

Queen's Hill Primary School

Curriculum Policy



Curriculum rationale

- The curriculum at Queen's Hill Primary School is designed to provide a broad and balanced education that meets the needs of all pupils and gives them the skills, knowledge and understanding to prepare them for their future lives.
- It ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning.
- The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the pupils' spiritual, moral, social and cultural development.

Curriculum Statement

At Queen's Hill Primary School we offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education. We believe it is important that the curriculum considers the development of the whole child, with academic success only being one part of this.

National requirements and school requirements are mapped out as a whole school and then individual year groups plan the curriculum for their pupils accordingly. The curriculum is underpinned by the school's crowns (concentration, challenge, grit and determination, teamwork, reflection, creativity, curiosity and independence). These are taught on their own and through other areas of the curriculum, including assemblies. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

Reception

Children in Reception begin with a staggered entry into school to support them settling into their new environment. We initially focus on the prime areas of learning, which includes developing their personal, social and emotional development, communication and language and physical development. This helps to build the foundations for other areas of learning, such as Maths and Literacy.

In Reception we introduce children to early reading and writing through the 'Read Write Inc' phonics programme. The children learn rhymes to support their letter formation and activities are provided to support children's motor control and pencil grip.

We practise daily counting and follow the Power Maths programme for teaching maths mastery in Reception. Throughout the week the children will complete an adult led activity and access linked provision to further develop the skills that the children have learnt.

We have an amazing new outdoor area where children have free flow access to purposeful and practical activities that support the next steps in their development. We gradually introduce children in Reception to whole school activities, where they are encouraged to join in with older children and siblings. Through the year the children attend assemblies and whole school events.

Key Stage One

Pupils are still working on the Early Learning Goals of the Early Years Foundation Stage Curriculum as they enter Year 1. There is a period in the autumn term where the majority of children progress to the National Curriculum.

We put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible, as we aim for children to be able to read from Reception onwards. All children in KS1 have daily Read Write Inc. Phonics lessons that are tailored to their ability/individual needs until Christmas. After Christmas we aim for most of Year 2 to have completed the phonics programme and start 'Get Spelling'. Read Write Inc. teaches children how to decode words and develops comprehension and writing skills. Alongside this, children read storybooks and non-fiction books in class, attend weekly library sessions, are listened to reading one-to-one and are prompted to read books at home which are closely matched to their phonic abilities. This all enables every child to become a confident and fluent reader.

Maths is taught through *Power Maths*, a programme which supports a teaching for mastery approach. Lessons and activities are designed to be taught using problem-solving approaches to encourage pupils' higher-level thinking. All lessons use the Concrete, Pictorial, Abstract (CPA) approach, where pupils learn new concepts initially using concrete examples, such as counters, then progress to drawing pictorial representations before finally using more abstract symbols, such as the equals sign. The National Curriculum in KS1 is delivered using an integrated topic approach.

Key Stage Two

Writing is taught through a range of exciting stimuli which includes books, film clips, artefacts, visitors and real life experiences. We strive to equip children to develop a rich vocabulary which can help them bring their writing to life. Basic skills and non-negotiables underpin writing in all areas of the curriculum. Teachers model the writing process and demonstrate the ambitious high standards expected of all children. Reading is a fundamental part of everything we do at Queen's Hill. Children are exposed to high quality texts across the curriculum and reading skills are taught explicitly in all year groups. Alongside the skills of decoding and comprehension, book talk encourages children to think as a reader and discuss their preferences, likes and dislikes. Reading for pleasure is a cornerstone of our approach, with a well-stocked and well organised Key Stage 2 Research Library, which children access both within the timetable and in their own time.

Maths is taught through *Power Maths* in Years 3-5, a programme which supports a teaching for mastery approach. Lessons and activities are taught using problem-solving approaches to encourage pupils' higher-level thinking. The focus is on working with pupils' core competencies, building on what they know to develop their relational understanding. Year 6 classes use a range of resources to support teaching and learning, including the *Power Maths* resources; daily revision of prior learning, independent practice of new learning and arithmetic sessions take place.

All lessons use the Concrete, Pictorial, Abstract (CPA) approach, where pupils learn new concepts initially using concrete examples, such as counters, then progress to drawing pictorial representations before finally using more abstract symbols, such as the equals sign. The skills learnt are transferable to everyday situations where maths is seen as an integral part of life.

