



## **Packington Church of England Curriculum Statement 2016/17**

At Packington Church of England Primary School we offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage.

The curriculum incorporates the statutory requirements of the new National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. We carefully plan our curriculum and extra-curricular activities so that learning is exciting and engaging. Our staff have a wealth of experience and knowledge and lessons are alive with challenge and involvement for all.

The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education. **When our children leave us we want them to be compassionate, self-confident with a love of life and learning.** Through a positive and caring environment, we provide the opportunity for every child to reach their full potential. We embrace our Christian character and in line with our belief that 'we are all equal in the eyes of God' we ensure all children are ready for their next steps. The curriculum is underpinned by the school's Core Christian Values (thankfulness, peace, compassion, friendship, endurance, trust, justice and forgiveness) and these are taught on their own and through other areas of the curriculum, including collective worship time. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

We deliver programmes of study that meet the National Curriculum requirements issued by the DfE.

This National Curriculum comprises:

English, Mathematics, Science, History, Geography, Design and Technology, Art, Music, Physical Education (PE), Computing, Modern Foreign Languages (MFL) and Religious Education.

The teaching of Religious Education is statutory in all schools. It is taught as a subject outside the National Curriculum but following the Leicestershire Agreed Syllabus 2015 and Understanding Christianity.

Personal, Social and Health Education (PSHE) is a non-statutory subject but does form part of our curriculum.

At Packington Primary School we recognize the importance of English and Maths teaching in order to open up other areas of the curriculum and therefore a large emphasis is placed on these areas. In addition to regular Maths and English sessions teachers try to make as many cross curricular links as possible in order to utilize these skills in a range of contexts.

The planning of the curriculum is based around a rolling programme to ensure coverage of selected topics by all children who progress through the school. Planning takes the form of a

topic based approach and where appropriate, teachers link subjects to provide an engaging and inspiring curriculum. Whilst the core subjects are taught on a regular basis the foundation subjects may sometimes be taught as blocks of work over a matter of weeks. This programme is regularly reviewed to ensure compatibility with new directives or to make necessary improvements to the existing programme of work.

We seek to create opportunities for children to experience and excel in a range of activities that enhance, enrich and extend the National Curriculum. Children have opportunities both inside and outside the classroom e.g. Residential trips and visits to places of interest, creative and themed days or weeks, Unity Learning Partnership workshops, a variety of sporting events, visiting speakers and much more. We also have excellent after school clubs that extend opportunities further.

We value the role of modern foreign languages in the curriculum and French is taught from Year 3 to Year 6.

The more-able are challenged further in their learning and children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success.

Specialist teachers and instructors support music and physical education. All subject leaders are given training and opportunity to keep developing their own subject knowledge, skills and understanding so they can support curriculum development and their colleagues throughout the school. The school is well resourced in terms of learning materials, books and technology.

The outdoor environment and the local community are considered an opportunity for active learning for all our pupils and we seek to develop links with local community groups, the church as well as other schools in a national and global context.

We believe that the school/parent relationship is key to promoting learning beyond the school gates and crucial in ensuring children make the best possible progress. We pride ourselves on our open, friendly and approachable nature that encourages parents to be involved in their children's learning. Parents are invited into our weekly Growing and Glowing Time and we organize events to keep parents informed of teaching methods and assessment.

## **English**

The English Curriculum is delivered using the National Curriculum 2014 and the Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

### **SPEAKING AND LISTENING**

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

## **READING**

The opportunities, organisation and provision for the teaching and learning of reading are as follows:

- Shared reading
- Guided reading
- Independent reading
- Phonics

Teachers also take time to read class novels and model reading for pleasure. It is important that children enjoy reading and also have the opportunity to experience books from classic and modern classic authors such as Michael Morpurgo and Roald Dahl among others.

Reading/Phonics are mainly supported by the following published resources: Oxford reading Tree, Phonics Bug, Letters & Sounds and Rigby Star. Other schemes are utilised throughout the school to supplement these.

