



Evelyn Street Community Primary School

Evelyn Street
Warrington
Cheshire
WA5 1BD

Telephone: 01925 495567
Fax 01925 495564
E-mail :
EvelynStreet_Primary@warrington.gov.uk



National
Teaching
School



Headteacher: Mrs J Hindley BA
Hons NPQH

Policy Title	Curriculum Statement and Guidance
School/WBC (Adopted date)	School
This policy complies with Warrington LA guidance	Yes
Linked Policies:	Safeguarding policies
Written By	School
Staff Approval Date	July 2019
FGB Ratification Date	
Signed by Chair of Governors	
Review Date	July 2022

Curriculum Vision Statement

The school promotes a curriculum that is infused by British values and the spiritual, moral social and cultural development of its children. Through reading in particular children have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables pupils both to acquire knowledge and to build on what they already know. Our ethos is that all our children are capable of achieving highly and that we as lead practitioners will provide the right learning experiences for this to happen. Learning is our core purpose and we are committed to building children's capacity to develop as independent confident and reflective learners. In order to do this we have designed a knowledge rich curriculum with mapped key concepts, powerful knowledge, transferable vocabulary and skills that deepen and ensure enduring understanding, formed from evidential research. Through cognitive science approaches such as retrieval and metacognition, we bring together the delivery of knowledge. We see knowledge defined in four parts:

Knowledge provides a driving, underpinning philosophy

Acquiring powerful knowledge is seen as an end in itself with the belief that we are all empowered through knowing things and this cannot be left to chance. We see skills and understanding as forms of knowledge and we understand there are no generic skills but rather skills are linked and taught through specific detailed subject content. Our knowledge rich curriculum gives a high status to knowledge content and subject traditions.

Knowledge content is specified in detail

Units of work are not defined by generic headings but are supported by statements that detail the knowledge to be learnt. E.g. we do not want children to do the Mayans. We want them to get specific knowledge as well as a broad overview. These are held together by concepts that are carefully mapped by subject discipline and then across a curriculum. They are sequenced and provide a cohesive structure to frame our curriculum so that all learning has a meaningful context as learning flows from one topic to another through conceptual awareness and understanding.

Knowledge is taught to be remembered not merely encountered.

Our teachers will be combining cognitive science methodology with knowledge content – this is beyond rote learning and learning facts for no purpose, it is about ensuring students have a secure knowledge platform, allowing them to reach the next level.

Our curriculum is designed to be remembered, understood in detail, stored in long term memory so that it can be later built on, forming even wider schemas. Our curriculum plan maps key concepts and frames well chosen, powerful knowledge, with transferable vocabulary and skills that deepen and ensures enduring understanding. We recognise that there is too much knowledge to be taught.

Our approach to curriculum implementation is through spaced retrieval practice, assessments that are constructed to evidence and test enduring knowledge and plenty of repeat practice for automaticity and fluency.

- Quizzes
- Questionnaires
- Debates
- Self and peer assessments
- Presentations
- Speaking and listening activities
- Use of multiple choice and closed answers
- Knowledge organiser activity

Knowledge is sequenced and mapped deliberately and coherently

Our knowledge based curriculum is planned progressively, vertically, horizontally, giving thought to knowledge sequences for building secure schemas. In building our curriculum we sought to structure it so that key concepts and vocabulary were revisited and reinforced making them unforgettable. As a result we constructed a curriculum where explicit links were made within subjects, across subjects and across years with repetition of vocabulary at its heart. Our knowledge based curriculum is packed with experiences and driven by a strong set of values about what matters. It has soul, moral purpose and humanity.

Mathematics Vision Statement

We believe that Mathematics is a creative and highly important subject that is interconnected across the range of subjects within our whole school curriculum. We follow a practical approach to teaching maths, which is aimed at developing problem solving skills and resilience from an early age. Our high-quality teaching of maths engages children to reason mathematically, appreciate the beauty and power of maths and engage a keen sense of curiosity about the subject; encouraging children to seek out answers, question their understanding, search for efficient strategies and develop their independence through the development of their own recordings. From foundation stage through to year 6, children communicate their mathematical understanding through concrete, pictorial and abstract recordings, developing their critical thinking and organisation over the years. Each year builds on the next, with the development of skills and models supporting new learning and new thinking. Key mathematical vocabulary and language is an essential part of this, with all children being encouraged to speak mathematically and share their ideas with technical language from an early age.

