

INFORMATION ABOUT OUR CURRICULUM INTENT SKIPSEA AUTUMN 2019

We are in the process of reviewing our vision and aims and also our school curriculum. Subject Coordinators (across the Federation) are currently evaluating curriculum practice in the school in their subject areas and the progress pupils are making towards the end points and they are identifying appropriate next steps to improve curriculum quality and identifying if any further support is needed to develop staff expertise.

All staff are committed to improving their skills by sharing their ideas and best practice in school and across the Federation.

There is of course statutory EYFS and primary national curriculum content we have to teach but we have recently consulted with staff and also Parents and Carers with their children to gather their thoughts about the context of the area in which our children live, their individual needs and also take into account their interests.

September 2019, we have reflected on the school's local context and lack of family experiences and aspirations along with gaps in the children's knowledge and skills and agreed the main drivers in our curriculum over the next year.

The main drivers for this academic year are:

Pupil lack of global awareness and diversity

Pupil aspiration and resilience

Vulnerability of pupils and their families

These have been included in the school improvement plan and members of staff are currently reviewing learning opportunities to incorporate these in all areas of the curriculum.

Our school recognises the importance of Parents and Carers in their child's learning and we are proactive in finding different ways to communicate with them especially those Parents who may be hard to reach.

Our school and Federation are determined that every pupil will learn to read, regardless of their background, needs or abilities. This is given high priority as the children enter our school from developing a love of books to secure decoding skills in phonics so that they can access the rest of the curriculum and achieve end of key stage expectations. All pupils, including the weakest readers, will make sufficient progress to meet or exceed age-related expectations.

There is a current focus on the quality of texts being used with children across all areas of the curriculum and more reading opportunities are being identified both in school and out of school to expose all children to age appropriate vocabulary and texts.

Due to varying size in cohorts, class organisation has changed over the last two years which has meant that the long term plan has been reviewed and needs reviewing on an annual basis so that we can check where the gaps in knowledge and skills are for different cohorts as they move through the school. In the Summer term, we looked at what had been taught in different subjects across the school to inform planning to make sure the curriculum content is the most useful so that pupils this year acquire the relevant knowledge and skills they need. Due to mixed age classes, content might not always be taught in the most logical progression eg History.

EYFS

We are in the process of reviewing the EYFS curriculum as part of the whole school review of our curriculum. Next steps re EYFS priorities are included in the School Improvement Plan.

Due to the EYFS children being in a mixed EYFS/Y1 class, the long term plan for this Class is reviewed regularly, almost on an annual basis, so that we can check where the gaps in knowledge and skills are for different cohorts as they move from Nursery to Reception and then into Year 1.

Our EYFS curriculum is broad and balanced by providing a wide range of activities across all areas of learning. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.

It is coherent and well-sequenced with knowledge and skills that children need particularly regarding end of EYFS and also preparing them for their future learning in KS1.

The pupils receive a full curriculum even those who may not use all of their hours at our setting due to the organisation of the activities and challenges offered in the provision areas and the EYFS floor book.

At the end of the Summer term 2019, the Class teacher and the Head teacher looked at what had been taught in the last academic year to inform planning for the current academic year to make sure the curriculum content is the most useful so that pupils this year acquire the relevant knowledge and skills they need. Due to it being a mixed age class, content might not always be taught in the most logical progression e.g. Knowledge of the World re the past.

Our EYFS curriculum usually starts at the beginning of the year with the children looking at things within their own experience (eg Ourselves, Our Homes etc) and then as the year progresses, the curriculum gradually broadens to widen their knowledge and experiences. The EYFS floor book starts with an overview which shows the initial intention for how staff think learning might progress over the next few weeks but this is a working document which changes as the interests and the needs of the children help to direct the learning and teaching. We have created displays around the school for different subject areas that provides information about what is expected at different milestones across the school and examples from pupils work. These displays include work by EYFS and links to the ELGs. As these displays are updated, the work taken down will be put into subject folders for future reference.

The school has high expectations for all children. There is a continual drive for improvement to secure improved standards and progress at end of FS. Strengths and weaknesses are effectively identified within the setting and adjustments made to try to have a more positive impact on pupil outcomes.

Two of the main areas we are working hard to improve is Reading and Writing.

There is a sharp focus on ensuring that children acquire a wide vocabulary and are able to communicate effectively.

The school's approach to teaching early reading and synthetic phonics is systematic and the school uses letters and sounds to teach daily phonic sessions. Our school and Federation are determined that every pupil will learn to read, regardless of their background, needs or abilities. This is given high priority as the children enter our school from developing a love of books to developing a secure knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers so that they can access the rest of the curriculum and achieve end of key stage expectations as they move through the school. We want all pupils, including the weakest readers, to make sufficient progress to meet or exceed age-related expectations. There is a current focus on the quality of texts being used with children across all areas of the curriculum and more reading opportunities are being identified both in school and out of school to expose all children to age appropriate vocabulary and texts.

Staff are encouraged to improve their knowledge, understanding and practice by being positively encouraged to work with others in the Federation, Hornsea 3-11 Collaboration and attending appropriate CPD led by LA, Early Excellence or through the Teaching School Alliance. Close working with EYFS colleagues across the Federation and also as a member of Hornsea 3-11 Collaboration ensures moderation, analysis and self-challenge takes place effectively. Internal moderation is regularly undertaken using the exemplification materials.

Joint observations have been undertaken between the school and other EYFS practitioners. They take turns to observe children within different settings. Observations focus on particular aspects of the Foundation Stage Profile and through moderation of observations, ensures consistency and accuracy of practitioners judgements.

YEARS 1-6

For the vast majority of our Foundation Subjects, we use the Chris Quigley Essentials Curriculum as our starting point which provides clear end points the curriculum is building towards and what pupils need to know and be able to do to reach the end points for end of Y2 (Milestone 1), end of Y4 (Milestone 2) and end of Y6 (Milestone 3). The expected end point for Y1,Y3 and Y5 is that they achieve at least Basic in their relevant Milestone. For Y2,Y4 and Y6 children, the expectation is for them to achieve at least advanced unless a child has significant SEND. The school's Foundation Subjects are planned and sequenced using these milestones so that new knowledge and skills build on what has been taught before and towards its clearly defined end points. Evaluations of pupils' knowledge and skills are then made against these expectations.

Basic, Advanced and Deep learning activities are encouraged re planning to introduce subject content progressively and challenge pupils in their learning so that they can build on their knowledge and skills.

Our curriculum is broad and balanced by providing a wide range of subjects. It is coherent and well-sequenced with knowledge and skills that children need particularly regarding preparing them for both their future learning and perhaps future employment. The pupils receive a full curriculum.