- A range of intervention programmes are used to ensure that all children's needs are catered for, for example:

Toe-to-Toe – Spelling

Rapid reading – Reading

Rapid Writing - Writing

- Resources – A book banded reading scheme operates across the school which comprises a range of different schemes. Children work their way through the Key Stage One and Two schemes and then become free readers.
- Links to parents – Each child has a Home School Diary or Planner which logs books they have read and comments about their reading.
- Class books: Stories are read to the children on a daily basis throughout the school.
- Reading at home: Children are encouraged to read at home every day.

## **WRITING**

Opportunities, organisation and provision for the teaching and learning of writing are as follows:

- Phonics and spelling: Five daily 30 minutes Phonic sessions in Key stage 1 and Reception.
- Emergent writing: In Reception and Key Stage 1 children are given regular opportunities to write freely within a particular genre and across the curriculum. This gives them the opportunity to become emergent writers.
- Shared Writing: Within each teaching sequences shared writing is a key part.

- **Guided Writing/Independent Writing:** Each teaching sequence ends with an opportunity for guided and independent writing. There are also frequent opportunities for independent writing throughout the other curriculum areas.
- **Extended writing:** Throughout the term there are opportunities for extended writing. On a termly basis samples of these extended writing outcomes are used for assessment purposes. In order to inspire our learners the school has adopted many of the principles linked to Alan Peat Strategies. Children are immersed in a plethora of stimuli in order to ensure they are truly inspired to write.
- **Handwriting:** The school has adopted a cursive handwriting script and this is taught and reinforced regularly in Key Stage 1. As children move through the school opportunities to practice handwriting continue and when the class teacher feels a child is able to join fluently they are encouraged to write in pen.
- **Spelling:** Children from Years 1 to 6 are given lists of spellings each week to learn at home. Children are tested on these words weekly.

Teachers provide personalized targets for reading and writing and the children work to achieve these over the course of a term. These targets are shared with parents on a regular basis.

Work is marked and assessed in line with the Presentation and Marking and Assessment policies. Regular meetings for teachers to moderate work also take place.

Work is assessed using the Ashby Assessment Grids . The findings of the assessment are used to inform planning to help the teaching and learning process. In line with the New National curriculum requirements and the raised expectations that this document requires teachers also assess termly whether a child is working at/below or above the level expected for their age.

## **Maths**

The Maths Curriculum is delivered using the National Curriculum 2014 and the Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

Fluency, reasoning mathematically and problem solving are taught over the following strands: Number and place value, addition and subtraction, multiplication and division, fractions, measurement, geometry and statistics.

At Packington we provide a daily maths session that seeks to reinforce previous learning and allow children to take on new skills and apply these in a range of contexts. Children are often grouped according to ability which allows teachers to target individual needs.

At Packington we feel that mental maths skills are key to allowing children to access the more complex calculation and number objectives set out in the National Curriculum and as such we have introduced a whole school strategy to develop quick recall of number bonds and table facts.

Half termly assessment activities are planned which involve a range of ideas and skills linked to one or more of the key objectives covered previously. As a result of these assessments, individual targets are discussed with pupils.

Teachers provide personalized targets for maths and the children work to achieve these over the course of a term. These targets are shared with parents on a regular basis and are displayed on the front of the children's books.

Long-term assessments are undertaken through a combination of teacher assessment and end of year tests. The tests used are the national tests at the end of Year 2 and 6 and the optional tests for Years 3, 4 and 5.

### Continuity and progression

A yearly overview is created by all teachers for maths, English and the foundation subjects; this ensures continuity and progression throughout the school.

Each teacher has time allocated to discuss each pupil's attainment and progress with their existing teacher at the end of the term before pupils move class.

### Science

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies their curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels. Scientific method is about developing and evaluating explanations through experimental evidence and modelling. Pupils learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world.

At Key Stage 1 pupils observe, explore and ask questions about plants, animals, everyday materials and seasonal changes. They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They begin to evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They share ideas and communicate them using scientific language, drawings, charts and tables with the help of ICT if it is appropriate.

At Key Stage 2 pupils learn about light and sound, forces and magnetism, electricity, animals including humans, plants, evolution and inheritance, rocks, living things and their habitats, working scientifically, states of matter, properties and changes of materials and earth and space. They make links between ideas and explain things using simple models and theories. They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They think about the effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic investigations, working on their own and with others. They use a range of reference sources in their work. They talk about their work and its significance, using a wide range of scientific language, conventional diagrams, charts, graphs and ICT to communicate their ideas.