English Vision Statement

All the skills of language are essential to participate fully as a member of society. Children need to speak, read and write fluently and confidently. Reading is a habit and that habit needs to be grounded in everything we do in school. Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. Children should be encouraged to be confident, enthusiastic, critical, independent readers, spellers and writers. They should be able to read and write across range of genre with understanding of structure and organisation. They should also demonstrate effective application of phonics knowledge and reading strategies to decode and support inference and deduction for comprehension. They should be able to apply a range of transcription skills including spelling and handwriting. They should show an awareness of purpose, audience and form, and reflect this in their writing. They should develop as independent and accurate spellers who are confident to use writing and adventurous vocabulary. Children should develop a flexible and legible handwriting style that empowers them to write with speed, confidence and pride. They should be able to articulate this clearly with confidence and increasing expressive language.

Science Vision Statement

A high-quality Science education provides the foundations for understanding the world through different scientific concepts in the disciplines of biology, chemistry and physics. All pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about the natural phenomena. Also, with these skills pupils should become independent and reflective learners. By encouraging pupils to work scientifically we hope to widen their interests and give them a foundation for further education or employment in the field of Science.

Geography Vision Statement

Children experience a curriculum which inspires, engages and provides opportunities for children to develop a fascination for Geographical issues.

Geography is by nature an investigative subject which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. We aim to promote children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the earth's key physical and human processes. We strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities.

History Vision Statement

Children experience a curriculum which inspires, engages and provides opportunities for children to develop a thirst for historical knowledge and an understanding of how the past impacts on the present.

History is by nature an investigative subject which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the past and its influence on our lives today, promoting a sense of chronology.

Computing Vision Statement

Computing is an invisible footprint across all aspects of a child's life. A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, our pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that our pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

DT Vision Statement

Through the qualities of creativity, imagination and innovation children will have a deep understanding of the knowledge and vocabulary of the processes involved in designing products that solve real and relevant problems. By providing children with a variety of experiences they will develop an understanding of its impact on daily lives and the wider world, through exploring and evaluating past and present designs. We draw on other disciplines such as mathematics, science, engineering, computing and art, using transferable vocabulary and skills to ensure enduring understanding.

The Art and Design Vision Statement

Through Art and Design, we engage, inspire and challenge pupils so that they are able to experiment, invent and create their own works of art, crafts and design. We develop children's appreciation and appraisal of a wide range of artists through a variety of experiences which develop an understanding of how Art and Design shapes our history and contributes to the culture, creativity and wealth of our nation.

Music Vision Statement

Through music, we engage and inspire children to develop an appreciation of different genres of music and significant composers and develop their skills as musicians. A variety of experiences will increase their self-confidence, creativity and appraisal of the wide genres of music as well as ensuring an understanding of the diverse cultures within our society.

MFL and PSHCE Vision Statement

We develop the children's understanding that MFL and PSHCE are all about who they are as an individual, to develop their understanding of their individuality and the role they play in the world. Through these disciplines, our children will be given opportunities to celebrate and develop an awareness and respect for difference and promote spiritual, moral social and cultural understanding for learning, within their own community and the wider world.

PE Vision Statement

We ensure that all pupils develop competence to excel in a broad range of physical activities; are physically active for sustained periods of time; engage in competitive sports and activities and lead healthy, active lives.

RE Vision Statement

Through R.E, children develop enduring knowledge of the six main faiths through the key concepts underpinning them all. Additionally, children have opportunities to learn from religions, allowing them to build an understanding of their individuality and the role they play in the community and the wider world.

Evelyn Street Community Primary School Curriculum Guidance

Guidance:

Prime Subjects (English & Literacy, Mathematics)

English & Literacy

Definitions:

1. **English:** ideas, experience, imaginings and emotions drawn from many centuries and cultures, explored through stories, poetry, plays, fiction, non-fiction and digital texts all written and read/ heard in English.
2. **Literacy:** a set of communication skills (speaking and listening, reading, writing) essential to teaching all subjects.
3. **Oracy:** spoken language and listening which allows effective oral communication across a range of contexts and to a range of audiences. The ability to express oneself fluently and grammatically in speech.

Oracy:

This is the springboard for all learning within the school and therefore is of the highest priority. It is given due regard in all subjects, which means teachers both plan for and grasp incidental opportunities to promote and develop oracy and Standard English. Class teachers must use a range of pedagogies, including talk partners, frameworks for talk and engage in debate daily. Children must have regular opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class, to understand how to take turns and when and how to participate constructively in conversations and debates.

