

Curriculum Statement



Intent

Our inspiration at Bacon Garth is the desire to provide the best possible education, opportunities and environment for all who are part of our school. We aim to ensure that all children are given equal opportunities and equal access to every aspect of the curriculum and all activities at school, no matter what their starting point.

We believe that our school should be an inclusive community where all aim high, achieve well and develop self- confidence, positive values and beliefs, a sense of community, wellbeing and caring attitudes towards others.

We aim to support a friendly, calm and purposeful school ethos, which offers security and opportunity for personal growth as well as providing an exciting, challenging and inspirational school where children will thrive.

We aim to be at the forefront of educational best practice and our children will benefit from our desire to give them access to the latest technological and educational developments.

We aim to be a truly 'Healthy School' and through this ensure that our children are prepared and equipped to make effective and positive decisions and choices for themselves as they journey through their lives.

In all key stages, teaching, learning and assessment, underpinned by a rich and interesting curriculum, provides well-organised, imaginative and memorable experiences and opportunities for all groups of pupils and has been a key aspect of our work in promoting excellent outcomes and progress. Teaching and Learning and high expectations are securing high levels of achievement and progress for the majority of our pupils as they move up through the school.

Assessment opportunities are used effectively throughout school to provide children with timely ways to move their learning forward and for staff to match their teaching to pupil needs.

Our aim is to create an exciting, interesting set of activities that are underpinned by the knowledge, skills and understanding relevant for each year group.

Our curriculum will promote and foster confidence, independence, co-operation and self-esteem throughout the time the children are at Bacon Garth Primary School that will prepare them for life in 21st Century Britain. We want all of our

children at Bacon Garth to leave with a range of experiences, the self-belief to excel and to understand the feeling of enjoyment.

Our curriculum is carefully designed so that our children develop their academic, social and cultural capital. We have made informed choices about what experiences we want to include and how they build over time across the curriculum, often inviting visitors into school to share their expertise and experience, and taking pupils off-site to visit museums and enjoy other external curriculum experiences too.

Our long term curriculum plans show how at Bacon Garth we intend to cover the fundamental concepts of each national curriculum subject. Each subject has a Subject Lead who has an overview of planning for that area of learning across the school. Each Subject Lead has considered how each skill and knowledge statement connects and builds over time in their subject. They have also given consideration to how larger concepts are developed over time and in a variety of contexts to create a bespoke curriculum offer matched to our children's needs.

Every aspect of the curriculum is underpinned by a range of texts, vital in our promotion of a language rich environment to support the increasing communication needs of the children in our school. Books are selected to reflect equality, alongside spiritual, moral, social and cultural needs. Thematic and subject displays across the Key Stages are designed to promote a wider variety of vocabulary and subject specific language and provide an immersive and engaging learning environment.

The primary purpose of our curriculum is to guarantee a successful learning experience for every child. With this in mind, we are committed to ensuring that every child is developed to their full potential:

- Every child will be educated to the highest possible standard, as set by the Department for Education.
- Every child, in every lesson, will be provided with opportunities to be full involved and challenged in their learning.
- Every child will be provided with opportunities to increase their self-esteem, motivation and aspirations.
- Every child will be encouraged to be enterprising and entrepreneurial in order that they may succeed in an ever-changing job market.
- Every child will be provided with opportunities to experience the wider world as a core part of their curriculum.
- Every child will be taught about budgeting and financial management in order that they may succeed in an increasingly unpredictable financial world.

Our ongoing formative and summative assessment, including peer assessment and timely feedback means that teachers and pupils always know exactly how much progress they are making and where they may need more help.

