

Intent of our curriculum

'We will show everyone love and respect, living and learning with courage and joy.'

Our aim is that Astley School provides a *rich learning environment where all children thrive and grow.* (Geoff Rutherford, The Wyche Curriculum 2012)

We recognise that our children learn throughout every minute and interaction within the school day. Therefore we understand that our school curriculum is made up of many parts (visible and hidden) including our vision, values and ethos, Collective Worship, National Curriculum, Religious Education, break and lunchtime learning and the wider educational experiences on offer to pupils.

In designing our school curriculum we have considered the locality our pupils are growing up in and the world they are entering. We recognise that the pace of change (especially technological) is faster than ever before and the need to be creative and adaptive is key to future success. We understand that sound academic knowledge and skills remain important but not exclusively so. Alongside knowledge and skills our pupils require a range of sound social skills. As a staff we have identified the need for resilience as key for all of our children to succeed in the future. This forms a central part of our vision and values and our curriculum planning.

By the time pupils leave Astley School we want them to be *successful learners, confident individuals and responsible citizens.* (Jim Rose, Primary Review April 2009)

In designing our curriculum we take every opportunity to set the academic learning within the context of real life learning. This includes taking our learning outside, engaging with the community around us and ensuring tasks as often as possible have real purposes. We believe that this brings learning to life for our children, ensuring their learning is transferrable and giving opportunity for social skills to develop alongside academic skills.

If the core purpose of education is to give young people a useful apprenticeship in real-life learning, then the kinds of learning they do in school has to match the kinds of learning that people do in the wider world.

(Guy Claxton, What is the point of school? 2010)

Our curriculum aims drive everything we do in school, both inside and outside the classroom.

Successful learners

- Able to speak and listen to understand and articulate concepts clearly
- Able to read, write and calculate to at least the expected level
- Sound ICT skills enabling access to sources of information and presentation of ideas
- Knowledge and understanding across the full range of curriculum disciplines
- A love of learning through overcoming challenges and achieving success
- Being a creative problem solver, through generating and extending ideas
- An ability to have a go and take calculated risks
- The capacity to balance and weigh arguments, to reason, analyse and evaluate
- To become a lifelong learner leading to longer term fulfilment
- To develop a skill set that is 'future proofed'

Confident individuals

- Rich school experiences leading to a foundation of happy memories
- A secure sense of self through an awareness of own abilities, strengths and uniqueness
- Opportunity to explore own spirituality within the context of the Christian faith
- Being respectful with sound manners and moral code
- A natural curiosity and love of life with aspirations for the future
- To develop and self-manage a healthy lifestyle (physical and mental)
- Developed and sustained healthy friendships
- A capacity to persevere through managing disappointments and setbacks
- The ability to take responsibility and to show initiative

Responsible citizens

- Being a team player, able to work successfully with others towards a common goal
- Able to build positive relationships and resolve conflicts as they arise
- Experience and understand the value of community

An understanding of their own culture and heritage and the ability to appreciate the culture of others
 Understanding and respectful of differences
 Having empathy and compassion
 Understand the sanctity of life and the value of the world around them
 An appreciation of order and beauty
 Be proactive in making a difference and upholding justice

Our curriculum drivers:

We are a small rural village school. Many of our families travel to Astley from the outskirts of Stourport and are strongly connected to the area.

Driver 1 - Promote independence and resilience in our children enabling all to achieve their potential.

Driver 2 - Broaden the horizons and aspirations of our children enabling them to aim high and experience much.

Driver 3 - Develop a rich language and book based learning enabling all to become lifelong learners.

English and Maths Knowledge & skills

Content: Early Years Foundation Stage & National Curriculum

Speaking and listening including receptive and expressive language.
 Reading including phonics (using RWInc) and comprehension.
 Writing including spelling, handwriting, punctuation and grammar through quality texts.
 Number including place value and calculation, fractions, decimals and percentages, algebra, measurement, statistics, shape and space, position and direction based on White Rose Maths Hub.

