, Key Stage One and Two have access to high quality ICT resources and teaching either in the ICT suite or in class. All pupils will be taught specific progressive skills in ICT. The school will continue to make full use of ICT to support all areas of the curriculum.

6. Review and Development of the Curriculum

Staff are expected to review the curriculum annually and in line with any government changes the progress and needs of the subjects for which they have identified responsibility. Such reviews inform the identification of priorities within the School Development Plan and may form the basis of reports to the Governors Standards and Effectiveness Committee.

7. Elements of the Curriculum Augmenting NC Provision

- 7.1 There is a programme of personal, social, health and citizenship education linked closely with SEAL, which supports the school aims. The school's Positive Behaviour Policy, Anti-bullying Policy, Safeguarding Policy and Anti-racist Education Policy support the spiritual, religious and moral aspects of the planned curriculum. Through these measures the school wishes to encourage pupils to support and respect each other.
- 7.2 The Governing Body has agreed an SRE (Sex and Relationship Education) policy.
- 7.3 Staff seek to utilise local opportunities to raise awareness of community issues, eg links with people in the community, fire, police, old people's home.
- 7.4 Staff seeks to raise cultural awareness through key issues of the cultures of Pakistan, India, Africa, Caribbean, China and Europe. Comparison and discussion of the geography of the local area leads to development of multi-cultural awareness.
- 7.5 The arts curriculum is supported by musicals, drama performances, theatre visits, poets and artists in residence and utilising parental skills and expertise wherever possible, e.g. to video events, support pottery work, story telling, writing and illustration.
- 7.6 Pupils throughout school participate in non-residential visits. Pupils in Years 3, 4, 5 and 6 also participate in residential visits. Contributions are in the form of a voluntary donation for educational visits.
- 7.7 The school also provides extra-curricular activities such as: ICT, Art, Karate and Drama.

8. Assessment

All children in the Foundation Stage have both a paper and online tracker which records early evidence of progress. Entry and exit data in Nursery and Reception are recorded and ongoing assessments inform weekly planning. End of Reception Assessments against the Early Learning Goals are recorded for all children, and school has a statutory duty to report these to parents.

From year 1 all children do the Twinkl reading test on a termly basis. Teacher Assessments are carried throughout school. Optional and Standardised Attainment tests are carried out in year 2 to 6. At the end of year one all children must complete a phonics assessment. On a termly basis, children also complete White Rose Maths teacher assessments and an unaided writing task.

Elements of Assessment are also identified as part of medium term planning across all subjects. The school has teacher assessments for each child and an on-going Record of Progress on G2. Nursery and Reception record children's attainment and progress using Tapestry.

The Annual Report to parents fulfils the statutory requirements and also includes comments on attitudes, interests and behaviour. Pupils contribute to their annual Report by writing a personal comment.

An outline of assessment procedures can be found in the school's Assessment, Reporting and Recording Policy.

9. Monitoring and Evaluation

Monitoring means making sure plans and targets are met.

Evaluation means looking at current levels of achievement and setting future targets. Here there are two sets of issues: 'internal' and 'external'.

Internal

There are several strategies in use to implement monitoring and evaluation. The Senior Leadership Team and Middle Management Team scrutinise pupils' work, analyse SATs and Teacher Assessment results, and then set future targets. Curriculum Leaders monitor and evaluate planning in their subject area. The full Leadership Team monitors short term, weekly planning. The individual effectiveness of lessons is evaluated by teachers in weekly planning. The Leadership Team monitors the quality of teaching using an Observation Schedule. Within the core subjects monitoring and evaluation is further augmented by the target setting process involving the school Improvement Partner and LA Officers.

External

The Standards and effectiveness Committee of the Governing Body continues to monitor and evaluate curriculum developments.

Governors review Foundation Stage, Key Stage One and Two results and are informed about the target setting and specific provision for pupils throughout school. Staff responsibilities are documented within job descriptions. The KLP leads termly school reviews, together with the Headteacher, Deputy Headteacher and Chair of Governors. This involves evaluating assessment results and the setting of priorities for the school development plan.