In all year groups, precision teaching and same-day interventions take place, called 'Pupil Champion' time. These offer short, targeted support in a very specific area of skill or knowledge, which enable children to maintain progress in their learning. These intervention sessions are usually less than 15

minutes, and focused upon a particular misconception or skill to be practised or pre-taught before/after the main lesson input.

Pupils have opportunities to share their learning with others, including: their peer group, their parents and carers and other learners, through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence, resilience and passion as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

Curriculum enhancements

8-week focus

At Queen's Hill Primary we have curriculum teams who oversee, develop, monitor and evaluate the effectiveness of their subject within school across all year groups and phases. Areas identified as a whole-school focus are picked up by curriculum teams, who are then responsible for delivering an 8-week focus across the school, which develops key skills and knowledge.

Whole-school topics

Whilst each year group has subject plans mapped out, we also have overarching whole-school topics, which are linked into the curriculum in order to help motivate and engage children in their learning.

Curriculum Days

Over the course of each academic year all pupils get to participate in around ten curriculum days. These days focus on a specific skill or topic area and children rotate around the school in house teams (made up of a combination of pupils from Reception to Year 5). Recent curriculum days have included composition, empathy, problem solving and safety awareness.

Trips and visitors - Passport of Entitlement

We believe it's important that children have the chance to try things out, to get a taste of the world around them, to see and do things that they wouldn't normally do, or go to places they wouldn't normally go. Each year group has a minimum of 3 trips or visits a year, which link to and enhance current learning. The programme of trips is mapped out through our 'Passport of Entitlement'. We also work closely with the University of East Anglia outreach team to provide opportunities for children to attend academic talks, workshops and activities.

Outdoor and adventurous activities

From Year 3 - 5, all children are given the opportunity to participate in outward bound activities at Whitwell. Children stay for an increasing number of days, depending on their year group. Once in Year 6, children go to Eaton Vale (another residential site) and take part in a different range of outdoor and adventurous activities.

School Dogs

We have three working school dogs on site, along with a number of other animals. Our school dogs help to support children who may be struggling emotionally, socially or academically.

Parent engagement

Parent Voice Counts is our new parent forum. It is a growing group of parents from the school, who act as a steering committee, giving them the platform to give feedback to the school, and helping us to ensure we continue to make positive improvements to our school, its policies and procedures.

Home learning

Each term from Years 1 -6, children are given home-learning tasks; generally these are set on online learning platforms. This offers children a range of activities and experiences which could be completed at home to inspire and promote learning. In addition to this, each child is encouraged to complete reading and maths activities. Pupils have their diary stamped weekly to gain *Read for a Star* and *Marvellous Maths* certificates to recognise their hard work at home.

Challenging the whole child

We strongly believe that every child should have at least one area of the curriculum they can excel in. In order for us to identify this, all teachers reflect on the skills that have been taught during a unit of work and assess children's learning in relation to these skills.

After-school clubs

Extra-curricular enrichment and activities are a core foundation of the school's ethos. Every day we provide a range of enrichment clubs that are led by members of staff and external providers. These allow our children to explore areas that they perhaps never have done before, widening their horizons and providing them with further choices and interests for their future lives. Clubs have included fencing, drama, computing, tag rugby, guitar, dance and languages.

Curriculum Teams

At Queen's Hill Primary we have curriculum teams who oversee, develop, monitor and evaluate the effectiveness of their subject within school across all year groups and phases. These teams of probationers are influential in helping inspire, promote and engage all stakeholders in their curriculum area. They also support monitoring the quality of teaching, outcomes, subject knowledge and pedagogy.

Passport of activities

We believe that giving young people the opportunity to try new things and develop new skills can be hugely beneficial, helping children to gain a better understanding of the world around them. We have developed a suggested 'passport' of ideas of activities which are linked to our termly topics, which are completed both in school and at home.

Parent Cafés and workshares

We regard communication and developing a partnership with parents as key in supporting children in making progress in reading and other curriculum areas. One way that we do this is by organising regular reading/ activity cafes in every phase. Parents/ carers are welcomed into a relaxed atmosphere, where they can work alongside their child in a range of lessons.