Subject specific knowledge and wider curriculum skills

Content: Early Years Foundation Stage, National Curriculum and R.E. syllabus

RE with reference to Worcestershire syllabus units of work and Understanding Christianity materials.
 History developing a concept of time past through personal, local, country and world historical events.
 Geography developing geographical knowledge and skills and a sense of place through a themed approach.
 Science including an investigative approach.
 Computing including word processing, databases, spreadsheets, desktop publishing, multimedia presentation, drawing programs, internet safety, digital images and controllable robots.
 Art and Design acquiring skills and techniques with a variety of media including the study of works from a range of cultures and eras.
 Design and Technology (DT) including developing skills and techniques with a range of materials whilst developing an understanding of how the design process works.
 Music including singing, playing instruments and music appreciation using Charanga and SingUp online resources.
 Physical Education (PE) including games, gymnastics and dance units of work delivered by teachers and coaches.
 Modern Foreign Language (MFL) in KS2 including French and Spanish.

Personal skills

Content: Personal, Social, Health Curriculum (including relationships)

This is taught explicitly through the PSHE curriculum where pupils explore how to keep safe, healthy and make responsible choices. Personal skills are also developed throughout the wider school curriculum.

Values

Content: School vision & values, British values, Spiritual, Moral, Social and Cultural

An understanding of the Christian values: love, respect, courage and joy which form our school vision. An appreciation of British values including democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. Throughout the school curriculum we plan for opportunities to develop pupils spiritual, moral, social and cultural understanding.

Extra-Curricular Provision

Clubs, sports events, activities, trips, visitors, community engagement opportunities and residential visits.

Implementation of our curriculum

Curriculum coverage

Three out of four of our classes have a mix of two year groups. Our long term plan is therefore based on a two year cycle of *units of work* designed to ensure that all aspects of every curriculum subject are comprehensively covered within each stage (Early Years, Key Stage One and Key Stage Two). This coverage is checked by the subject leader through curriculum audits.

Subject and thematic learning

Reading, Writing and Maths are taught daily every morning. MFL, Music, PE, PSHE, RE and Science are taught discretely during the afternoon sessions whilst History, Geography, Computing, Art and DT are taught thematically. Where possible these themes also drive the choice of texts used in reading and writing enabling a creative and joined up approach to the curriculum. This enables vocabulary, skills and understanding to be deeply embedded alongside the opportunities for transferable learning to take place. Themed days take place both across the school and within individual classes. Units of work may be taught weekly or blocked depending on what is felt to be the most effective method of learning.

Subject Expertise

Subject leaders ensure that staff have the required subject knowledge to deliver high quality learning opportunities across the curriculum. Training and resource needs are identified and addressed through the school development plan, learning walks, book scrutiny, pupil feedback and staff professional development meetings.

Skills and knowledge

All subject leaders monitor the progression of skills across the school and throughout the year in their subjects alongside the Headteacher. Unit plans highlight subject vocabulary, skills and knowledge to be taught through the theme. Opportunities for links to our school values and SMSC are also specifically planned for.

How will we ensure curriculum and skills progression?

Functional age-appropriate skills in English and Maths

The curriculum objectives are clearly defined for each year group in a subject grid in the back of children's exercise books. This allows their progress to be part of an ongoing learning conversation throughout the year and enables children and teachers to be clear about the next steps needed to make progress. It also enables the evidence of this progress to be easily located by subject leaders, governors or external validators in a pupil book. Moderation of these standards takes place regularly in school and with cluster schools to enable staff to gain increasing expertise in making accurate judgements of attainment.

Progression of non-core subject skills

Knowledge and skills grids are used in these subjects to enable teachers to plan learning that fully develops both knowledge and skills over each subject and each stage. Subject leaders use portfolios to demonstrate this progression and evaluate how successful our pupils are in their acquisition of both knowledge and skills.

How do we assess the impact of the curriculum on our pupils?

Outcomes: English & Maths

Teacher assessments are made three times a year and entered onto Scholar Pack where progress and attainment are tracked. NFER or mock SAT papers are completed twice a year to verify teacher assessments. These standards are discussed in pupil progress meetings with the Headteacher and SENDCo and monitored by Governors through the School Development Plan.

'Next year readiness'

In school moderation meetings in May and June provide a clear picture of 'next year readiness' and ensures that there is a smooth transition between classes and a clear understanding of attainment for each pupil moving through the school.

Pupil attitudes to work

Subject leads and Curriculum Governors regularly talk to children about their learning and the curriculum to provide opportunities to evaluate this. It enables themes to be reviewed and new approaches to be found where needed.