Reading:

Whole class reading: The class teacher will read to the children regularly, from a range of quality texts, including poetry each term. Children must be able to talk about a growing repertoire of authors, which includes knowledge of a range of their works. Class teachers need to maintain their reading areas, showcasing current authors, previous authors and favourite authors in order to develop and extend children's knowledge of authors and promote a love of reading. Children must be able to discuss authors and show some knowledge of their works and discuss characters, events and give their viewpoint.

Phonics: The school follows the Read, Write Inc. programme to deliver phonics and there MUST be fidelity to this programme, to ensure the systematic teaching of synthetic phonics throughout Reception, KS1 and KS2.

During KS1 & KS2 (as needed) children will take part in daily phonics sessions. Children's progress will be regularly tracked and reported at least termly. This will include an assessment of progress toward achieving the phonic check. In Reception and KS1 learning opportunities must be maximised by ensuring that in the vast majority of learning areas there are opportunities for children to practise and apply phonic learning through play e.g. collecting words with the same initial sound in the outdoor area or reading a word and locating objects e.g. bees hidden around the learning environment. Also, regular updated displays in all areas of the current and recently learned PGCs

Common exception words: All year groups must track children ability to read and spell on sight common exception words until they are secure with the current year group words and any previous ones.

Guided reading: Guided reading must be planned to target phonics, common exception word recognition and to develop text and language comprehension, as appropriate. Clear session objectives must be identified and shared with the children and records kept, including next steps. Children's planners must be updated when guided reading takes place. Records of books read must be kept and reviewed to ensure a range of text types, including fiction, non-fiction and poetry and a range of authors.

- Reception and KS1- every child below ARE must have at least 1 guided reading session per week and an additional reading session. All other children must have 1 session per week. Children read every day during phonic sessions.
- KS2- every child below ARE must have additional reading sessions per week. All other children must have 1 guided reading session per week or an equivalent.

Library: KS1 & KS2 children will use the school library at least once a week during a timetabled slot and develop an understanding of how to use this appropriately. Children will undertake a variety of appropriate tasks including reading alone, with a partner or in a small group, undertaking book reviews for others or sharing ideas/ learning about a text, such as a character descriptions, or performance poetry.

Home reading: Reception and KS1- children's books will be changed at least once per week and children will take at least two books home. Children who have read these books must be identified daily and books changed more frequently. KS2- children will have the opportunity to choose their own books to take home which must be recorded in their planners. Class teachers will regularly (at least once per half term) monitor their choices to ensure there is a variety of age/ ability text types and authors.

Writing: This will mainly be taught through the use of a high quality text. A range of genres will be covered to include an appropriate mix of fiction, non-fiction and poetry over the year. Writing is a process and each unit of work should produce a complete outcome which usually provides children with the opportunity to write at length. During the unit children must undertake at least three incidental writing opportunities each week. Over the year we will expect to see a range of genre and increasing production of work. Children will be taught to edit and improve their own writing (at least the final piece). All writing including that in other subjects will be recorded in a "Learning Journey". This will capture all of a child's writing in one place and ensure the class teachers can insist on basic skills in all subjects. There will be other literacy books, spelling logs, handwriting books and phonics books which will be used to focus on learning a process in order to apply it in the writing book. All children will have an appropriate writing target which is generated from the writing grid at the back of their learning journey. The class teacher is expected to put this in child friendly language. This target is for all writing regardless of subject.

Spelling: This will be taught throughout KS1 and KS2 in line with the school programme. This will be taught at least 2 times per week and class teachers will follow the school programme in a systematic way. For children who are receiving daily phonic sessions this will be in addition and support/ supplement the phonic programme. Spelling word list: common exception words and spelling strategies will be taught in line with the adopted spelling programme. All year groups must track children's attainment in phonics termly as well as their ability to spell common exception words until they are secure with the current year group words and any previous ones.

Handwriting: This will take place at least twice a week in KS2 and 3 times a week in until the children are consistently writing using cursive with the correct formation and orientation.

Mathematics:

Maths is taught daily, arithmetic is delivered twice a week with a corresponding arithmetic test, and times tables will be practised twice weekly along with a test, to ensure instant recall of facts.

