



# Park Brow Primary School



Happy - Respect - Pride - Caring - Potential

## Curriculum Statement COVID 19 Addendum

*At Park Brow Community School we aim to offer all children a broad, balanced and stimulating curriculum. The curriculum is planned to focus on developing the knowledge, vocabulary and skills within curriculum areas.*

### **Rationale**

*The curriculum has been organised and established in full consultation with all teaching staff. Staff took the requirements of the new National curriculum, Target Tracker and a variety of schemes of work. We then decided together which topics would meet them in the most creative and effective way. The curriculum is regularly reviewed and developed in accordance with DfE guidelines, the School Improvement Plan, and following consultation with Governors, parents, children and teaching staff.*

*Aims Our Creative Curriculum is:*

- Underpinned by clear intent, values and purpose*
- Develops the whole person - knowledge, skills, understanding and attitudes*
- Broad, balanced and has clear progression in subject knowledge and skills*
- Filled with rich first-hand purposeful experiences*
- Flexible and responsive to individual needs and interests*
- Has an eye on the future and the needs of future citizens*
- Encourages the use of environments and expertise beyond the classroom*

*Timetables have been organised carefully to suit the needs of the particular cohort, whilst still ensuring that all year groups are accessing a broad and balanced curriculum. With this in place, pupils are accessing the whole curriculum and developing skills and knowledge in order to progress. Staff are using the lessons during autumn term to plan and contribute to the filling of gaps in core knowledge, for example through an emphasis on reading and SPaG. During spring term, it was decided that Remote Learning was to provide a rich curriculum. Some subjects had flexibility within the long term map to ensure that the learning was appropriate and accessible for all. For example, in Design and Technology, most year groups focussed on their Cookery topic. Upon the pupils return in March, teachers continued to close gaps by focussing on prior learning before delivering the year group specific content.*

### **Intent**

*At Park Brow Community Primary School, the curriculum is designed to: recognise children's prior learning, provide pupils with an insight to the wider world (further than the local community) by offering enrichment opportunities, enhancing vocabulary through foundation subjects and building resilience and fluency.*

*We recognise every child as a unique individual and celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and the **schools values**. As a school we follow and embed **5 special words** throughout our whole curriculum; **happy, caring, potential, respect and pride**.*

Enhancement opportunities are provided to engage learning as we believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

### **Implementation**

We provide a broad and balanced curriculum where children develop knowledge and are building on vocabulary, which are embedded and consolidated during the timetabled lessons (see appendix A). The curriculum is well planned to ensure progression of subject specific knowledge so that children are able to apply and transfer them across the wider curriculum. Trips and visitors, as well as subject specific learning weeks, also help develop these.

Curriculum maps are used to show long term planning within our new Creative Curriculum. Planning and teaching of the Creative Curriculum is provided through the school, CLC, Knowsley Music Service, Active Soccer and other external agencies. **(Please see each year groups Curriculum Map for details of units of work).**

Differentiation, support and challenge is individual and is provided through a consistent approach based on high expectations, creative teaching and WOW experiences. WOW experiences build on our children's knowledge of the world outside the classroom beginning with their own local community and expanding into the wider world of which we belong.

### **Curriculum Drivers**

In addition to the content that is driven by the curriculum objectives, we have developed curriculum drivers (alongside our cultural capital offer) - key elements that form relentless, consistent threads that run through our curriculum. These were devised by teaching staff to meet the wider needs of our children specifically as they go forward in their lives. These drivers ensure that wherever possible the curriculum is delivered in a way that explores these issues. Underpinning all of these drivers is Social, Emotional, Moral, Spiritual and Cultural Development (SEMSC) through which we further develop our pupils' understanding and celebration of diversity. This leads to racial tolerance, harmony and understanding.

<b>Possibilities</b>	<b>Knowledge of the World</b>	<b>Emotional Awareness</b>
Children cannot aspire to things they have never encountered. We will work to broaden our children's horizons, expanding their knowledge of the world of the work by nurturing their interests as well as encouraging fearlessness of what is new or unknown.	Our pupils 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.	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.

### **Visits and Visitors**

As a school, we recognise that children's learning is enhanced by different experiences. We aim offer children a wide range of educational visits which are used to motivate and engage learning which improves retention. For example: Year 5 visit York which supports learning of The Vikings within Humanities.

Regular visitors in school give the children another perspective on values, attitudes, learning and understanding. These include charities, people from different professions and the community.

