

## Curriculum Policy

**2018/2019**

At Strand Primary Academy, we work hard to make links in different curriculum areas and strive to ensure that our lessons are fun and engaging for the children.

We provide a skills and knowledge based curriculum that is taught through engaging, creative topics. It is important that our classrooms represent the children's experiences and learning. Therefore, where possible we create immersive learning spaces that enrich the learning experience across key stages 1 & 2. These environments encourage active learning behaviours. Our children enjoy being responsible and respectful of their environments. Their classrooms ensure they are keen to take pride in all areas of their own learning and presentation within their books is good.

These environments grow and develop throughout a topic; demonstrating the children's learning journey. With a variety of creative spaces in which to work and learn, children are focused and display excellent behaviours to learn. This pedagogy enables the social, moral, spiritual and cultural development of our children to be woven into the very fabric of school life and their daily learning.

To 'hook' our children into their learning we deliver unlocking events. These events raise the engagement of our learners. Where possible we aim to provide a real project, which relates to the world in which we live in today. Our projects aim to enable children to present their learning in a meaningful manner, often to an audience or our wider school community. This curriculum facilitates a variety of ways to interact and experience a myriad of lessons presented in an engaging and simulating way –ensuring the very best outcomes for all of our children.

To ensure that outcomes in reading, writing and maths continue to improve across the academy, our broader curriculum builds on the core subjects, ensuring many cross-curricular opportunities for reading, writing, oracy, maths and science are created. Where possible, we use texts that link to our topic as a way of developing English skills further. This allows us to consolidate the core skills, embed them and practice them in a range of contexts.

During Autumn Term 1, the focus of all CPD will be curriculum and developing this in conjunction with colleagues at Willows Academy, where ideas, resources and planning will be developed together. Our 'Mission curriculum' is due to be launched in January 2019

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**Next Steps:****STAMP****Strand Primary Academy Mission Possible****'Make your Mark'**

The launch of our new Curriculum will take place at the start of spring term 2019. Although, Year 2 and Year 6 are already trialling the essential elements. We have six drivers for the new curriculum to ensure our children are best equipped for their world in the 21<sup>st</sup> century. The aim is to create forward thinkers, independent researchers and inquiring minds. The planners, creators, organisers and presenters of this new innovative curriculum are the children themselves.

We want our children to be;

- Global Guardians
- Community Ambassadors
- Technical Trail-Blazers
- Researchers
- Questioners
- Presenters

The children will study 'Missions' based on the content of the national curriculum where these essential elements will be woven into their learning and experiences. These missions are presented as questions. It is for our children to plan their learning journey to best answer the question and present their learning. We, as teachers, are facilitators and guides. Their independence and personal development is key.

## The Reading Strategy

The Reading Strategy is a trust-wide approach to develop reading comprehension skills, it takes place EVERY day for a minimum of 30 minutes. It incorporates age-appropriate, challenging texts which are vocabulary rich, therefore pupils are exposed to texts which enables them to respond using a greater range of vocabulary. The chosen texts are:

	Autumn	Spring	Summer
<b>Y1</b>	Dogger	The Tin Forest	Traction Man
<b>Y2</b>	The Tunnel	The Owl who was afraid of the Dark	George's Marvellous Medicine
<b>Y3</b>	Stig of the Dump	The Firework Maker's Daughter	Charlotte's Webb
<b>Y4</b>	Stig of the Dump	Harry Potter and the Philosopher's Stone	Krindlecrax*
<b>Y5</b>	Cool	Street Child	Who let the Gods out?*
<b>Y6</b>	Black Powder	The Boy in the Striped Pyjamas	Floodland*

All schools teach the same text in each year group. This allows for better collaboration and development and shared planning for CPD for all schools. There is a clear focus on core reading comprehension skills which are age appropriate and the strategy develops 'depth' in pupil's reading. The use of a clear structure supports staff and develops confidence in their delivery of reading. All pupils are exposed to high quality texts and discussions despite potential barriers to word reading and comprehension.

The core principles of the Reading Strategy are as follows:

- A 30-40 minutes whole class text reading session (Additional reading time to be organised by the school)
- Wherever possible, whole class reading should take place during the morning.
- This is a non-negotiable session which must not be missed
- All Academies must use the set texts provided.
- Texts will last for the term (or even more UKS2)
- Text used in the reading session will be separate from literacy or wider curriculum work
- Teachers identify children who are working below or well below ARE who will need support (in addition) for fluency and decoding.
- All year groups will have a reading response book. There should be 3 pieces of written response per week. (independent/guided/ specific). These books reflect the pride and enjoyment in reading children have
- These sessions will need to be supplemented with non-fiction and poetry to ensure a broad range of literature is experienced.

