



'Together We Grow'

Smithdown Primary School

Curriculum Policy

Reviewed: September 2022

'Together We Grow'

Our Key Values

Our school motto is 'Together we Grow', through **Courage, Friendship, Equality, Respect and Thoughtfulness**

We ensure that every child has access to a broad, balanced and supportive curriculum. Through this we are able to give our pupils a range of opportunities and experiences to grow and develop academically, physically socially and morally.

Our School Vision

At Smithdown Primary School we aim high. We want every part of our school community- pupils, parents and members of staff to experience success. Smithdown Primary School will work with everyone to create a happy, safe and stimulating setting where children are motivated to learn together. By maintaining high expectations of ourselves and each other, our children will be equipped to encounter opportunities and challenges with resilience and determination. We encourage a curiosity about the world and strive to ensure that our children will contribute positively, now and in the future.

Introduction

At Smithdown Primary School we aim high. We want every part of our school community- pupils, parents and members of staff to experience success. Our motto is 'Together we Grow'.

We aim to achieve the following through our curriculum design and delivery:

- To provide all pupils with a rich, stimulating and challenging curriculum
- To provide opportunities for all learners to develop detailed knowledge and skills across the curriculum.
- To ensure that pupils are ready for the next stage in their education, ensuring that they acquire the knowledge and skills required to meet their interests and aspirations.
- To encourage pupils to read widely and often, with fluency and comprehension.
- To encourage and support pupils to be responsible, respectful, fair and tolerant as they grow into young adults in line with British Values.
- To foster and encourage children to be independent, resilient and ambitious learners who solve problems collaboratively; celebrating the achievements of themselves and others.
- To be a central point for all members of our community – working towards our motto: "Together we Grow"

Intent

Our school's curriculum is broad and balanced, with high ambition for all pupils. It is rooted, and has grown from, a solid agreement between all subject leaders about the knowledge and skills that pupils need in order to ensure that they develop resilience; growing and developing academically, physically socially and morally. Our curriculum, together with a range of additional experiences and after school activities, introduces children to best that has been thought and said; helping to engender an appreciation of human creativity and achievement. Opportunities for reading are woven through every subject including access to appropriate non-fiction texts, age appropriate magazines (such as 'Whizz, Pop Bang' and 'National Geographic') and subject specific vocabulary.

Planning

Using the National Curriculum as a starting point, we plan and organise our curriculum to ensure that there is clear progression both within and across year groups. Curriculum planning provides us with a route to our desired outcomes but we are not bound by it – any local events/ exhibitions will be interwoven into our curriculum.

'Yearly subject overviews' for each subject illustrate how new knowledge and skills build on what has been learnt before. These also ensure that all teachers understand, and know, what is needed for our pupils to achieve our agreed and defined end points.

Children's progress is carefully monitored through a thorough cycle of teaching, learning and assessment. Where children are found to need additional support, we have a variety of personalised interventions to ensure that they reach their full potential.

Professional Development

As part of our continuing professional development, we value educational research and, as such we are members of all of the appropriate associations (e.g. Geography Association, Association for Science Education and History Association). Subject leaders remain up to date with current research and initiatives for their subject through primary journals, social media and by attending local authority briefings. Relevant information is shared with staff via the Curriculum Board in the staff room and/or staff meetings/INSET.

In 2022-2023 we were awarded the following quality marks:

- History Quality Mark (Gold)
- Artsmark (Gold)
- Primary Geography Quality Mark (silver)
- Primary Science Quality Mark (Gilt)
- Sportsmark (Gold)

We continually aim high; our determination to improve learning outcomes for all learners is evident in our continuous drive to raise standards across all subject areas.

Implementation

Outstanding teachers have been appointed to key posts within the school and, when appointing subject leaders, we match individual strengths to the needs of the subject. We ensure that all of our teachers have expert knowledge in the subjects that they teach and both teachers and subject leaders regularly attend training throughout the year to ensure that we are up to date with any new initiatives.

Our curriculum is carefully planned and sequenced to ensure that, over the course of study, pupils remember long term the content that they have been taught and integrate new knowledge into larger areas.