Our broad and balanced curriculum is designed to:

- Develop strong characters in order to be resilient and cope with adversity.
- Develop creative individuals who collaborate and co-operate and can solve problems seeing failure as an opportunity to learn.
- Develop pupils who can think critically and care about their learning so they always do their best.
- Develop pupils who care about their role as part of a family, community and the wider world, encouraging them to feel part of, and to contribute positively to, fundamental British values.
- Ensure all pupils have high aspirations.
- Develop a thirst for learning for all pupils

Implementation

English

English skills are taught in daily English lessons in all three Key Stages. The focus is on the teaching of reading and writing with opportunities for children to listen and speak in many different situations across the curriculum. English teaching is incorporated into the curriculum through our half-termly themes, which allows writing to be purposeful and interesting and helps develop and enhance opportunities to write and learn in different areas of the curriculum. The enjoyment of books and a love of reading are fostered from the early stages of pupil education. The children have access to a range of books so that they are introduced to a wide number of literary genres and develop an understanding of the strength and purpose of literature in all its forms. We begin the teaching of phonics in FS1. This gives the children confidence to attempt writing of their own and as they progress through the school these early strategies help them develop into fluent and confident readers and writers. In class, reading is taught primarily through a shared reading approach in which the class share a book or extract of text together and are supported by the teacher to improve their vocabulary and comprehension skills. Drama and role-play allow the children to explore their own feelings, develop speaking and listening skills and learn about the world around them. In Key stage 2, children study a wide range of fiction and non-fiction texts using

a variety of genres for writing and are taught to draft and re-draft before producing their final piece of work. High expectations in correct spelling, grammar, punctuation and sentence formation are emphasised. Pupils in years one to six are taught from our school's own English framework, written by us and encompassing all the key genres and objectives from the National Curriculum.

Reading

We encourage Bacon Garth parents and carers to read with their child every night. All children have a Home Reading Record book into which we invite parents to sign or make a comment to help support their child's reading at home. Children have the opportunity to change their reading books regularly.

We encourage a love and respect of books and it is helpful when children spend time at home talking about books and reading. Encouraging the children to ask questions and discuss what is happening in the pictures are good starting points. Whilst out and about, we encourage the children to look at the print around them - in shops, posters, road names, signs, etc.

We have an extensive range of books in school including those from **The Oxford Reading Tree**, which underpins our school reading scheme.

Phonics

We use **Letters and Sounds** as a basis on which to plan our daily phonics teaching in EYFS and Key Stage 1.

All children in Year 1 undertake the Phonics Screening Check at the end of the year.

Maths

Our children are encouraged and helped to develop a positive attitude to mathematics from their earliest days in school. Children are taught to value the importance of mental maths in their mathematical development. Knowledge, understanding and skills to develop numeracy are taught in the daily maths lesson based around **The Focus Maths Scheme**. Maths is used in a wide range of contexts to help children appreciate the purpose and relevance of mathematics in the real world, including Design Technology and Science.

There is an emphasis on Basic Skills, as it is acknowledged that for children to know more and remember more, they need to have a solid understanding of the four operations of addition, subtraction, multiplication and division.

After focused teaching in each lesson, opportunities are provided for children to independently apply skills and all groups are provided with challenge.

Science

Science is essentially a practical subject intended to stimulate pupils' curiosity about the world around them. Science teaching helps children to develop enquiring minds and equips them with key skills, so that they are increasingly able to research answers to their own questions.

Our Science curriculum is based fundamentally on the principles that Science is good when it:

- Is relevant and related to real life
- Includes current topics of interest and means something to us
- Allows us to ask questions and develop our vocabulary
- Lets us investigate and explore in a practical, hands-on and experimental way
- Challenges our understanding and encourages us to think about our scientific ideas
- Encourages us to apply our knowledge, skills and understanding at home and at school
- Gives us opportunities to work with others
- Enables us to use appropriate, high quality resources.

Our curriculum is underpinned by our vision and ethos of:

Experience

Excel

Enjoy

The curriculum for each year group is carefully designed to ensure coverage and progression across all subject areas; developing depth of knowledge and understanding together with opportunities for intelligent repetition which enables children to remember more.

We recognise children's prior learning, encourage the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Children are supported to achieve their potential and progress with confidence to the next phase of their education.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide opportunities for guided and independent practice. The development of children's knowledge and skills across

all primary subjects is key when building on prior learning which supports pupils for the next stage of their learning.