*Education visits can be planned and carried out - risk assessment depending. External visitors have been timetabled to stay in extended bubbles (KSL, LKS2, UKS2). Given the current restrictions, trips and visitors have been on hold. During summer 2, visitors began to provide enrichment experiences but virtually and within the school building.*

### **Stand-alone subjects**

Each class teacher is responsible for the delivery of the curriculum. Delivery of the foundation subjects of the curriculum should incorporate key skills and the knowledge set out in the new Primary National Curriculum. Although cross curricular links can be made with all subjects, to ensure appropriate coverage of a more rigorous curriculum, the following subjects are taught as dedicated, discrete sessions:

**Mathematics** - Maths skills are key to developing everyday skills although links can be made to the curriculum through data handling, position, measurement, especially in Science, DT, ICT and Geography. Mathematics is planned and taught through the Power Maths scheme. Arithmetic is taught daily with our Basic Maths Skills sessions.

**English** - The study of English helps children understand how language works by looking at its structures and origins. To enable children to express themselves creatively and imaginatively and to enable them to communicate with others effectively, they will develop skills in speaking, listening, Reading and writing. Phonics, guided reading, handwriting and grammar are taught as discrete subjects, as well as in English lessons, as they build up basic skills. We follow the Letters and Sounds program in Phonics with a Rapid Phonics scheme used in key Stage 2 as a catch up program. We believe in using a variety of reading schemes for home and guided reading. Pupils are expected to read at home at least 3 times per week and an incentive system is used in each class to support this. All pupils are encouraged to read during ERIC sessions (Everyone, Reading In Class). Children are encouraged to read a variety of stories, poetry and drama, as well as nonfiction and media text to enable them to become enthusiastic and critical readers. As a school we follow 'Letter Join' to teach our pupils cursive handwriting this is taught in Reception - Year 6. We have introduced a new scheme of work 'Power of Reading' which follows the new National Curriculum. Power of Reading was also chosen to support all pupils during guided reading sessions across the whole school - these are carried out as whole class reading sessions using one text per class.

*Steps to Read guided reading sessions have been introduced in September 2020 and additional reading sessions are now timetabled including daily shared reading. This is to help pupils catch and close any gaps that were gained during lockdown, as well as develop vocabulary and understanding. During summer term, it has been decided that Steps to Read is delivered as a shared read with an emphasis on vocab. This is timetabled weekly.*

**Science** - Children learn about a wide range of living things, materials and phenomena. They investigate by exploring, observing, asking questions and collecting evidence. They learn to work independently and with others, communicating their ideas by using scientific language, diagrams, charts and graphs.

**Computing** - Computing is encouraged across the whole curriculum and the new 'Computing' curriculum is taught in all year groups. Each year group is "rich" with fixed class PCs, banks of I-pads and laptops as standard elements of class experiences. We have a traded service agreement with Knowsley CLC who support each year group with the new Computing curriculum. Hi Impact (an external company) support the teaching of the curriculum and deliver staff CPD each term too.

Risk assessments have been shared and discussed with external staff. Computing sessions are focussed on the teaching and use of See Saw. This is to support and develop remote education so that it is integrated into school curriculum planning. We believe that remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.

Following lockdown 3.0, it was decided that year groups would focus on the Information Technology strand of the curriculum to ensure that the pupils are learning the basic skills using the appropriate resources - for example Chrome Books and Microsoft software.

**RE** - RE is taught in accordance with the Discovery Scheme of Work, although some links with topics have been made where appropriate. Collective worship, broadly Christian in nature is offered daily. Religious Education helps children develop a framework of values, attitudes and beliefs and values of other races, religions and ways of life. The right to withdraw for both children and teachers on the grounds of conscience is respected by Park Brow School.

**PSHE** - PHSE is embedded by following the Jigsaw scheme and is supported through our school assemblies. Themed weeks support our 'keeping safe curriculum' i.e. Internet Safety, Bullying and Safeguarding. Appropriate and responsible sex education is an important part of preparing children for adult life. We view Parents/carers as the key figures in helping their children to cope with the physical and emotional aspects of growing up and in preparing them for challenges and responsibility which sexual maturity. Parents have the right to withdraw their child from these classes.

**PE:** Physical Education is encouraged daily through active learning, The Daily Mile and PE sessions. Class teachers and external agents (Active Soccer and Beth Tweddle Gymnastics) deliver the PE curriculum to both KS1 and KS2. Key Stage 2 children attend a block of swimming lessons at the local leisure centre.

External agents provide teaching of Gymnastics in school. Risk Assessments have been shared and discussed with external staff. Remote Learning had flexibility to focus on the fitness stand of the SOW.