Subject-specific

Maths

The aim of the mathematics curriculum is for children to become fluent mathematicians who are confident to reason and problem-solve. The CPA approach (Concrete, Pictorial, Abstract) is central to teaching and learning; teachers ensure that pupils are able to construct mathematical meaning using concrete resources (for example, Numicon and Base 10) with the aim to become fluent in the abstract and make connections with other areas of their learning. Teachers use every opportunity to contextualise the learning so that children know why they are learning and how these skills can be applied in everyday life.

Over the past five years we have been developing a mastery approach to teaching mathematics, with a mastery curriculum now being taught in Reception through to Year 5; this will continue into Year 6 over the next academic years. *Power Maths* is used across the school. Lessons and activities are designed to be taught using problem-solving approaches to encourage pupils' higher-level thinking. The focus is on working with pupils' core competencies, building on what they know to develop their relational understanding. Year 6 classes use a range of resources to support teaching and learning; daily revision of prior learning, independent practice of new learning and arithmetic sessions take place. Pupils in EYFS have a maths input four times per week, mathematics work in their continuous provision and an adult-led task on a fortnightly basis. The EYFS team are also using *Power Maths* resources for the first time this academic year and are currently involved in a project led by the Angles Maths Hub to further develop a mastery approach within the EYFS unit. Two members of the school's maths team are working with the Angles Maths Hub as part of a Sustaining Mastery Project.

English

Writing is taught through a range of exciting stimuli which includes books, film clips, artefacts, visitors and real life experiences. We strive to equip children to develop a rich vocabulary which can help them bring their writing to life. Basic skills and non-negotiables underpin writing in all areas of the curriculum. Teachers model the writing process and demonstrate the ambitious high standards expected of all children. Reading is a fundamental part of everything we do at Queen's Hill. Children are exposed to high quality texts across the curriculum and reading skills are taught explicitly in all year groups. Alongside the skills of decoding and comprehension, book talk encourages children to think as a reader and discuss their preferences, likes and dislikes. Reading for pleasure is a cornerstone of our approach, with two well-stocked and well organised school libraries which children access both within the timetable and in their own time. Drama is also built into teaching and learning in English.

RE

Lessons are taught using the updated Religious Studies Curriculum, created in 2020 in line with Norfolk County Council's agreed syllabus. It is a scheme of work based around three key disciplines: theology, philosophy and the human/social sciences. The curriculum helps develop critical thinking and enhance children's spiritual development. Children are taught knowledge and understanding around a range of religious and non-religious worldwide views through an enquiry question so that they can: describe, explain, analyse and reflect, allowing them to appreciate beliefs and practices, recognising the diversity, meanings and values within and between communities (including their own) and amongst individuals.

Relationships and sex education (RSE)

Relationships and sex education (RSE) sessions are taught following the RSE Solution scheme of work. This is in line with the statutory guidance that has been compulsory from September 2020. The scheme empowers children to build upon their self-esteem, offer positive and open views, support mutual respect and the celebration of self and others, providing a strong foundation to be successful in life. Children will learn about the emotional, social and physical aspects of growing up including relationships, mental wellbeing, physical health, basic first aid as well as their rights and responsibilities. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships.

Music

Our music curriculum is designed to progressively develop children's skills in listening, composing, performing and evaluating musical performances. Children have opportunities to do this with untuned and tuned percussion and with their voices. We encourage children to focus on the work of musicians for inspiration and to build up a range of techniques and approaches that they can apply in their own compositions. Supported by Sistema, whole-class lessons currently include singing, ukulele, samba drumming, guitar and digital music. As a SingUp school, music and singing is an integral part of the daily curriculum and routines across the school. Year groups learn set songs throughout the year to support learning a range of appropriate and varied songs. A monthly composer or artist is shared with children to support them in understanding the history of music and expose them to different styles of music. Children from Reception to Year 6 participate in singing assemblies.

Science

We use a variety of teaching and learning styles in science lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Sometimes we will do this through whole-class teaching, while at other times we engage the children in an enquiry-based research activity. We encourage the children to ask, as well as answer, scientific questions. 'Knowledge Organisers' with key vocabulary for each curriculum unit are being shared with pupils to support their acquisition of key knowledge and facts. Early Years curriculum coverage includes: similarities, difference and changes. KS1 includes: animals, plants, humans, habitats, materials and weather. The KS2 curriculum coverage includes: light, sound, electricity, plants, animals, humans, materials, forces, earth in space and evolution.