Everyone at Bacon Garth Primary is encouraged to improve through our curriculum, understand others, not to give up, try new things, work hard, concentrate, excel in many subject areas, to experience real life contexts and embed these in memorable learning journeys, and to enjoy school life, to enjoy the subjects in which they participate, to develop a thirst, a love and a need to develop their own knowledge and thus become model British citizens of the world with a clear, reflective moral compass and independent skills to apply in the wider world.

Pupils are supported in school with extra support/resources deployed as necessary to help close the individual learning gaps. Each class is supported by at least one TA or Nursery Nurse. We consistently monitor, support and assess pupils who are in receipt of pupil premium funding, those pupils who have SEND and those who may struggle with mental wellbeing issues all of which could potentially have a negative impact on their education. We ensure that the Equality Act of 2010 and SEND Regulations 2014 are firmly embedded within our curriculum so that all pupils are given equal opportunities to thrive and succeed.

Key skills such as evaluation, reflection and investigation are developed across our curriculum. Lessons are planned in such a way that children can apply their knowledge in thinking/problem solving contexts.

Lesson Design Principles in the Curriculum

Teaching Principle	Implementation
Review	Review learning with the use of retrieval practice eg Multiple choice quizzes.
Small steps	Present new learning in small steps, linking to prior learning and moving on when new content is mastered.
Model	Model worked examples and teacher thinking to ensure steps are clear. Model to be followed.
Questions	Question children's understanding with a range of question types to determine how well material is learnt and remembered.
Check	Check what pupils know using reasoning and problem-solving questions.
Guided Practice	Build in time for additional practice to commit learning to memory.
Independent Practice	Independent practice to produce "overlearning" so new learning can be recalled automatically.
Scaffold	Use temporary supports to assist learning including modelling, cue cards, checklists etc.
Challenge	Pitch expectations and content to challenge ALL learners. Develop thinking skills.
Visual Prompts	Learners can use these to support their understanding of written and spoken instructions.

In their first years in school our FS1 and FS2 children follow the Early Years Curriculum and develop their knowledge, skills and understanding through a combination of both play-based learning and more focused teacher-led sessions. Pupils learn to share, work independently and play with others. Our intention is for our curriculum to prepare our children well for their secondary education and has inspired them to find out more about the world and local area around them.

We have a commitment to expanding our pupils' horizons, whether through learning outside the classroom in our extensive school grounds, working in the local community, or through enterprise projects or work-related learning. We see great value in working with visiting speakers, specialists and other professionals.

Curriculum schemes and resources overview

We utilise published curriculum materials to support our planning - all based on the Early Years and Foundation Stage (EYFS) Curriculum and the National Curriculum (2014). All aspects comply with legislation and national guidance, including the teaching of Sex Relationships Education (SRE).

We use a variety of published schemes to support us in school, these include:

- Letters and Sounds (Phonics)
- Focus Maths (Mathematics)
- Charanga (Music)
- East Riding Syllabus for the Teaching of RE

Impact

We evaluate the knowledge, skills and understanding that the pupils have gained against the expectations agreed and evaluate our teaching from this. This ensures that we are constantly striving for improvement and ensuring that our curriculum is the best it can be.

Assessment opportunities are used effectively throughout school to provide children with timely ways to move their learning forward and for staff to match their teaching to pupil needs.

Local Authority visits and audits indicate that the school continues to perform at a high level and is effective in identifying and tackling any areas of concern. The school has been judged as a category 1 school.

Pupils' above average attendance reflects the high standards seen in classrooms, pupils' positive attitudes to learning and the quality of work seen throughout the school. Significant remodelling and building work to create purposeful learning environments throughout school has taken place since the last section 5 inspection.

The learning environment in the Foundation Stage Unit has been remodelled - and continues to undergo remodelling - to enable development plans to create more structured learning practices and build 'firm foundations'.

'Investors in Pupils' awarded in January 2018 has been utilised as vehicle for positive change for our pupils. The report observed many successful initiatives driven by pupils comprising: jobs they hold in school including delivering assemblies, acting as first aiders, raising money for charitable causes and delivering to governors.

The quality of curriculum is a strength of the school. High quality art work, well-crafted DT models exhibited around the school and quality writing linked to topics demonstrate this. We will continue to review and evaluate each subject throughout the year.