How do we ensure that the curriculum meets the needs of all groups of pupils within the school?

Higher, Middle, and Lower Attainers

Each cohort of children are carefully tracked through pupil progress meetings with their targets agreed using FFT to ensure they are robust and aspirational. Pupils are divided into high, middle and low attainers on the pupil progress record enabling an ongoing conversation during the year which ensures children maintain or improve on their targets throughout the year. Where children are identified as 'at risk' interventions or modifications are put in place to correct this trend.

Disadvantaged, SEND and other vulnerable groups

This group are well known to each teacher (identified clearly on Scholar Pack) and every opportunity is taken to ensure that their progress and attainment is on track. Book scrutiny always check on this group of children, ensuring marking and feedback is aspirational. Staff are advised to mark these books first. Barriers to learning are considered in SSTM, vulnerability and pupil progress

meetings and strategies put in place to remove them eg: attendance meetings, volunteer mentor, early help assessment, interventions, keyworker, pre-teaching.

Boys/ Girls; New arrivals & Pupils who need to catch-up

Staff monitor & track all pupils within class. Assessment for learning is in place across the school and caters for all learners within lessons. Thematic approach to writing grabs the reluctant writers through giving them a purpose/audience. Homework supports key skills giving all pupils opportunities to catch up and make progress. 1:1 Third Space maths tuition seeks to ensure all pupils achieve expected at Y6. Assessment of those new to school starts immediately – this enables appropriate level work to be given. Maths and Greater Depth attainment is a focus on the SDP. All staff use time effectively within the day to pre/post teach according to outcomes and ongoing assessment. Class teachers & teaching assistants carry out interventions in class within and additional to lessons. These are regularly reviewed and modifications made to ensure targeted help.

How do we monitor and know the quality of teaching and learning within the curriculum

Staff have developed a shared understanding of what high quality learning looks like through recent training on effective learning objectives, success criteria and learning sequences. This forms the foundation of all our learning and teaching professional conversations. All staff have a subject leadership role and have received external training on how to lead and manage a subject, conduct learning walks and book scrutiny. Teaching and learning is monitored through a cycle of actions linked to the School Development Plan. This includes learning walks, book scrutiny, pupil feedback and staff professional development meetings. Curriculum governors monitor this process and evaluate the impact of these actions on standards of attainment and progress. External reviews and validations take place and include peer headteacher reviews via cluster schools and the actions of the School Improvement Advisor.

Who is responsible for the curriculum, its review and evaluation, and its impact?

Headteacher

The headteacher leads the learning and is responsible for the design and organisation of the wider curriculum. This includes meeting statutory requirements whilst ensuring that the curriculum is inspirational and meets the needs of our pupils. The development of the curriculum and the improvement in standards is driven by the School Development Plan. It is the responsibility of the headteacher to ensure that the actions are targeted, effective and manageable.

Subject Leaders

Subject leaders share the responsibility of evaluating the planning, teaching, learning, progression, standards and coverage across the school. They will monitor national and local developments in their subject, provide staff training and manage the resources linked to their professional development targets.

Class Teachers

Class teachers are responsible for ensuring that their planning delivers the long term plan and that they have the resources and subject knowledge to do so effectively. Class teachers ensure that the pitch and pace of the learning is appropriate and that assessment is ongoing and effective in ensuring all pupils make sound progress. Teachers devise and modify interventions, supervising teaching assistants to ensure that children keep up and catch up.

Governors

Monitoring the effectiveness of the curriculum is delegated to the Curriculum Committee. They evaluate the actions of the SDP, discuss progress with subject leads and make monitoring visits to understand and verify these judgements.

Pupils and Teaching Assistants

Both these groups of people have important insights into the impact and effectiveness of the curriculum and are able to evaluate where it is creative and engaging and where improvements need to be made. Regular staff and pupil discussions capture these responses and feed into leaders action plans.

How are parents/carers involved in the curriculum?

- Termly class newsletters giving a detailed breakdown of the curriculum and learning
- Parent consultations with opportunity to review pupil learning in books
- Information sessions on curriculum learning eg. SATs, supporting reading, maths approaches, E safety
- Career in the spotlight presentations
- Questionnaires including feedback on the quality of the curriculum, homework, strengths & areas for development of the school