Teaching and learning of Science: All lessons have clear learning objectives, which are shared and reviewed with the pupils effectively.

A variety of strategies, including questioning, discussion and marking, are used to assess progress. The information is used to identify what is taught next.

Activities inspire the pupils to experiment and investigate the world around them and to help them raise their own questions such as "Why...?", "How...?" and "What happens if...?"

Activities develop the skills of enquiry, observation, locating sources of information, selecting appropriate equipment and using it safely, measuring and checking results, and making comparisons and communicating results and findings.

Lessons make effective links with other curriculum areas and subjects, especially literacy, numeracy and ICT.

Activities are challenging, motivating and extend pupils' learning.

Pupils have frequent opportunities to develop their skills in, and take responsibility for, planning investigative work, selecting relevant resources, making decisions about sources of information, carry out activities safely and decide on the best form of communicating their findings.

Continuity and progression in Science: The school ensures curriculum continuity by following a rolling programme of science units of work and by close liaison between staff at the planning stages.

## **Computing**

The curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

At Key stage 1 pupils learn to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

At Key Stage 2 pupil learn to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output

- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## **Humanities**

In the most part History and Geography are the key drivers behind termly topics and other areas such as literacy will be utilised as a vehicle to explore these areas. At Packington we are keen to provide children with opportunities to experience geography and history first hand and as such teachers organise regular school excursions to help inspire the children.

## **History**

In Key Stage 1 children learn about changes within living memory and events beyond it which are significant nationally or globally. They learn about the lives of significant individuals who have contributed to national and international achievements.

In Key Stage 2 children learn about British, local and world history. They learn about connections, contrasts, trends over time and appropriate historical terms. Specifically, children will learn about Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, the Viking and Anglo –S axon struggle for the kingdom of England at the time of Edward the Confessor, a local history topic and an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

## **Geography**

Geography is concerned with the study of places, the human and physical processes that shape them and the people who live in them. In the Early Years, children learn about their immediate environment and how to read and draw simple maps using invented and conventional symbols.

In Key Stage 2, the children develop this knowledge into a wider area and study transport, weather and landscapes, both in their local area and in many other countries.

## **Art**

Children have opportunities to draw, paint, print, make collages, use fabrics and threads and use clay. They are taught the skills and techniques and then given the opportunity to practise them to produce individual and group pieces of work. Children are encouraged to critically evaluate their own work and that of others in order to learn from their experiences.

## **Design Technology**

'DT' incorporates many traditional skills – cooking, model making, drawing and sketching, problem solving, observation and discussion – putting them together in an approach which encourages the children to become designers and inventors.

The children are taught how to use tools and materials safely and economically.

## **Music**

The school has a long tradition of musical activity, offering considerable opportunities for children to develop their talents in all aspects of music including composition, performance and appreciation.

All pupils in Year 3 have the opportunity to learn the clarinet in group ensemble lessons provided by the Leicestershire Music Service. Pupils may continue lessons after year 3 should they wish. Our clarinet players regularly perform at the county music festival.

Visiting peripatetic teachers for guitar, flute and piano offer the opportunity to work towards music accreditation. We have an enthusiastic choir who regularly perform to the school community.

## **Physical Education**

The aim of physical education is to promote physical activity and healthy lifestyles. Children are taught to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators.

Children take part in games, gymnastic movement, dance and athletic activities using indoor and outdoor environments where appropriate. Children can take part in after school clubs and have the opportunity to compete against other schools.

In KS2 children have the opportunity to go on a residential visits for outdoor activities.

Children have swimming lessons in Years 2 to 6. Lessons provide opportunities for pupils to learn a range of strokes so that pupils are confident and proficient at swimming 25 m in a range of strokes. Pupils also learn about personal safe self-rescue in different water based situations.

We are a member of the North West Leicestershire School Sport Partnership (NWLSSP) and as a result we have regular access to specialist coaches and teaching to promote sports. Through the partnership the school is able to take part in a wide range of sporting activities and competitions. These opportunities have helped the school to achieve the Gold Active Mark for physical education at the school.