**MFL (Spanish)** - Y3-6 follow the Rachelhawkes.com Spanish program. This resource provides a comprehensive approach for each year group and ensures continuity and progression. To enhance the Rachel Hawkes system we use the interactive resources from 2Simple Spanish. Key Stage 1 have a weekly Spanish assembly that is delivered by the Spanish lead. The assembly introduces children to basic words and phrases.

#### **Humanities:**

- **Geography** - Following the Plan Bee scheme, we hope to inspire children to want to travel the world. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.
- **History:** Our new curriculum maps provide children with knowledge of past eras; influential people; and events. We aim for the children to develop a sense of identity and a cultural understanding based on their historical heritage. We teach children to understand how events in the past have influenced our lives today; we also teach the children to investigate these past events and, by so doing, develop the skills of inquiry, analysis, interpretation and problem solving.

**Music:** Charanga is the chosen scheme to support the teaching of Music across both KS1 and KS2. External specialist teachers deliver Music lessons to year groups throughout the academic year too. We believe that a high quality music education should inspire and engage pupils to develop a love of music and their talent as musicians.

*External specialist have seen the school's Opening Plan and Risk Assessment. A risk assessment created by the Music company is followed by the external staff.*

**Art and Design and Design and Technology:** The scheme of work that support the teaching of both subjects is Kapow. We hope our Art curriculum encourages children to become aesthetically aware of their surroundings as well as become aware of how art is influenced and the different cultural art around the world.

### **Subject Leaders**

At Park Brow we have subject leaders who oversee, develop, monitor and evaluate the effectiveness of their subject within school across all year groups. The roles and responsibilities are:

- Raising the profile of their designated subject
- Analysing end of term data
- Supporting class teachers with planning and teaching
- Carry out book looks and other monitoring exercises
- Ensure progress is being made
- Implement change when necessary
- Organise/be aware of the subject's resources.

### **Lunchtimes**

We consider lunchtime to be an extension of the curriculum. Children have the opportunity to practice the transferable skills they have learnt during lessons. Structured play opportunities are provided (by welfare and external coaches) and children are encouraged to think creatively, apply their understanding in individual ways to be able to draw upon their own experiences and to be imaginative during play.

*Children are in their own bubbles for lunchtimes.*

### **Afterschool Clubs**

We offer extra-curricular opportunities through various types of provision delivered by school staff and external providers - all with a view to increasing the range of experiences that children have. Activities are designed to be fun and cater for a wide variety of interests. We want to offer the scope for each and every child to find a passion, develop a talent, spark an interest or simply find pleasure in doing an activity with others. After-school clubs are a fantastic way of achieving this and we are excited to offer a wide range of clubs.

*We currently do not offer any afterschool clubs. This is to be assessed in the near future. During summer term, afterschool clubs have been provided to KS2 pupils.*

### **Inclusion**

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels including the More Able, EAL and children identified with Special Educational Needs (SEN).

### **Impact**

At Park Brow we ensure that the children are regularly assessed against the assessment framework (Target Tracker and SOW criteria) across the breadth of the curriculum. These are well implemented and embedded across the school, and the staff work to the objective requirements laid out within our schemes and within the National Curriculum requirements. Assessment is conducted through Target Tracker and subject specific criteria and each child is assessed at working below, working towards, age related expectations or working above. Termly data from each year group will be collated and used to inform planning in order to close gaps in knowledge, skills and understanding. This process is carried out on a regular basis in accordance with the school's Monitoring Cycle, the School Improvement Plan and the Creative Curriculum Action Plan. Monitoring of subjects is carried out by the individual subject leaders and the curriculum lead.

*Given the current circumstances, assessment of subjects also highlight whether pupils have engaged in any remote learning during isolation periods. This is to ensure clear gaps can be identified to those not engaged.*

Within our assessment policy (which can be found on our website), it highlights the various ways in which we assess the children, both formatively (on a daily basis) and summatively (end of a unit of study or tests) and even the children self and/or peer assessing.

*Constant formative assessment, rather than baseline assessments, is carried out to ensure that staff are clear on the 'catch-up' areas within the core subjects.*

From this, we intend for our children to leave our school confident, resilient and independent. We hope that they will have a good level of knowledge and vocabulary related to subjects across the national curriculum - as well as the skills to make decisions, self-evaluate and become lifelong learners - so that they are well prepared for their transition to the next stage of their education.

*Reviewed - June 2021 by J Connell (Curriculum Lead) and V. Roberts (Head Teacher).*