Humanities

The teaching of humanities encourages children's curiosity about the physical and human conditions of the past, present and future. Through the teaching of Humanities children will learn skills in enquiry to help them explore and investigate the world around them. We aim to develop an enjoyment and sense of purpose in learning through a range of teaching strategies.

History

In KS1 history is explored through study questions such as 'How have toys changed over time?' These allow children to develop an awareness of the past in an engaging cross-curricular manner. Each year group in KS2 studies a unit of UK, World and Local history. This enables pupils to develop chronologically secure knowledge and understanding and establish clear narratives within and across the periods they study.

Geography

Each year group covers a unit on human and physical geography, locational knowledge and a comparative study.

Global studies

Global learning can be described as an approach to learning about international development through recognising the importance of linking people's lives throughout the world. We incorporate a global element into teaching across the curriculum in order to help pupils make sense of the world in which they live and to understand their role within a global society. Each year group is assigned an area of global studies with which to explore (examples include climate change, human rights, migration and poverty).

Primary Languages

Our primary languages curriculum is designed to progressively develop children's skills in languages, through regular taught sessions. Spanish is taught in Years 3 and 4 and French in Years 5 and 6. Children progressively acquire, use and apply a growing bank of vocabulary organised around specific topics following our language scheme of work. Teachers have access to a programme called *Languagenut/resources* to aid the children's pronunciation of the language being taught. Children can access this at home to consolidate their learning. All of these approaches help to equip our children with the skills to be confident global citizens. Additionally, we work alongside the Norwich School to deliver Mandarin lessons to pupils in Years 2, 5 and 6. Every year we welcome exchange student teachers to experience the English education system and impart knowledge. Trips and other opportunities are organised throughout a child's time within our school setting. We have also set up pen pal links with a partner school in Spain (for Years 3 and 4) and a partner school in France (for Years 5 and 6). We will also be providing Year 2 a pen pal link with a partner school in France to fuel their excitement for when they start learning languages in lower key stage 2.

PE

PE is mainly taught across the school following the REAL PE Programme of study. It gives all pupils the opportunity to develop their agility, balance and coordination and helps to promote healthy competition and teamwork in a fun and engaging way. In addition to this, core sports are taught through a range of schemes, which can be found on our curriculum map. Examples of these include: Quiksticks, RealGym and RunJumpThrow. Children engage in daily physical activity through things such as Golden Mile, Skip2Bfit, Wake'n'Shakes and the newly introduced scheme '5adayfitness'. The Golden Mile is assessed at the beginning and end of the year to ensure progression in fitness levels. A wide range of clubs, such as multi-sports, dodgeball, fencing, gymnastics, tag rugby and dance are offered to support development of a healthy lifestyle and increase participation in competitive sports. Through the WNDSSP children access a range of sports festivals and competitions throughout the year providing them with the opportunity to widen their sporting experiences. All children by Year 6 will have attended swimming lessons to support the government requirement of being able to swim 25m when leaving primary school.

Computing

Our computing curriculum is designed to equip children with the skills and understanding to live in a technological world, this includes being able to use a variety of computer software and coding programmes. Children in all year groups will be covering age appropriate knowledge and skills within the following key areas: using technology; using the internet; communication and collaboration online; using data; programming and control; modelling and simulations. The majority of our computing curriculum is covered through software within our online learning platform: 'Purple Mash'. There is an

emphasis on the importance of online safety for all year groups; this is taught through our 'Education for a Connected World' curriculum.

Art and Design

Throughout their time at Queen's Hill, children develop their skills and knowledge across a range of disciplines including painting, drawing, printmaking, collage, textiles and 3D modelling. Each year group is exposed to the work of key artists, craftspeople and designers to foster an enjoyment and appreciation of the visual arts. For each unit of work, children are given opportunities to practise and develop specific skills and then build upon these to produce a final piece of work inspired by a given artist. As part of the teaching sequence, children are exposed to a range of vocabulary associated with the art movement and the key artists. From Year 1 work produced is recorded in individual sketch-books, which are passed up at the end of each year, so that children can reflect on the development of their skills and techniques throughout their time at Queen's Hill Primary.