## **PSHE**

PSHE is at the centre of all we do. Through our school aims, vision and expectations we promote pupils' self-esteem, moral and social skills and care for their mental and physical health. We aim to help children at school develop into responsible, caring and respectful members of the community.



## Aims

The aims of PSHE are designed to enable the children to:

- Develop positive relationships with members of the school and wider community.
- Respecting peoples differences and demonstrating tolerance towards others.
- Become independent and responsible members of the community.
- To develop their self-confidence and self-esteem.
- Have a strong understanding of how to live a healthy lifestyle.
- Have an awareness of their own safety and how to make informed choices to keep themselves safe.
- To have the skills to make informed choices with regards to personal and social issues.
- To promote British Values and ensure these are embedded into all aspects of school life.
- Ensure children are aware of how to keep themselves safe online and the potential risks of using the internet and social media in todays' society.

At Packington the PSHE scheme of work combines the three main areas: *Myself and my relationships, Healthy Safer lifestyles, Citizenship*

## Extra-Curricular Activities

We provide a large range of activities including: football, rounders, rugby, netball, multi-sports, Zumba, choir, cookery, environment club and Bible Study to name a few. Such activities are run by specialist coaches or voluntarily by the staff. Clubs run on a voluntary basis are dependent, at any time, on the interests and enthusiasm of individual teachers.

## Religious Education

Religious Education is a curriculum entitlement for all children and the school follows the Leicestershire 'Agreed Syllabus for Religious Education' and Understanding Christianity. Religious Education, whilst reflecting the fact that the religious traditions in Great Britain are in the main Christian, does not seek to urge religious beliefs on children or to compromise the integrity of their own beliefs. Parents have the right to withdraw their child from Religious Education. Suitable alternative provision will be made.

AIM: The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

### The purpose of RE:

- Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

- Teaching equips pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- It develops pupils' aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.
- Pupils gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

### **Spiritual, Moral, Social, Cultural (SMSC)**

At Packington we have a firmly embedded set of Christian Values that are taught and lived out by the entire school community. Through regular worships, references in RE and other lessons as well as seizing upon opportunities in other areas of the school children are explicitly taught the 8 values of: friendship, trust, forgiveness, endurance, compassion, thankfulness, justice and peace.

The school have clearly identified definitions for spiritual, moral, social and cultural development and opportunities to further enhance SMSC understanding are provided within and beyond the curriculum.

As a school we welcome children from all backgrounds and are proud of how children and their families from other cultures are welcomed by our children and the rest of the school community.

In all teaching the teachers look to inspire and enthuse children. Teachers look to develop a love of learning and a working atmosphere where children enjoy learning.

Children are given opportunities to take on responsibility around the school: Y6 House Leaders, Yr 5 Dinner Buddies, Play coaches, helping in the art garden, gardening projects and lunch time clubs.

The school has a clear behaviour policy that sets high expectations and promotes a good moral understanding, mutual respect, tolerance and understanding. Friendship, respect and tolerance are taught as part of our Personal, Social, Health Education program.

Through a combination of approaches, the school is able to ensure that children develop an understanding of the key British Values: Democracy, Rule of Law, Mutual Respect, Personal Liberty and Tolerance of other faiths and cultures.

**At Packington we feel that involving parents in their child's learning is crucial in ensuring that children make the best possible progress. We try to get parents involved in a number of ways:**

- Parent's Evenings/Open Days – Opportunities for parents to come into school and share their children's work
- Monthly Newsletters and Regular Twitter Announcements– Keeping parents informed about what is going on in school and also providing useful help at home tips to support learning.
- Guidance and advice to enable parents to support their children with issues and concerns such as e –safety and news that makes children anxious or sad.
- Parent Information Evenings – To provide parents with the knowledge and information they need to support their child's learning at home; for example, Maths Calculation

Strategies, EYFS/KS1 Reading, E-Safety, Residential Visits, SATS and assessment information and Sex & Relationships Education Information.

- Opportunities to volunteer – We welcome the help of parents to support with reading, art and design projects and also when embarking on educational visits.
- The school also has an open door policy and parents are always welcome to come in and meet with class teachers to discuss issues related to their child.