



Ladygrove Park Primary School

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Curriculum Statement

The learning which will guide our children to success in life.

At LPPS we strive to provide children with a curriculum that has a wide variety of content and an appropriate depth of learning. It ensures that a firsthand experience and the use of prior knowledge is the priority. Through subject theme work and the statutory subjects of English, Maths, Science, ICT, Physical Education and Religious Education we aim to engage our children and give them the tools for success in their future in modern British life. We constantly review and reinforce a broad range of teaching strategies that foster focus and guide potential.

Literacy:

Phonics teaching has been revised for better impact. Starting in Foundation Stage and running through Key Stage 1 we use 'Read Write Inc.' - a lively and rigorous phonics teaching programme which helps pupils to learn the sounds and corresponding letters they need to read with fluency and to write confidently. This is built upon throughout Key Stage 1 and continues into Key Stage 2 where spelling strategies become the main focus. These activities take place once a day.

We teach literacy as a discrete subject once a day in every class and we cross reference literacy objectives with all other theme work in other subjects.

Children are guided in their learning about grammar, punctuation, reading for understanding and for pleasure and writing in all formats and for a variety of audiences (including reports, formal letters, fictional plots, biographies, etc). Most often teachers will scaffold the learning for the best level of understanding and then ask children to apply what they have learnt by practising their new skills. There have been practical additions to writing for purpose this year, to help motivation and involvement in extended writing work.

In Key Stage 2, we teach reading daily using a reciprocal reading approach which was introduced following extensive research into developing children's reading skills. This approach focusses on the following key skills: predicting, clarifying, questioning, summarising and visualising. Guided Reading also takes place regularly and has been altered recently from independent group work to whole class teaching, for better impact.

The school also uses carefully planned interventions, such as Talk Boost, which are measured for impact regularly to ensure they are helping children to make progress.

See the [National Curriculum](#) for further detail.

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Numeracy/Maths Mastery:

Certain principles and features characterise the mastery approach:

- ✚ Teachers reinforce an expectation that all pupils are capable of achieving high standards in mathematics.
- ✚ The large majority of pupils progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
- ✚ Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- ✚ Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts in tandem.
- ✚ Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.

The curriculum ensures that:

- ✚ All pupils should become fluent in the fundamentals of mathematics, including through varied and frequent practice, so that pupils develop conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems.
- ✚ The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. When to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage.
- ✚ Pupils who grasp concepts rapidly should be challenged through rich and sophisticated problems before any acceleration through new content. Those pupils who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on. See the [National Curriculum](#) for further detail.

Science:

Science is taught each term and covers the expectations in the National Curriculum. Each year group has science focus areas, areas that will be covered in depth. First hand practical experience is paramount as is the teaching of scientific key skills. Children are encouraged to be independent and collaborative scientific investigators by their involvement in exciting practical investigations. Children are encouraged to be creative and make learning to be more relevant to themselves by designing their own experiments.

In Science pupils observe, explore and ask questions about living things, materials and physical processes. They evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They share their ideas and communicate them using scientific language, drawings, charts and tables.

Computing:

Previous known as ICT, Computing retains the same values in the school: technology is a tool which should be used to enhance learning and simplify tasks. Therefore we see Computing as embedded into teaching across the school/subjects. Nevertheless, we also have discrete teaching so that children can learn the skills which they then apply when using computers in other subjects. Children have access to school blogs, and a number of educational subscription websites, for example, Mathletics, Education City and Bug Club. We have a specialist teacher for computing and the curriculum covers all modern main stream software (word processing, spreadsheets, research and data collection as well as control and programming skills).



Physical Education:

Children are taught a minimum of two hours of P.E each week with the expectation through programmes and activities to achieve more than this in general physical activity. The children have access to a number of extra-curricular clubs after school. The children in Key Stage 2 have a block swimming placement at some point throughout the year.

We have specialist teaching in PE across the school and a rota which enables continuous in house training of teaching staff in up to date PE teaching methods.

Religious Education:

We follow the Oxfordshire agreed syllabus for R.E teaching across the school. The current Oxfordshire Agreed Syllabus for RE runs from 2015 to 2020. The Local Authority worked through its Standing Advisory Council on Religious Education (SACRE) to devise this syllabus.

SACRE is a body made up of people who represent all the major faiths and educational stakeholders. The syllabus reflects the central concern of the SACRE and Agreed Syllabus Conference: to provide practical, professional guidance and support to teachers in setting high standards for learning in RE.

The syllabus offers:

A clear account of the purposes of Religious Education.

✓ A syllabus in which six elements of programmes of study provide for a comprehensive and balanced study of religions - these are:

- ✓ Places of faith,
- ✓ Holy books and sources of authority,
- ✓ The natural world,
- ✓ Festivals, celebrations, customs, practices and lifestyles
- ✓ Founders and leaders
- ✓ Expressing meaning and symbolism.

The RE syllabus requires the exploration of questions and answers in the light of human experience and authentic encounters with religions, using key questions to develop and energise pupils' learning. There are opportunities for pupils to learn from Christianity and the other principal religions of the world represented in the UK and school.

Theme/project work

This encompasses a skills and knowledge based approach to learning through **Geography, History, Art and Design Technology**. Each topic is carefully planned to ensure the progression of key skills across the school from Year 1 to Year 6. EYFS access the skills from the [Early Years Foundation Stage statutory framework](#). Teachers provide a broad range of first hand experiences. Curriculum experiences may provide the children with a 'hook' to initiate a topic/theme or visitors that further enhance the children's knowledge and awareness of the topic. Firsthand experience is the key to engagement.

During the summer term the outcome for the whole school's theme work will be an exhibition, a celebration of the achievements across the term. Work will be exhibited so that parents, governors, local schools and community partners can come and share in our achievements. Our children are the experts, taking turns to show visitors around the exhibition.

Every week the children participate in a celebration assembly whereby good work and achievements are shared and rewards are presented.

We enable our pupils to succeed through challenging tasks and activities that encourage them to take risks. We develop their ability to think independently, enabling them to transfer their learning to all aspects of their life; preparing them for the future. We actively teach the skills needed to be a successful learner and reward these regularly.

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Early Years Foundation Stage:

High quality early learning through practical activities enable children to develop the foundations for them to reach their full potential. We aim to provide a secure, enjoyable and caring educational environment where each child feels valued and appropriately challenged. We ensure continuity between Nursery and Reception so that children can build on skills already developed and follow routines that flow with their needs and with which they feel safe and confident throughout their Early Years, in preparation for their future years in school.

The curriculum supports, fosters and promotes children's:

- social skills;
- independence;
- attention skills, persistence and a positive attitude to learning;
- language and communication;
- literacy skills;
- mathematical skills;
- knowledge and understanding of the world;
- physical development;
- creative development.

In line with non statutory guidance in [Development Matters](#).

Equal Opportunities:

The school ethos recognises that equal opportunities encompass gender, nationality, ethnicity, culture, disability, age, sexuality, religion and special educational needs. Children are all treated fairly and are given equal opportunity to take part in activities across the whole school curriculum. Equality is an important part of the planning and teaching of all lessons. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Pupil Profile (and any other progress documents such as IBP/PSP: behaviour plans). We have high expectations of all children and we believe that the principles equality underpins work and life through the school.

For more information and detail about the curriculum please refer to the latest National Curriculum found [here](#).