Teaching and learning cycles are monitored by all staff during half termly 'monitoring meetings'. This is an integral part of the robust monitoring system that we have in our school and continues to ensure that teachers have expert knowledge in all subjects.

Formative assessment and revisiting of previous learning ensure that key concepts are embedded in our pupils' long term memory; giving pupils the opportunity to fluently apply prior learning and skills to new concepts.

At the end of a unit of work, teachers assess the children and subject leaders monitor the attainment of all pupils including specific groups such as gender, SEN and EVA6. This information is not only used to inform future planning but it also allows the subject leader to reflect on attainment for all pupils and possible training/resourcing needs across the school.

If a class is found to be working below what is expected, the subject leader will meet with that class teacher to discuss the attainment of the class and, if needed, subject leaders will provide additional support/training for individual teachers and/or purchase new resources. Our assessment and monitoring cycle work together to help us deliver the very best curriculum to our pupils.

Throughout all areas of the curriculum, reading is prioritised. Key vocabulary for all subjects is prominent on working walls and children are given access to a range of age appropriate texts across all subject areas. This vocabulary is frequently revisited as children move through school to ensure that key vocabulary is understood and retained.

There is a sharp focus on phonics for our younger pupils and a programme of support is in place for any older children who may need additional help, these may be SEND, EAL or new to country.

Language Support

With such a high proportion of EAL pupils, we have a dedicated language support teacher (managed by our Inclusion Manager) who delivers a bespoke and personalised curriculum to those pupils identified as needing additional language support. This may be pupils who have little understanding of the English language or those who are new to country and have no English.

We have skilled Learning Supported Assistants who have received extensive training to ensure that WellComm is delivered across the school to those pupils who have been identified as having areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.

In addition to this, we have weekly support from our speech therapists who not only deliver 1:1 sessions with our pupils but also provide continuous CPD support for our teachers to ensure that effective language techniques and programmes are interwoven into the day to day running of the school for the benefit of all pupils.

Therapy Support

In order to access our outstanding curriculum some children may need additional support. At Smithdown Primary school, we recognise all pupils as individuals; each has had different starting points in life, they may have experienced ACE's (Adverse Childhood Experiences) or they may be currently struggling with their mental health. In order to help our children be ready to learn, we offer the following therapies:

Play Therapy

Music Therapy

Drawing and Talking

In addition to this, our Family Liaison Officer offers many interventions that support children with their worries or friendship issues.

Homework

All children will be given weekly spellings and times tables to practise at home. Children should practise every night. Knowledge of multiplication facts greatly benefits children in all areas of mathematics as they progress through school and knowledge of spellings – and their definitions – supports children with the development of their writing across all subject areas.

Children are expected to read (or be read to) with their parents every evening. In EYFS and KS 1 we would suggest a minimum of 10 minutes per night and in KS2 a minimum of 20 minutes per night. Studies have shown that regular reading can have a range of benefits across all areas of the curriculum.

Why is reading so important?

Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, there's evidence to suggest that reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

Supporting your child with their reading

All children will be given a home reading book and a reading record. In addition to this, children are welcome to borrow a school library book to take home and read for pleasure.

We would strongly encourage parents to visit Liverpool's Central library where children can access and borrow a wide range of books for free.

Teachers may set additional homework when they feel that it will enhance the learning of a particular piece of work, for example, children may be set a homework challenge or be given an additional piece of work to complete.

Supporting your child at home

Our school website (<https://smithdownprimary.com/>) details our curriculum coverage and our year group pages provide further information about what is being taught in each year.

Our home learning page (<https://smithdownprimary.com/curriculum/home-learning/>) provides links to websites that we feel provide quality resources for children to access at home.

Impact

As a result of our well thought out and planned curriculum, pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.

The impact of our curriculum is regularly monitored through regular learning walks and lesson observations, the collection and evaluation of attainment data, comparing standards of learning across subjects, internal and external moderation, pupil and parent voice, and collaboration regarding the development and implementation of our curriculum within our network of schools and working closely with our local school improvement agency.

Next review date: September 2024.