

Teaching and Learning – Our Curriculum

‘An imaginative school curriculum provides a range of interesting activities that are well matched to the needs of the pupils, including disabled pupils and those with special educational needs’ **Ofsted**

We plan our curriculum in three phases. We agree a long-term plan for the Foundation Stage, Key Stage 1 and Key Stage 2. This indicates what topics are to be taught in each term, and to which groups of children. The curriculum is based on an annual rolling programme which ensures that the children experience a broad and balanced breadth of study as they progress through the school.

Key Drivers for our Curriculum

Our curriculum is planned around a series of themes, which we call our drivers, which maximise cross-curricular links whilst ensuring rigour where there is a clear development in the learning of key skills. As a school we have identified four ‘curriculum drivers’ that personalise our curriculum. These have been chosen through consultation with staff – identifying the needs and interests of the pupils at Glen Park Primary School. They are:



Emotional and Social Awareness

Our curriculum will provide opportunities for children to learn to respect and appreciate the diversity of an ever changing society. We aim to nurture confident, independent children who are able to make responsible choices and have the ability to show empathy and compassion towards others.



Understanding the World

Glen Park children are all part of a global community. Our aim is to help the children to gain a sense of place and understand that they play a part in its future. We will provide opportunities for them to explore similarities and differences between communities and how they fit into the wider world.



Creativity

We would like our children to engage and express their ideas in a variety of creative forms. We will give the children opportunities to be imaginative, to use experiences and observations to make connections in their learning and appreciate that learning can be accomplished in different forms.



The Environment

We want to enhance and enrich our children’s understanding of their local and wider environment by providing opportunities for learning within and beyond the classroom. We will aim to develop an attitude of care and respect, where children understand how actions and decisions impact upon the world.

A focus upon on the acquisition of **basic skills underpins our whole curriculum**, for without the ability to read and write and apply basic mathematical concepts to problems, children will be unable to access any other form of learning.

We enhance the curriculum offered to children by implementing a series of 'focus weeks'. For example, this year we have held enhancement weeks based around the themes of Enterprise, Design & Technology and Keeping Healthy. Through their topics, children are given the opportunity to work with a range of specialist providers and experience a wide range of trips and visits to enhance the curriculum.

The Early Years Foundation Stage

The Foundation Stage makes a crucial contribution to children's early development and learning. We provide children with a rich variety of teaching and learning experiences that are appropriate to their needs. The Foundation Stage is about developing key learning skills, such as listening, speaking, concentrating, persistence and learning to work and co-operate with others.



In the Early Years, the curriculum is delivered through Development Matters. Learning and development takes place when children have the opportunity to interact in positive relationships in enabling environments.

The curriculum for the Foundation Stage is underpinned by three prime areas and four specific areas all of which contribute to learning and development. They are:

Prime Areas

- Communication and Language Development which involves giving children opportunities to experience a range of rich language; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- Personal, Social and Emotional Development which involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- Physical Development which involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity, and to make healthy choices in relation to food

Specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



All areas are delivered through a balance of adult led and child-initiated activities. At Glen Park Primary we recognise that the environment plays a key role in supporting and extending the children's development. We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience.

We also aim to make it a place where children feel secure and confident and are challenged to develop their independence. Activities are planned for both the inside and outside environment. Children have the freedom to move between the indoor and outdoor classroom throughout the school day.

Literacy

Each unit of work in Literacy is linked closely where possible to cross curricular themes. Each unit consists of reading, speaking and listening and writing tasks.

Talk for Writing

A Talk for Writing approach is used throughout the school to ensure that children are given frequent opportunities to write for a variety of purposes and audiences. Our approach follows three distinct stages, Exploring, Building and Inventing. High-quality texts are sourced linked to class topics and themes together with pupils' interest, we use these as a basis to teach different genres of writing.

Exploring

During this stage, pupils immerse themselves in the text in order to familiarise themselves with the language and features. This is delivered through a variety of activities including role play, vocabulary games and exploration, text mapping and artwork.



Building

Once the children are familiar with the text, they are taught the key skills for the genre of writing. As they unpick the writing process to prepare them for independent writing, they build up a toolkit. The building stage will include a range of activities such as creating their own text maps, exploring variation in sentence structures and learning how to control writing with appropriate punctuation and grammar. Opportunities are provided for children to practice key targets related to their identified next steps. This stage is completed when children have built a piece of writing based on the genre.

Inventing

Now that the children have these skills, they are equipped to be able to transfer them into an independent piece of writing which will demonstrate their knowledge of the genre they have been working on and incorporate the grammar and language structures. Throughout this section, toolkits are used which enables children to include the elements needed for a successful piece of writing. Children are given opportunities to plan their invented writing by amending text maps and boxing up to structure a piece of independent work which is then used for assessment.

Oracy

At Glen Park Primary we aim to develop confident children, who can express themselves with clarity. We encourage our pupils to talk in purposeful and imaginative ways, to explore ideas and feelings, adapting vocabulary according to purpose, listeners and content. We also stress the importance of listening skills with the role of the listener being as important as that of the speaker. The children learn about predicting, persuading, reflecting and debating as part of their oracy activities.

Reading

At Glen Park Primary we are fully committed to providing high quality reading resources for our children. We have a well-resourced library that is continually being updated and all classes across the school have regular access to this rich resource. Our main aim is to foster a love of reading and to develop each pupil's ability, understanding and enjoyment as a reader.