Daily maths lessons follow a mastery approach which aims to develop fluency, reasoning and problem solving within a single lesson. Within these sessions, the emphasis is on increasing the depth of leaning and understanding, rather than accelerating learning too quickly. Each lesson will start with a 'hook' which acts as the stimulus for learning within that topic. Throughout the start of the lesson, children will be encouraged to discuss the problem mathematically (using the appropriate language), use manipulatives to explore and solve the problem, represent the maths pictorially (using diagrams and models) and show their understanding using abstract notations (number sentences) as well as explaining their reasoning in written sentences.

Later on in the lesson, through independent work, children will be encouraged to use these concrete, pictorial and abstract notations to support their processes and solutions. Challenge is extremely important and will be planned within each stage of the lesson.

We understand that times tables and arithmetic is extremely important as these skills and this knowledge, connect with learning across the broad mathematical curriculum; therefore, opportunities to develop these skills, embed, revisit and revise them, are planned into the week, and into pupil's home learning.

Foundation Subjects

All foundation subjects operate a 2 year rolling programme

Science: Scientific elements of working scientifically will underpin all science topics. This still meets the statutory requirement of all topics being taught within a key stage. There are certain topics that are differentiated to specific year groups with the National Curriculum. If a POS is delivered within a different year group the class teacher will need to ensure they refer to the relevant POS in the National Curriculum when planning.

History: The class teacher will construct a timeline to anchor sequential history topics and to give children a sense of nation. This time line will be updated throughout the year.

Geography: Key geographical knowledge, skills and concepts identified through the curriculum will be taught through the project topics. Children must have a sense of location; therefore there must be in ALL classrooms a local, national and world map which is referred to and linked to other topics e.g. in a topical debate-'where in the world was that ...?' etc.

PE: Lessons will be delivered by a qualified PE specialist. Regular updates are given to the class teacher at least half termly on attainment & progress. Relevant information and assessment is shared weekly.

Foreign Modern Languages: Language Learning in Spanish is delivered by a specialist language assistant, supported by the class teachers. Lessons are 30 minutes in duration and the class teacher participates in the children's learning and plans for follow up activities during the rest of the week. Children in KS2 are assessed against the progress they make in transferable language learning skills. At KS1 our children participate in the exploration of Spanish listening and speaking through games, rhymes, songs and stories and gain confidence in answering simple questions about themselves (name, feelings, where they live). In both Key stages accuracy in pronunciation and intonation is encouraged and there are some explicit learning activities throughout the delivery of Spanish in every year group to practice and reinforce the sounds of the Spanish language.

Design Technology: Six topics are covered over the 2 years including: mechanics, textiles, structures, control and food technology which build on previous knowledge from the prior phase and follow the process of designing, making and evaluating incorporating technical knowledge and vocabulary.

Art: Six topics are covered over the 2 years including: collage, drawing, textile, sculpture and painting, over each key stage building on previous knowledge and concepts and follow the process of exploration, creating, analysing and evaluating.

Music: Music is taught by a music specialist in KS 1 and 2 alongside the class teacher, covering the national curriculum key skills. KS1 receive 45 minutes per week with our specialist. In addition children have regular experience of exploring sound through the use of musical instruments. Children in KS2 spend one day per term with our music specialist. Class teachers also look for other, incidental opportunities to meet music objectives in the classroom. KS1 and KS2 children participate in singing practise weekly, preparing songs for assemblies and events.

Computing: Key skills will be taught in discrete blocks, children will then have the opportunity to apply these skills through other subjects.

RE: Evelyn Street has adopted the Lancashire RE syllabus. The curriculum allows children to develop knowledge of the six main faiths, as well as the opportunity to express ideas on the spiritual, social, moral, and cultural impact RE has upon their own lives and the lives of others. Parents reserve the right to withdraw their child from RE lessons if they wish.

PSHE: PSHE underpins the whole school curriculum. It is taught as discreet lessons as well as cross-curricular when appropriate links can be made. Through PSHE pupils develop the knowledge, skills and attributes underpinning the key concepts of self, celebrating difference, goals, health, relationships and change. PSHE helps pupils develop as individuals and as members of social and economic communities.

Planning: Key Questions, Planning and Assessment:

Teachers are expected to plan the delivery of an age related expectation (ARE) from the starting point of a questions. They are expected to research an arsenal of key questions that will challenge and probe a child's understanding of the key concept taught. They are also expected to plan the range of possible children's answers, in doing so they will be able to identify the depth of a child's understanding to ascertain if they have sufficient deep and sustained understanding, that will ensure children will be able to uplift this concept or skill in a multiple of new and varied contexts and achieve successful outcomes.