## **Rationale for implementing the Reading Strategy**

The strategy has been developed in order to support and develop teaching and learning across our trust. The Strategy aims to:

- Ensure that ALL children across the trust are exposed to high quality, challenging texts.
- Allow for better collaboration both within individual schools in year groups and across academies to share best practice.
- Reduce teacher workload through shared planning and resourcing.
- Develop teacher confidence by allowing them to get to 'know a book' and 'well'.
- Ensure that all staff, at all levels have a sound overview of each child's basic reading diet across their school.
- Create greater opportunities for cluster school moderation- raising staff awareness of reading expectations in each year group.
- Draw upon the expertise of teachers across the academy trust to support colleagues.
- Strengthen the quality and quantity of CPD opportunities offered to academy staff.

## **Impact**

- Increase in outcomes (see tracking and 3 year trend document).
- Improvement in confidence in reading and comprehension skills.
- All pupils but particularly LA pupils have developed a wide range of vocabulary.
- Evidence of high quality written responses.
- CPD has increased staff confidence in the teaching of reading
- Networking of teachers to provide high quality lessons and sharing of planning
- Allows better collaboration across schools, within year groups and across academies to share best practice.
- More effective use of NC objectives to raise staff awareness of reading expectations in each year group
- Peer to peer support for reading provides scaffolding for LA pupils and enables HA pupils to develop mastery.
- Ensures that all staff have a sound overview of each child's basic reading diet across their school.

## **Reading**

In addition to the Delta Reading Strategy, the children at Strand Primary Academy have access to a range of 1:1 reading texts. Predominately these are taken from the Oxford Reading Scheme but the school reading scheme books are supplemented throughout each phase to ensure a broad and balanced collection of genres are available. Children are encouraged to read at home daily and receive rewards in our half-termly 'Book Busters' assemblies to encourage and develop a love of reading.

## **Phonics**

We teach phonics throughout the school. EYFS and KS1 follow the phonics teaching from RWI alongside whole class phonics sessions. KS2 interventions use the RWI fresh start intervention programme.

## **Writing**

### **WRITING PATHWAY**

Talk for Writing is used as a basis for how we teach writing across the academy. Children work on 2 – 3 week writing cycles, looking at the features of texts, learning how to edit and improve them before writing their own. Added to this, we use text interrogation to identify all of the key grammatical features in the texts and use these as a base to edit and improve in the middle of a writing cycle. Children use a range of box up plans, text maps and timelines to help support and improve their writing.

### **Grammar, Punctuation and Spelling**

Grammar, punctuation and Spelling is taught through our writing pathway. We interweave it with in our teaching of different writing genres so our children can apply it in meaningful ways, building on previous learning. Spelling is also taught discreetly through the specific spelling lessons and interventions for targeted children.

## **Maths**

### **SAME DAY INTERVENTION STRATEGY**

The Same Day Intervention Strategy is a trust-wide approach to develop fluency, reasoning and problem solving skills in maths. It takes place every day across two sessions each lasting approximately 30 minutes. This approach to mathematics teaching aims to ensure that no pupil is left behind, built on a culture that everyone can achieve. The lesson is structured to allow marking and assessment time in the middle of the session, in order to provide appropriate intervention immediately to address any misconceptions as well as provide appropriate challenge.

The core principles of the Same Day Intervention strategy are as follows:

- Teaching input and high quality modelling to the whole class. Each concept is modelled step-by-step to ensure all learners can keep up. After modelling using an 'I do, you do' approach, pupils answer some questions independently. This whole section lasts approximately 30 minutes and promotes active collaborative and independent learning.
- Pupils then have approximately 15 minutes away from their teacher (attending an assembly, arithmetic/times tables activity or break) while the teacher marks their answers using a rapid marking code. During this progress pit-stop, the teacher can group the children based on which pupils need that extra support, and which learners need to develop their depth of understanding.
- The remaining 30 minutes of the lesson is an intervention session, where the teacher groups children together based on how they answered the independent questions so that they can efficiently address common misconceptions. The aim is to use the additional support to ensure that all children reach a certain level of understanding by the end of the day, preventing an achievement gap from forming.

Summary of lesson structure	
Whole class input	Ping-pong style teaching – I do, you do – high quality modelling. Differentiation through support, use of manipulatives and questioning.
Diagnostic task	5 – 6 progressively challenging questions towards ARE. Mainly fluency with elements of reasoning.
Lesson Break (Progress pit-stop)	Marking time to assess and group pupils
Same day intervention session	Immediate intervention or challenging practise for pupils.