Read, Write Inc (RWI)

In the Foundation Stage and Key Stage 1, children are taught the phonemes that allow them to decode and read simple texts and the corresponding graphemes for spelling following the Read Write Inc phonics programme. This effective and rigorous programme is taught in small groups according to ability. In the Autumn Term of the Foundation Stage, children have two Read Write Inc. sessions a day, delivering the Set 1 sounds to all children. These sounds are constantly reinforced throughout the day as flashcards are presented to the children alongside play. Once children are confident with the Set 1 sounds, they continue to progress through the programme. Children are taught to apply their sound knowledge by reading green words and developing fluency through short story books which are matched to their ability level. As children progress through the programme, the



learning of blended sounds is accompanied by 'hold a sentence' activities and 'edit a sentence' which will support them with their writing. Regular assessments are carried out by the Read write Inc. manager and children are grouped each term to ensure that children are progressing through the programme. Children continue their reading practice at home taking banded reading books home at the correct level once they are ready. In Year 1, able readers are fast tracked to the Accelerated Reader scheme.

Accelerated reader (Renaissance Learning)



This highly motivational reading programme is used for all children from Year 2 – Year 6. Children take an online Star reading test at the beginning of each main term. This provides a ZPD range from which children can select books. Books are all graded and managed in the library and children are initially guided to select reading books from the lower level of the band. After reading their book, they access an online quiz and success is recorded as a percentage. Children are free to select books; however the librarian can advise on the next book to choose based on the outcome of the reading quiz. Children are encouraged to read a variety of genres to support their developing comprehension skills. A designated teacher acts as AR manager and regularly provides teachers with updates on pupil progress. Statistics can identify specific areas of performance, which teachers use to support pupils in the classroom. AR reading takes place once a day to allow children to access quizzes immediately after completing a book. Teachers use AR reading sessions to read with children, discuss progress or provide motivational reminders. Parents are also able to access their child's reading platform and view the books their child has read. In addition, progress towards reading targets can also be viewed. Children are rewarded with certificates for making AR achievement and books.

Reading Records

Each child in Foundation and Key Stage 1 is given a reading record which staff will use to record the progress of your child's reading. Parents are encouraged to listen to their child read regularly and to record this in their child's record. We value the importance that you as parents have in the development of your child's reading and we hope that you will play an active part in sharing books with your child.

Mathematics



Mathematics is taught through a mastery approach. Pupils are taught through whole class interactive teaching where the focus is on all pupils working together on the same lesson focus. Lessons are carefully sequenced to support the children in their understanding through the use of concrete and visual resources. Learning is built up in small steps and the children are given the opportunity to discuss and rehearse their learning before moving on. The children are encouraged to explain their answers showing their depth of understanding by reasoning and problem solving.

The children work in set ability Numeracy groups within their year group across the school to study all aspects of the Maths curriculum. The teaching of mathematics follows the revised National Curriculum Framework.

Lessons will start with the children revising key mathematical skills to develop oral fluency. The lesson's objective will be broken down into small steps to ensure that children are secure in their understanding before the lesson moves forward. (For any children who find the objective challenging, concrete resources and/or further adult support will be provided either within or after the lesson.) Small steps will be clearly modelled using concrete and visual resources with the children then having time to rehearse these skills through practical and written activities. Depth of learning and challenge is developed through variation in activities and representations of learning.

During the year, children cover different aspects of number, shape, space, measure and data handling, building on prior learning. The school has an agreed calculation policy to ensure that taught methods of mental and written calculation are progressive and consistent across the school.

Times Tables

In addition to daily mathematic lessons, children from Years 2 to 6 will use the Times Tables Rock Star programme to develop their times table knowledge. Children have a login to access to the online programme at home.

Foundation Subjects

Within the foundation curriculum areas, including Modern Languages, teachers plan units of work based on themes, and as far as possible ensure that cross curricular links are made. Themes are carefully chosen to be interesting to the children and to relate to the local area and their real-life experiences. Further details about the themes covered in each year group can be found on the school website.



Religious Education

We work hard to encourage our pupils to be thoughtful and tolerant, show respect to others and to help them develop a well-rounded understanding of the wider world outside of their local community.

Through our RE scheme of work, pupils are introduced to the beliefs of other religions and are provided with opportunities to share their own thoughts and personal beliefs. We follow the Revised Agreed Devon Syllabus for RE and Collective Worship, which promotes spiritual, moral and cultural development.

RE is more than just developing children's knowledge and understanding. It seeks to develop children's skills in investigation/enquiry, communication, interpretation, analysis and evaluation. These are important skills for children to develop.

These include:

- Investigation/enquiry (finding out what people believe, how their beliefs affect the way they live and the different ways people express their beliefs).
- Communication (sharing their ideas and those within religions and beliefs in a lively, informed way including different styles of writing, oral contributions and the use of ICT).
- Interpretation (recognising and talking about religious symbols, stories and sacred texts).
- Analysis and evaluation (developing their own views and ideas, recognising the views of others).

If they wish to do so, parents may request that their child be excused from RE or other acts of collective worship.

Sex and Relationship Education

At Glen Park Primary, the governors have decided that Sex and Relationship Education should be a part of the curriculum and linked to other aspects of Personal, Social, Health and Economic education. As they progress through the school, the children are guided sensitively in matters of personal hygiene, cleanliness and aspects of body change. This is a natural progression from the work that they cover in Science and other subjects regarding the composition and functions of the human body.

Parents are informed when this aspect of the curriculum is covered and its purpose. Parents have the right to withdraw their child from Sex and Relationship sessions but are advised to discuss this with the class teacher before making any decision. Further details about the school's approach towards teaching sex and relationship education can be found in the policy available on the website.