Long term planning: There will be a rolling programme for KS1, LKS2 and UKS2 – an A & B year. Subjects will be mapped across a year into terms and are published on the school's website.

Medium term planning: Class teachers will use 3 medium term planning proforma sheets to indicate the learning intentions and overarching theme for that of work.

Short term planning: the intention of these planning proformas are that the class teacher can identify in outline learning intentions for differentiated groups and series of lessons and AFL these will not be published on the school website. There is an expectation that class teachers are not required to write detailed lesson plans or plan for a week in detail but to do so for the first two or so days and then reassess learning . This is to ensure that the class teacher's planning is responsive to pupil needs and pace of learning. Short term planning should be an organic process and plans should be annotated and responsive to the continuing needs of pupils as they progress through the week. However there is an expectation that skills over a week should be identified and planned for.

Text Books: In order to ensure there is a focus on basic skills that is transferred to all curriculum areas all writing for all subjects will be captured in one text book called a learning journal. All mathematical calculation and applied maths will be captured in a maths book. However there will be occasions in which other subjects, D&T and Science grid tables will also be captured within their mathematics books.

Assessment: the assessment process is critical for our pupils learning and we have adopted questioning as the central assessment driver within lessons. Teachers will ask probing questions of pupils, in order to help them to gain an understanding of how far a child has progressed in understanding essential ideas, building

core knowledge and key abilities. There will be a high emphasis on production as pupils will need to produce things – write things down, make statements and so on – which will give our teachers insight into how our children’s thinking is building. When a child writes something down, it becomes an external representation of the way they think – then, they can think about their own thinking and a teacher can better see the way in which pupils are thinking. More assessment not less will support learning in day to day lesson delivery. We will per term support this continuous assessment with formative assessment per term from year 1-year 6. This will then be recorded in an electronic tracking system that will support additional targeting of support whole school self -evaluation and staff performance management.

Differentiation: the school adopts the view that ‘all children having access to all of the content of the curriculum. (Tim Oats 2014) and this forms the basis of our commitment to deliver the original sentiments of the National Curriculum.- Children can readily grasp material and can stay on the same key elements rather than rapidly moving on, expanding and consolidating their understanding. Challenge does not always come from being moved on, but by being presented with new application of core ideas. Undue pace creates learners with fragile learning with increasing separation from the other pupils.

Collective Worship: Collective worship is allocated time each day. In addition to this class teachers set aside a few minutes each day to reflect and engage children’s emotional intelligence. We promote this through the curriculum and where possible grasp opportunities as they naturally occur. Within each classroom this is captured by children in a class reflection book when appropriate. There is a cross over with PSHCE, RE and debate which must also be captured by children in the reflection book on a weekly basis. Collective worship is a statutory requirement. However parents have the right to withdraw their child if they so wish.

Enrichment Activities: the school promotes a number of out of school study support activities, some of these are subsidised by the school budget and others are funded from a variety of sources. The school reviews its programme each year and introduces new or popular activities for pupils. The activities range from sport, gym, football, drama, music and art. The school promotes a number of educational visits each year to enhance the curriculum. All visits are planned well in advance and appropriate risk assessments and permissions are sought. There is also a carefully planned, wide selection of after school clubs throughout the year.

Parents: the school values parental involvement and makes every effort to include parents where possible. The school has 3 parent target setting meetings a year and issues its annual report in July. School consults with parents about homework and adjusts its policy accordingly

SEND: the school has clear guidance see protocols and support of SEND pupils and pupils identified as vulnerable or at risk. The school addresses each pupil’s individual needs and complies with the SEN code of practice.

Homework: Is an integral part of our children’s learning. Our homework tasks ensure that learning is continued at home with parents and is relevant to the children’s current learning taught within that week. Parents are encouraged to support their child at home with the completion of this work and its timely return.

Quality Teams: The school has adopted a quality team structure in order to give all staff a voice in the implementation of its whole school curriculum and to ensure that all staff see the school curriculum (relative to their responsibility level) as an integral part of their role. Within the teams each member is the co-ordinator of an agreed subject. All subject co-ordinators regularly maintain their subjects with support from leaders as needed, triangulating the evidence (pupil conference, data, and workbooks). This is recorded and fed back using Trello with action points followed up rigorously. Team meetings are timetabled termly in staff meeting directed time. All teams are released day per term to complete a subject SSE on activity of teaching and learning. This comprises monitoring and planning, workbooks, pupil outcomes and discussions with pupils. Teams will update action plans and will write a small commentary for governors after each SSE cycle.