### Rationale for the Same Day Intervention Strategy

The strategy was developed in order to support and develop teaching and learning across our trust. The Strategy aims to:

- Provide a systematic approach to mathematics teaching.
- To improve outcomes for even more children in regards to mathematics.
- To improve attainment in mathematics.
- To have a positive impact on children's attitudes and resilience towards mathematics.
- Ensure that all children across the trust are exposed to challenging activities based on their starting points and support children in becoming inquisitive problem solvers.
- Allow for better collaboration both within individual schools in year groups and across academies to share best practice.
- Reduce teacher workload through shared planning and resourcing.
- Fast paced effective marking to support pupil progress.
- Draw upon the expertise of teachers across the academy trust to support colleagues.

### Impact of the Same Day Intervention Strategy

- Increase in outcomes.
- Improvement in the confidence and resilience shown by pupils in mathematics.
- Evidence of clear challenge in books.
- A systematic approach has increased staff confidence in the teaching of mathematics.
- Increased collaboration across schools, within year groups and across academies to share best practice, has resulted in high quality lessons and planning.
- Open classroom events have led to a consistent and clear systematic approach.

## **Science**

We aim that children at Strand Primary Academy will have the ability to adapt their scientific knowledge and understanding to a variety of situations, investigations and challenges with growing confidence and enjoyment. They will be able to articulate their ideas and thoughts using a range of scientific language, in a reasoned and logical manner.

We will achieve this by providing a rich and diverse Science curriculum that makes links across scientific concepts and all other curriculum subjects where possible. Children will have the opportunity to learn Science in a range of contexts and environments.

Our vision is to ensure all children will leave Strand Primary Academy with an enthusiastic, excited and confident approach to Science - enabled with the scientific skills and knowledge to continue achieving throughout their lifetime.

### **Core Principles**

- We are investigating and linking our understanding to everyday life
- Science teaching is imaginative, so that we are enthused and excited, and our teachers challenge us
- We are making good progress in science and this evident through our work, questioning and reasoning
- Science is valued and seen throughout our school
- We are using scientific vocabulary when we are explaining, thinking and talking about Science

## **SMSC and British Values**

Our children will have a clear understanding of who they are and a strong sense of self-belief. They will have a clear set of values that enables them to live in our diverse and multicultural society.

They will be respectful, tolerant, resourceful individuals who are responsible with their actions and fair with their views. They will display confidence, be able to manage conflict democratically and, thoughtfully meet new challenges with a sense of enquiry to continue their lifelong love of learning. SMSC is embedded in our daily lives, teaching, learning and the fun we have at Strand Primary Academy. As it is woven into our very structure we have established a system where by visitors, children, parents and staff can identify elements of SMSC throughout our school. This folder of evidence is just the beginning of what there is to see at Strand Primary Academy.

At Strand Primary Academy, we value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world.

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### **Individual Liberty:**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons.

### **The Rule of Law:**

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school collective worship. Pupils are taught the value and reasons behind laws, that they govern and protect us; the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police, Fire Service etc. are regular parts of our calendar and help reinforce this message.

### **Mutual Respect:**

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown.

### **Tolerance of those of Different Faiths and Beliefs:**

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society, and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

### **Art and Music**

At Strand Primary Academy, we follow a skills-based Art curriculum. The curriculum includes elements to foster and encourage creativity. Alongside an opportunity to appreciate art from a range of stimuli, we look at an assortment of famous artists throughout the year in EYFS, KS1 and KS2. Each term we focus on a new skill. During autumn term, we look at drawing; in spring, we focus on painting and in summer term, we learn about sculpture. Each term we can use and apply the skills we have learnt to improve our work. Every child has their own sketchbook to record their learning; these are annotated with our evaluations of our work.

### **Music**

Pupils in KS1 will be taught to:

- Use their voices expressively and creatively
- Play tuned and untuned instruments musically
- Develop their listening skills
- Experiment with, create, select and combine sounds using the inter-related dimensions of music



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**Pupils in KS2 will be taught to:**

- Play and perform in solo and ensemble contexts
- Improvise and compose music using the inter-related dimensions of music
- Develop their listening skills
- Appreciate and understand a wide range of high-quality live and recorded music
- Develop an understanding of the history of music
- Begin to understand musical notation

**Music 2018-2019 New Curriculum Development**

Year 3 pupils to learn a range of drumming techniques (Djembe, Taiko and Samba) and tuned percussion – glockenspiels.

Year 4 pupils to learn brass instruments for the whole year.

Year 5 pupils to learn djembe, Taiko and samba (a term on each – more advanced skills than in year 3).

Year 6 pupils to focus on one or two areas of drumming –Djembe and Taiko.

These suggestions will follow alongside listening & appraising, continuing to develop singing voices and learning about the history of music.